Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

Reference Manual

Core Data & Missouri Student Information System

2019 - 20

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Introduction to the Core Data and MOSIS Manual

This integrated manual contains sections relating to the Core Data (CD) and the Missouri Student Information System (MOSIS) Data Collection cycles. In addition to overview information, there are specific sections with screen prints, file layouts, code sets, exhibits and links to other materials.

Answers to Frequently Asked Questions (FAQ) for both systems are being developed to allow you to search questions that have been asked by other users. Once available, the FAQ and other documents will be located on the Core Data/MOSIS website at http://dese.mo.gov/data-system-management/core-datamosis. In addition, you may call the Department at 573-522-3207, option 2, if you have questions.

Core Data and MOSIS Overview

The Core Data System is a data collection system with integrated screens used to directly enter or update information from school districts. Data in several Core Data screens are now populated from MOSIS.

MOSIS collects data at the individual level and derives from the data the counts for the aggregate collections. In MOSIS, data is standardized, collected and presented such that the maximum use can be made for decision making and reporting. Reaching this goal demands high-quality data, managed accessibility, certification (sign-off that the data are correct and ready to use), interoperability, utility, affordability and granularity (a level of detail that allows analysis and interpretation). *See Exhibit 1A for additional information about MOSIS.*

School districts report data items in Core Data and MOSIS in six cycles during the year: beginning-of-the-year items in the August and October cycles; midyear items in the December, February and April cycles; and end-of-the-year items in the June Cycle. MOSIS also collects data apart from these six cycles such as the Assessment Pre-Code data. Information reported is based upon the most current data available.

After all items have been entered or updated for the appropriate cycle through Core Data or MOSIS, data are checked for edits. When all errors have been eliminated, the data are submitted to the Department of Elementary and Secondary Education (Department). Warnings should be reviewed and appropriate corrections entered. Data submitted to the Department must be a true account of district activities. A goal of the Department is to “collect the data once and use them many times, by many people, for many purposes.” Data items are entered only once and are collected at the lowest level to maximize their usefulness in decision making and compliance with various state and federal reporting requirements. *Refer to Exhibit 1 for Technical Information and to Exhibit 37 for Core Data Screen and MOSIS File Crosswalks.*

Core Data and MOSIS Data Collection Cycles

There are six standard cycles in which districts submit data to Core Data and MOSIS. MOSIS does collect data outside these cycles for such things as Assessment Pre-Code. Included is a summary of the six standard cycles:

The **August Cycle Core Data** and **MOSIS** submissions are due August 15. **Core Data** includes information used to produce the School Directory, planned school calendar data and gifted education. Data are reported on screens 02 – District Data, 02A – Charter/Non LEA Charter Board Members, 03 – District Contact Personnel, 03A – Non LEA Charter Contact, 04 – District Directory, 06 – District Tax Data, 08 – Attendance Center, 10 – Planned School Calendar List and Planned Calendar Header, and 25 – Gifted Education. Screen 16 – Enrollment, Membership & Summer School is populated from MOSIS. **MOSIS** includes summer school enrollment and attendance data reported in the Student Enrollment and Attendance file.

The **October Cycle Core Data** and **MOSIS** submissions are due October 15. **Core Data** includes information about educator vacancies. Data are reported on Screen 21 – Educator Vacancy. Screens 02 – District Data; 15 – Home School/Free & Reduced Lunch; 16 – Enrollment, Membership and Summer School; 18 – Educator; 20 – Course & Assignment; and 22 – Sending School Courses & Enrollment are populated from MOSIS. **MOSIS** includes information about LEP census data, federal programs headcount, educators, courses and assignments, enrollment and September membership. Data are reported in the Student Core, Educator Core, Educator School, Course Assignment and Student Assignment files.

The **December Cycle Core Data** and **MOSIS** submissions are due December 15. **Core Data** includes information required for federal special education reports. Screen 11 – Special Education Student Counts by Age is populated from MOSIS. **MOSIS** includes information required for federal special education reports. Data are reported in the Student Core file.

The **February Cycle Core Data** and **MOSIS** submissions are due February 15. **Core Data** includes January membership, follow-up data on graduates, count of students home schooled, count of students eligible for free or reduced lunch in accordance with state statutes, ending fund balances as of December 31, and new and expanding charter school data. Data are reported on screens 15 – Home School information, 35 – December 31 Fund Balance Data and 35A – Non-LEA December 31 Fund Balance, and 37 – New and Expanding Charter School Data. Screens 08 – Attendance Center, 15 – Free & Reduced Lunch information, 16 – Enrollment, Membership & Summer School, 26 – Career Education Follow-Up, 27 – Career Education Follow-Up Sending School and 29 – Post Secondary & Adult Follow-Up are populated from MOSIS. **MOSIS** includes January membership, follow-up data on graduates and counts of students eligible for free or reduced lunch in accordance with state statutes. Data are reported in the Student Core and Student Graduate Follow-Up files.

The **April Cycle MOSIS** submission is due April 30. **MOSIS** includes student demographic data that will be linked to the student's state assessment records. Data are reported in the Student Core file.

The **June Cycle Core Data** and **MOSIS** submissions are due June 30. **Core Data** end-of-year data are reported on 08 – Attendance Center, 10 – Actual School Calendar List and Actual Calendar Header, 18A – Educator Evaluation, 24A – Summer School Application, 36 – Kindergarten Readiness and 38 – Dyslexia Screening. Screens 09 – Discipline Incidents, 12 – Special Ed Exiters, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II Grade Point Average, 17 – Physical Fitness Assessment and 24 – Summer School Courses & Enrollment are populated from MOSIS. **MOSIS** includes end-of-year discipline incidents, special education exiter, secondary headcount, attendance, resident II attendance, resident II grade point average, physical fitness assessment, summer school courses and enrollment, career technical student organization and state ID cleanup for assessment records. Data are reported in the Student Core, Student Enrollment and Attendance, Student Discipline Incident, Summer Course Assignment, Summer Student Assignment, Student Course Completion, Career Technical Student Organizations (CTSO) and ID Cleanup.

Core Data and MOSIS Data Collection Cycles

PK-12 Submissions

Note: ***Core Data screens bolded and italicized have items populated from MOSIS.***

CYCLE	COLLECTION		DUE BY
August	Core Data Screens	02 – District Data 02A – Charter Board Members 03 – District Contact Personnel 03A – Non LEA Charter Contact 04 – District Directory 06 – District Tax Data 08 – Attendance Center 10 – Planned School Calendar List and Planned Calendar Header ***16 – Enrollment, Membership & Summer School*** 25 – Gifted Education	August 15
	MOSIS File	Student Enrollment and Attendance	

October	Core Data Screens	***02 – District Data*** ***15 – Home School/Free & Reduced Lunch*** ***16 – Enrollment, Membership & Summer School*** ***18 – Educator*** ***20 – Course & Assignment*** 21 – Educator Vacancy ***22 – Sending School Courses & Enrollment***	October 15
	MOSIS Files	Student Core Educator Core Educator School Course Assignment Student Assignment	

December	Core Data Screen	***11 – Special Education Student Counts By Age***	December 15
	MOSIS File	Student Core	

February	Core Data Screens	***08 – Attendance Center*** ***15 – Home School/Free & Reduced Lunch*** ***16 – Enrollment, Membership & Summer School*** ***26 – Career Education Follow-Up*** ***27 – Career Education Follow-Up Sending School*** ***29 – Postsecondary & Adult Follow-Up*** 35 – December 31 Fund Balance 35A – Non LEA December 31 Fund Balance 37 – New and Expanding Charter School Data	February 15
	MOSIS Files	Student Core Student Graduate Follow-Up	

CYCLE	COLLECTION		DUE BY
April	MOSIS File	Student Core	April 30

June	Core Data Screens	08 – Attendance Center ***09 – Discipline Incidents*** 10 – Actual School Calendar List and Actual Calendar Header ***12 – Special Ed Exiters*** ***13 – Secondary Headcount*** ***14 – Attendance*** ***14A – Resident II Attendance*** ***14B – Resident II Grade Point Average*** ***17 – Physical Fitness Assessment*** 18A – Educator Evaluation ***24 – Summer School Courses & Enrollment*** 24A – Summer School Application 36 – Kindergarten Readiness 38 – Dyslexia Screening	June 30
	MOSIS Files	Student Core Student Enrollment and Attendance Student Discipline Incident Summer Course Assignment Summer Student Assignment Student Course Completion Referrals EOC Exception Collection ASVAB Career Technical Student Organizations (CTSO)	
	DESE Created Trial	June ID Cleanup CCR ID Cleanup	June/July July/August

			Testing Windows
Assessment Precode	MOSIS Files	EOC Summer (2019-2020) EOC Fall (First Window) EOC Fall (Second Window) WIDA ACCESS EOC – Spring (First Window) EOC – Spring (Second Window) EOC – Spring (Third Window) GLA – Spring [3-8] First Window GLA – Spring [3-8] Second Window GLA – Spring [3-8] Third Window MAP A – Spring [3-11 ELA, MA, SCI]	Not Administered in 19-20 10/07/2019 – 01/24/2020 10/07/2019 – 01/24/2020 01/06/2020 – 02/28/2020 02/17/2020 – 05/22/2020 02/17/2020 – 05/22/2020 02/17/2020 – 05/22/2020 03/30/2020 – 05/22/2020 03/30/2020 – 05/22/2020 03/30/2020 – 05/22/2020 Precode directly with vendor

For more information on Assessment Precode, visit http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode.

Postsecondary Submissions

CYCLE	COLLECTION		DUE BY
February	MOSIS File	Student Graduate Follow-Up populates ***Screen 29 – Post Secondary & Adult Follow-Up***	February 15
	MOSIS File	Post Secondary Adult Course Assignment	March 31
June	MOSIS File	Post Secondary Adult Perkins Core	June 30

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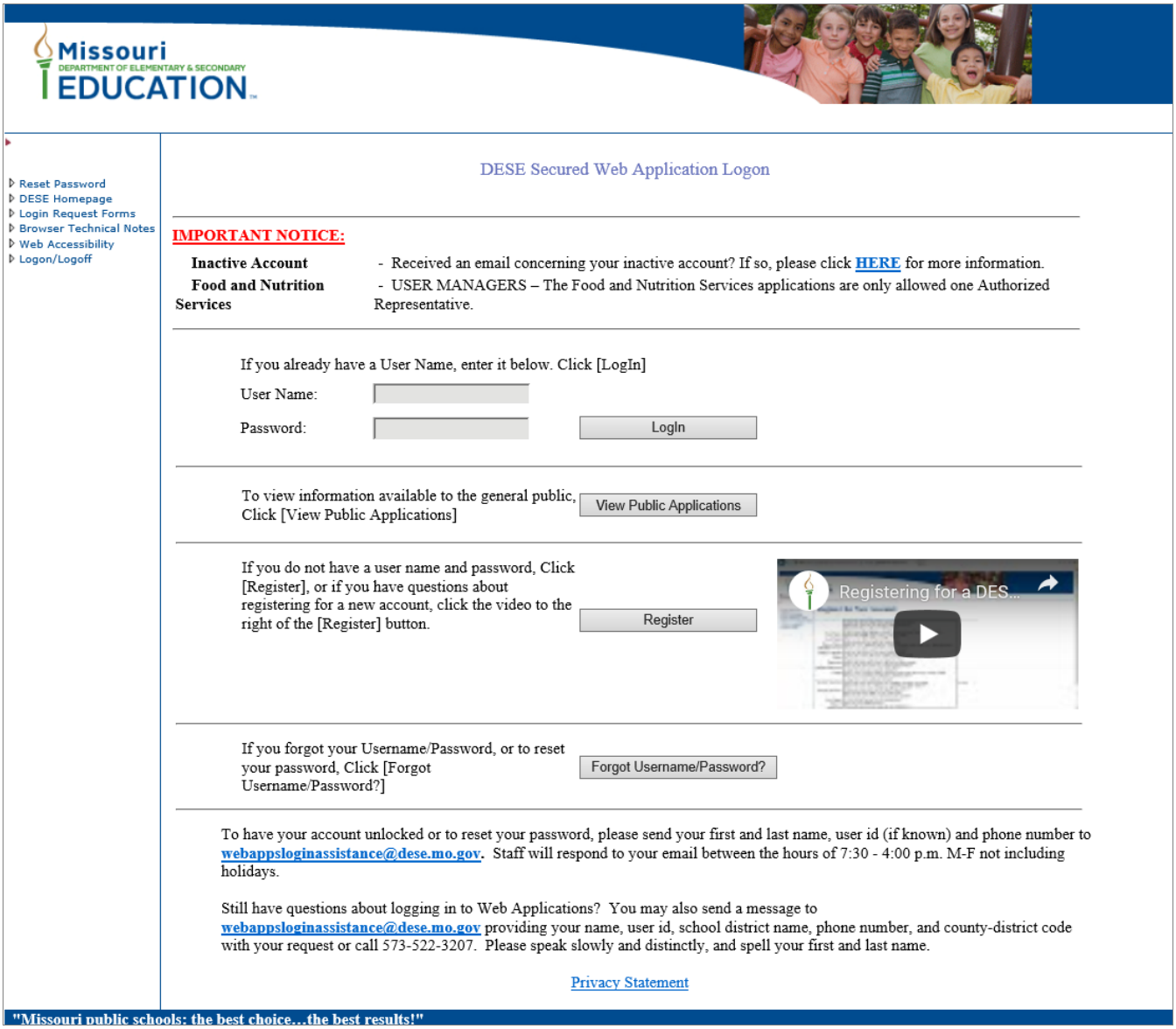
Core Data and MOSIS Logon Procedures

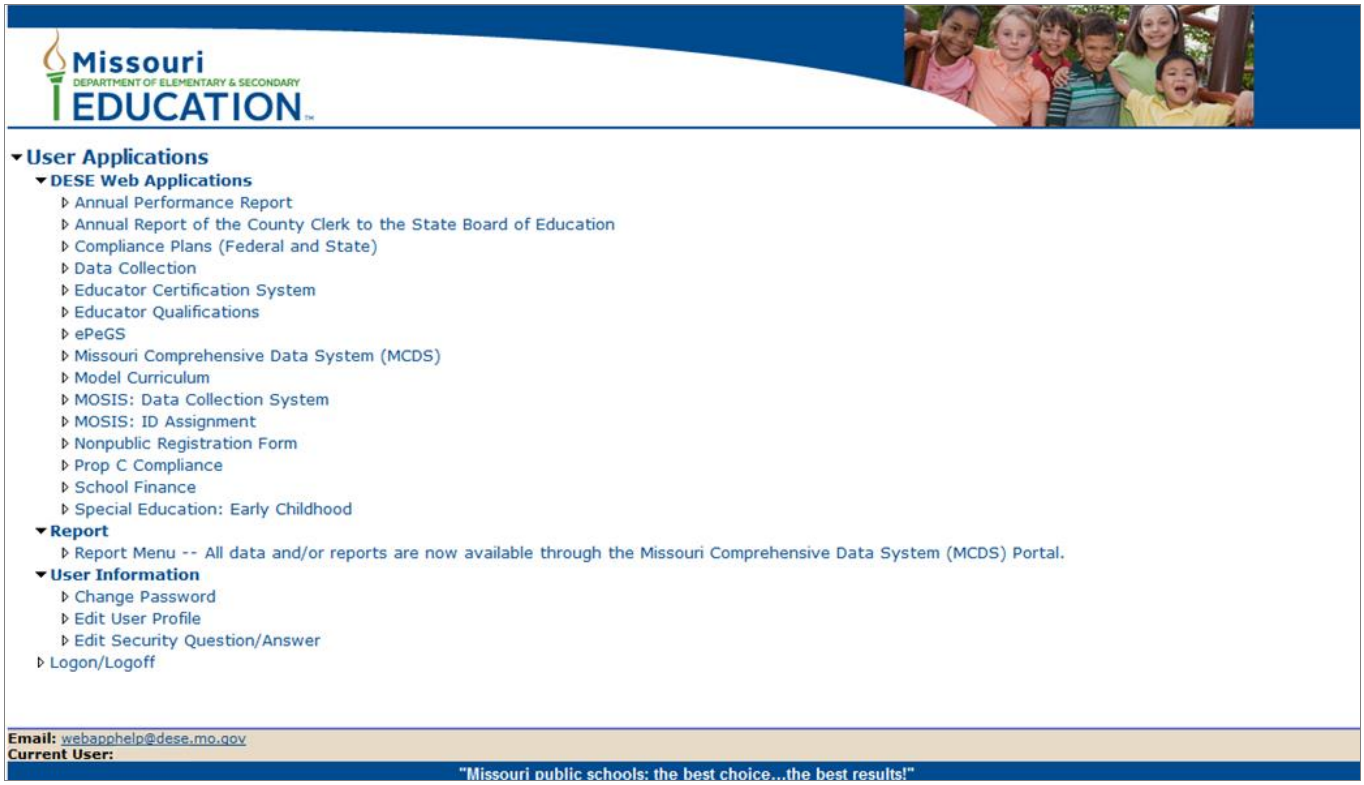
The Core Data and MOSIS Systems are accessed through the Department's Web Applications Logon Page. This webpage provides restricted access based upon user ID and password validation. Only individuals who have been authorized by their district administrator through submission of a signed *Login Request Form* or through the *User Manager Security* system (instructions can be located at http://dese.mo.gov/data-system-management/user-managerlogin-request-forms) are allowed access. Due to confidentiality of student data included in the MOSIS System, a district PIN code is required for granting access. An individual may view, update or submit data through these systems depending upon their level of authority.

See the beginning pages of the *Core Data and MOSIS Exhibits* for information regarding User Manager for the Department's Web Applications and the User Manager Report Menu. *See Exhibit 1 for Technical Information regarding system requirements and functionality.*



Core Data and MOSIS Applications Menu

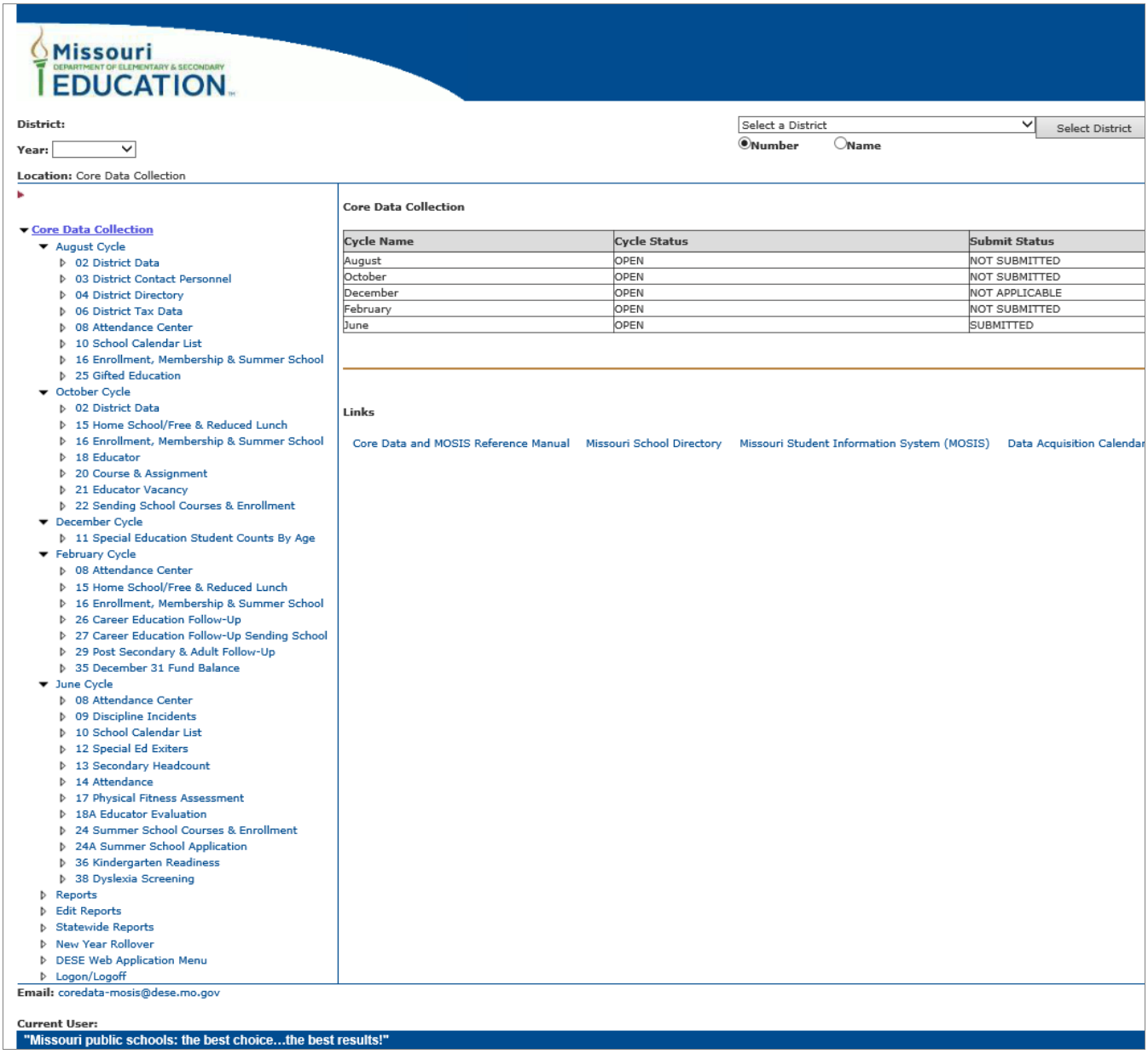
After entering the user ID and password and clicking the Login button, the Web Applications Menu web page, containing a list of applications for which the individual is authorized, is displayed. Clicking the Data Collection link allows access to the Core Data Collection System, while clicking the MOSIS: Data Collection System link accesses MOSIS Data Collection and clicking on the MOSIS: ID Assignment link access the MOSIS ID System.



Core Data Collection Menu

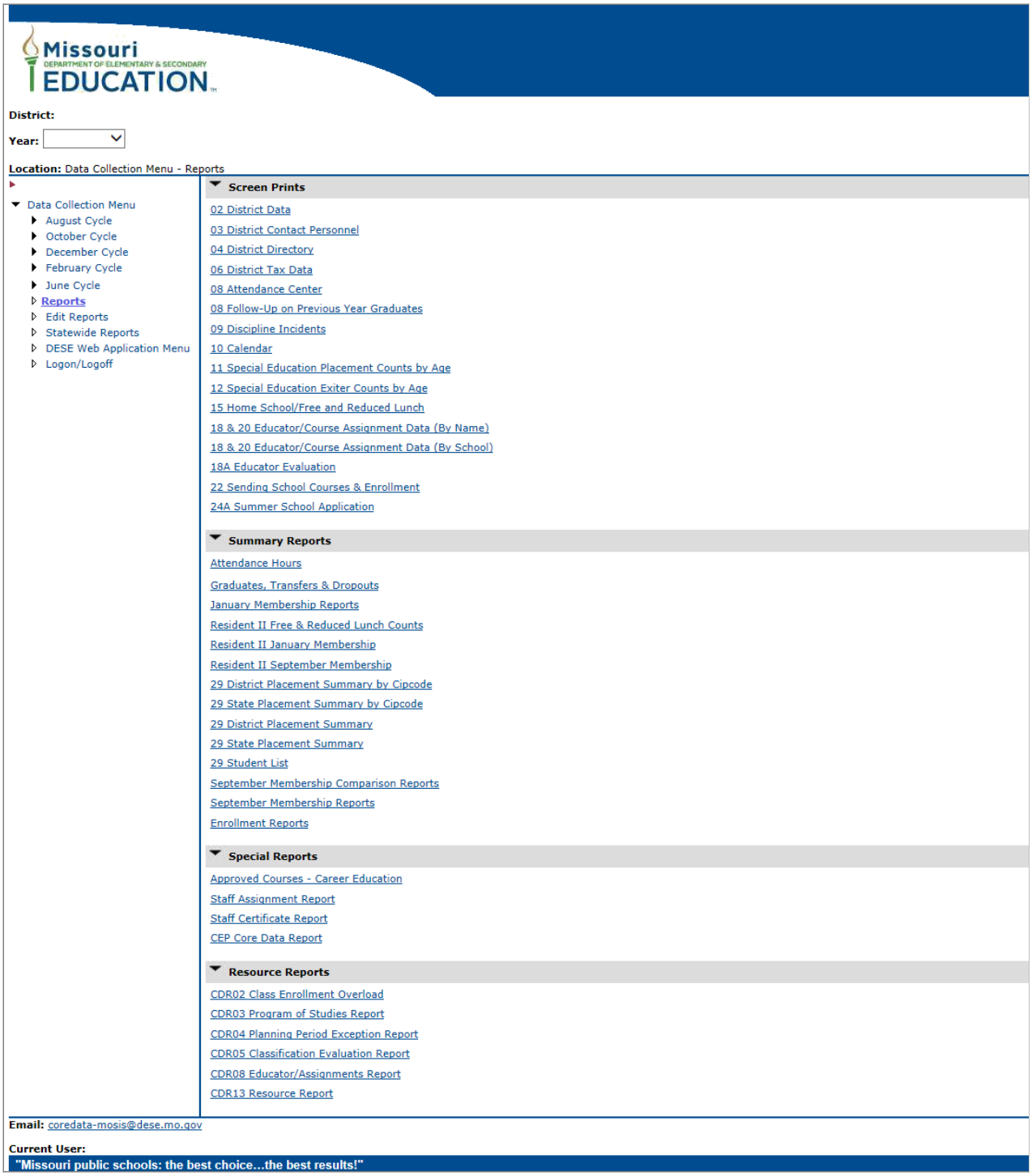
The Core Data Collection Menu page allows authorized users to access the different data collection pages, categorized by cycles and reports, in Core Data. The submission status of the data for each cycle is displayed.

The Core Data Menu utilizes a "tree view" navigation system which is located on the left side of the page. It provides the ability to navigate quickly to a desired page in the menu, while also providing a visual reference of the location within the Core Data System. Clicking on the right arrows (►) or down arrows (▼) will expand or contract the navigation "tree view" displaying more or less detail as desired.



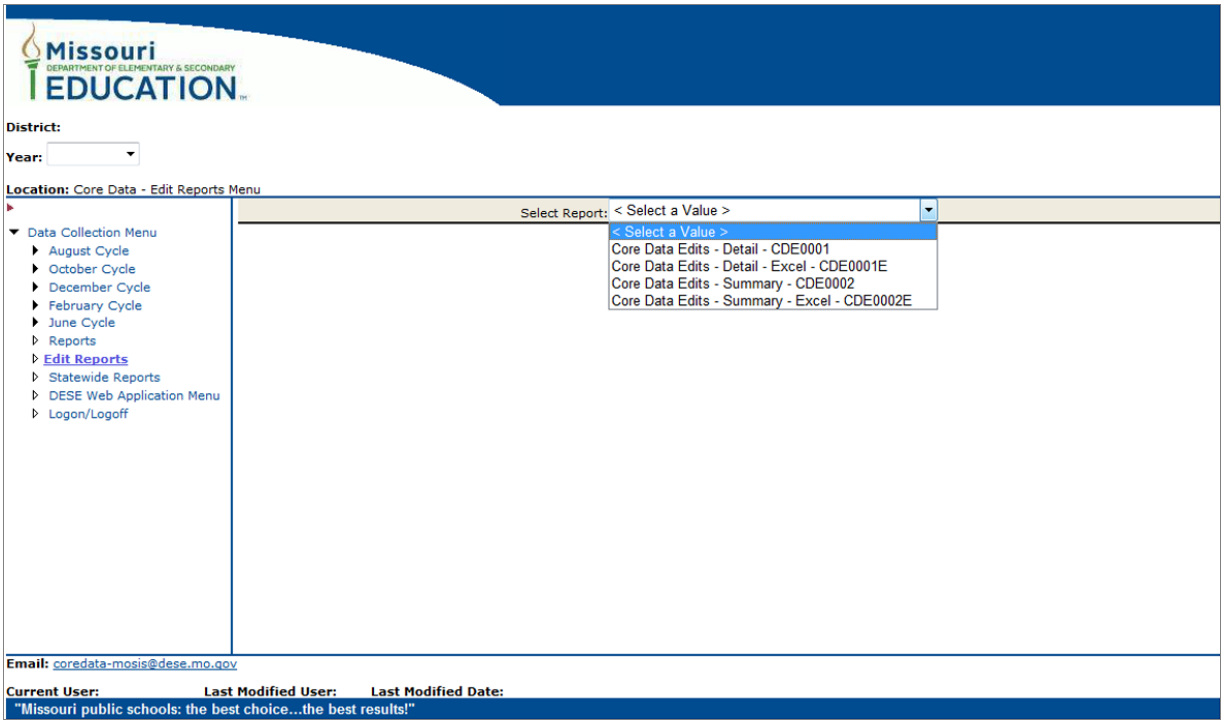
Core Data Collection Menu – Reports

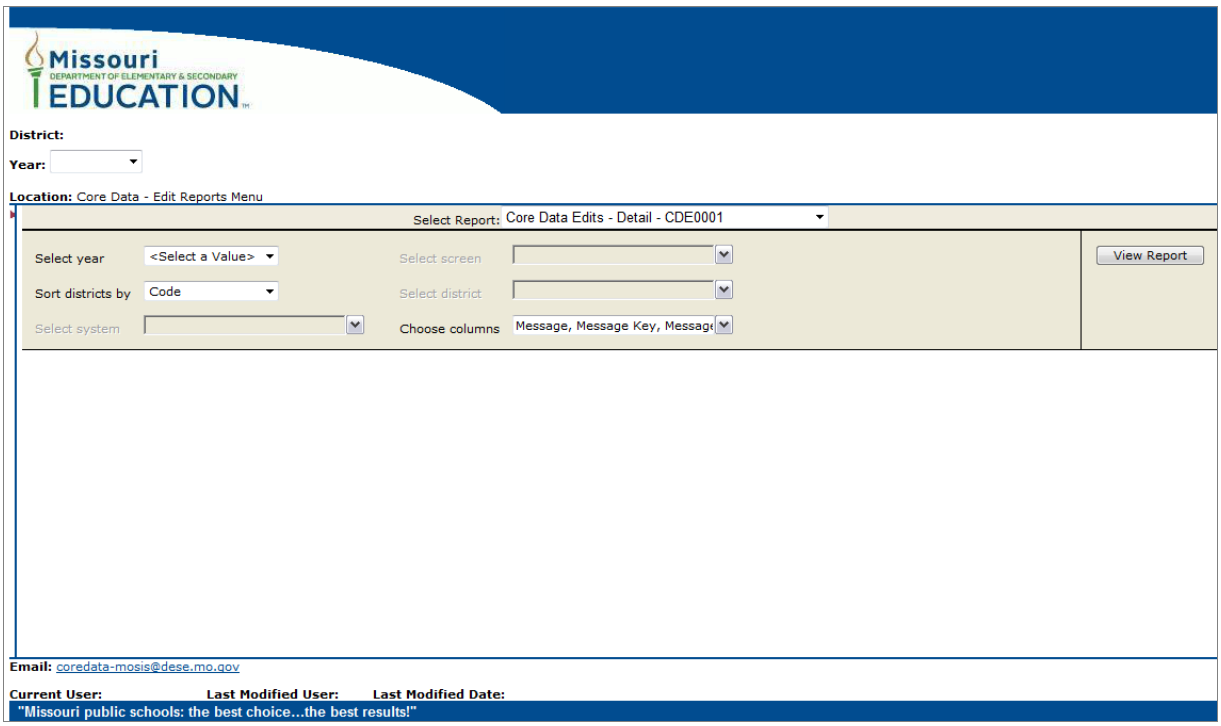
The navigation menu also contains links to the various reports that are generated by the Core Data system. Selecting Screen Prints generates a selection of screen print reports for the various data entry screens. Selecting Summary Reports generates a selection of summary reports for certain categories of data. Other reports may be selected under Special Reports and Resource Reports. After the specific report is displayed, it may be printed by using the print function of the browser. Other links include the Department's Web Application Menu link and Logon/Logoff.



Core Data Collection Menu – Edit Reports

The Edit Reports Menu displays the four options of reports available. The Detail Report option allows the user to select specific screen(s) to check for edits. The Summary Report option displays all edits from all screens. A separate Excel version for each option has the headers removed. Each report option also exports the information into your choice of multiple formats.





Core Data Collection Menu – Cycles and Layout

Selecting one of the cycles from the Data Collection Menu displays that cycle web page. These web pages provide a summary of the Errors and Warnings for each screen within the selected cycle, as well as Department contact and phone numbers. The appropriate school year must be selected from the drop-down list before selecting the cycle.

To display a page for data entry, the user should expand the section of the list for that cycle and select the desired page. If a cycle is CLOSED, the page will display as READ-ONLY.

There are six cycles in the Core Data Collection System – the August, October, December, February, April and June cycles. On each page the cycle name (month), cycle status (open or closed for data entry) and submit status for each cycle is listed. Links to documents and other information are provided. Each page or screen also has information in a header and footer as indicated.

ITEM DEFINITIONS

Header Information

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Footer Information

Current User – Displays the user ID of the person currently using the page.

Last Modified User – Displays the user ID of the person who last updated data on the page.

Last Modified Date – Displays the date that data on the page were last updated.

Email Address – An email link where questions about the page can be sent.

Department's Mission Statement – Displays the Department Mission statement.

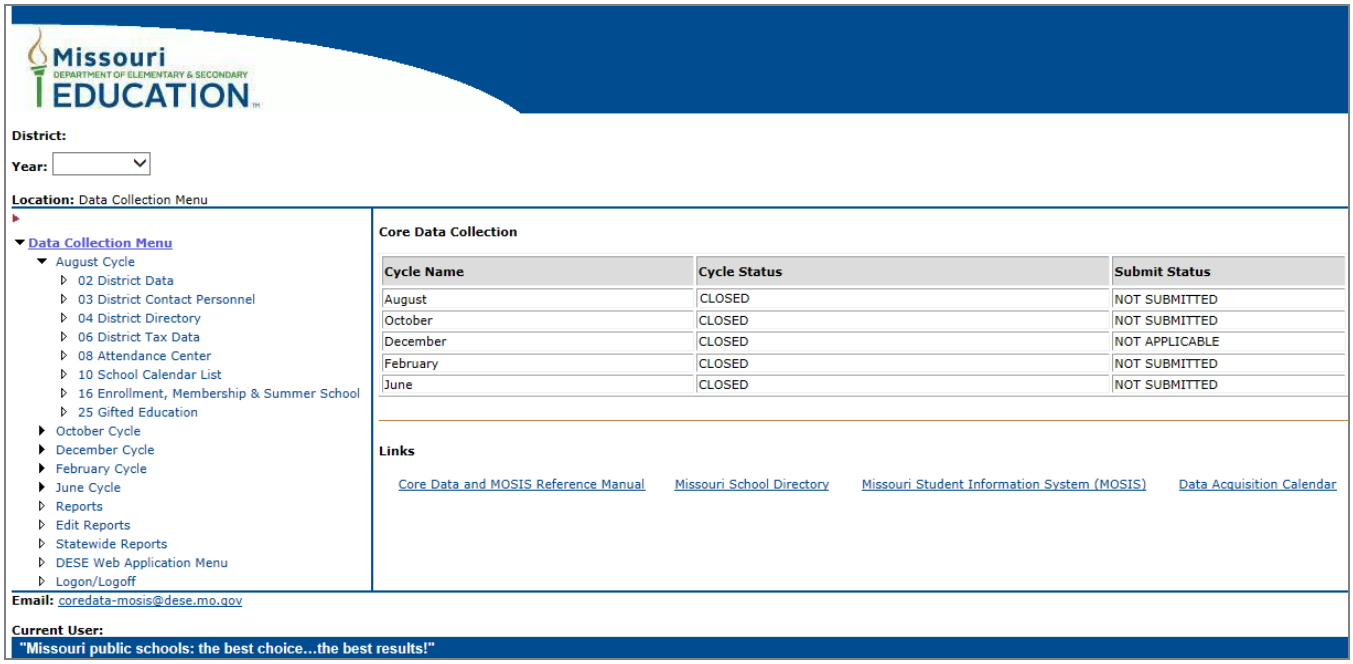
For those screens that allow manual entry, a **Save** button is used to save all data on the screen. A cycle **Submit** button is used to indicate that all manual data entered for that cycle has been completed and is sent to the Department's database.

Some screens that now have items populated from MOSIS will not have some buttons that years prior to June 2008 will have. These buttons, i.e., Add More Lines, Save, Delete, etc., were used for data entry but now are only used for updating information in those prior cycles.

August Cycle

The **August Cycle Core Data** and **MOSIS** submissions are due August 15. **Core Data** includes information used to produce the School Directory, estimated ADA, planned school calendar data and gifted education. Data are reported on screens 02 – District Data, 02A – Charter Board Members, 03 – District Contact Personnel, 03A – Non LEA Charter Contact, 04 – District Directory, 06 – District Tax Data, 08 – Attendance Center, 10 – Planned School Calendar List and Planned Calendar Header, and 25 – Gifted Education. Screen 16 – Enrollment, Membership & Summer School is populated from MOSIS. **MOSIS** includes summer school enrollment and attendance data reported in the Student Enrollment and Attendance file.

Core Data Screens ***Screens bolded & italicized have items populated from MOSIS.***	02 – District Data 02A – Charter Board Members 03 – District Contact Personnel 03A – Non LEA Charter Contact 04 – District Directory 06 – District Tax Data 08 – Attendance Center 10 – Planned School Calendar List and Planned Calendar Header ***16 – Enrollment, Membership & Summer School*** 25 – Gifted Education	Due by August 15
MOSIS File	Student Enrollment and Attendance	



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Core Data Screen 02 – District Data

The District Data screen allows entry and update of data items at the district level, including the district address, school board secretary, school board president and support staff FTE counts by employment and racial/ethnic categories. *See Exhibit 2 for the definition of each racial/ethnic category.*

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District: Select a District | Select District

Year: **Status: OPEN**-Cycle is available for data entry. ◉Number ○Name

Location: Core Data Collection - August Cycle - 02 District Data

Save

Superintendent/Dean:
Elementary District
Classification

Supervisor:
Organization
NCES ID

☐ MO Option

District
Street Address
City
Phone
Email
Website
DUNS Number
☐ LEA Assures current registration with System for Award Management (SAM).
SAM Exp. Date (mm/dd/yyyy)

Mailing Address
Zip
Fax

School Board Secretary
Last Name
Home Phone
Street Address
City
Email

First Name MI Title
Mailing Address
State Zip

School Board President
Last Name
Home Phone
Street Address
City
Email

First Name MI Title
Mailing Address
State Zip

Additional Data
Reg. Contract Days
Career Ladder 1) 2) 3)

Populated from MOSIS October Cycle
K- 12 ELL (LEP) students enrolled
Pre K ELL (LEP) students enrolled
K- 12 ELL (LEP) resident students

FTE	Office	Custodial	Food	Other	Total	Black	White	Hispanic	Asian	Indian	Pacific Islander	Multiracial
Male												
Female												

Save

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Item Definitions – Screen 02-District Data

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. (*Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Superintendent/Dean – The superintendent of the school district or dean of a college. *(Displayed from first line on Screen 04 – District Directory.)*

Supervisor – The state supervisor of the school district. *(Display only.)*

Elementary District – "Y" indicates an elementary school district. *(Display only.)*

Organization – Grade level organization of schools in the district.

Classification – Indicates the district's Missouri School Improvement Program (MSIP) accreditation level: "A" – Accredited, "D" – Accredited w/ Distinction, "P" – Provisional, "U" – Unaccredited. *(Display only.)*

NCES ID – Unique seven-digit number assigned by the National Center for Education Statistics (NCES) to identify school districts and other local education agencies. *(Display only.)*

MO Option – Approved Missouri Option Program. *(Display only.)*

District

Street Address – Street address of district/college office.

Mailing Address – Post office box or physical address of district/college office where mail is received. ***(If there is not a post office box, then leave blank.)***

City – City in which district/college is located.

Zip – Nine-digit zip code plus four of district/college street address. *(Hyphen is not entered.)*

Phone – District/college telephone number. *(Three-digit area code and seven-digit number.)*

Fax – District/college fax number. *(Three-digit area code and seven-digit number.)*

Email – Email address of district/college administration.

Website – Internet address of district/college website.

DUNS Number – Unique nine-digit location specific business identification number which D&B assigns as a means of identifying and tracking companies globally (https://www.sam.gov/portal/public/SAM/).

SAM Registration Confirmation – System for Award Management (SAM) primary registrant database for the U.S. Federal Government (http://www.sam.gov).

SAM Exp. Date – Date SAM registration expires. User must re-register every year.

School Board Secretary

Last Name – Last name of school board secretary.

First Name – First name of school board secretary.

MI – Middle initial of school board secretary.

Title – Title of school board secretary. *(Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

Home Phone – School board secretary's home telephone number. *(Three-digit area code and seven-digit number.)*

Street Address – Street address of school board secretary.

Mailing Address – Post office box or mailing address of school board secretary where mail is received. (***If there is not a post office box, then leave blank.)***

City – City in which school board secretary resides.

State – Two-letter abbreviation of state in which school board secretary resides.

Zip – Nine-digit zip code of school board secretary's address. *(Hyphen is not entered.)*

Email – Email address of school board secretary.

School Board President

Last Name – Last name of school board president.

First Name – First name of school board president.

MI – Middle initial of school board president.

Title – Title of school board president. *(Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

Street Address – Street address of school board president.

Mailing Address – Post office box or physical address of school board president where mail is received. (***If there is not a post office box, then leave blank.)***

City – City in which school board president resides.

State – Two-letter abbreviation of state in which school board president resides.

Zip – Nine-digit zip code of school board president's address. *(Hyphen is not entered.)*

Email – Email address of school board president.

Additional Data

Reg. Contract Days – Standard length in days of regular teacher contract.

Career Ladder – Indicates the district's participation in the Career Ladder Program. *(Not currently funded by the state.)*

K-12 ELL (LEP) Students Enrolled – Number (headcount) of students in grades K-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status. *(Populated from MOSIS – October Cycle.)*

Pre-K ELL (LEP) Students Enrolled – Number (headcount) of children ages 3-5 enrolled in a district funded program serving preschool children whose English language proficiency was below that of grade and age level peers. *(Populated from MOSIS – October Cycle.)*

K-12 ELL (LEP) Resident Students – Number (FTE) of students in grades K-12 enrolled on the last Wednesday in September and in attendance one of 10 prior school days whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status. *(Populated from MOSIS – October Cycle.)*

FTE – Counts of the support staff in requested categories reported on an FTE (full-time equivalent) basis. Nurses and aides reported in MOSIS Educator Data are <u>not</u> included here as they and other staff are counted with instructional staff. *(Populated on Screen 18.)*

Male Office – FTE of male office/clerical employees.

Male Custodial – FTE of male custodial/maintenance employees.

Male Food – FTE of male food service employees.

Male Other – FTE of male employees in other support staff categories, e.g., bus drivers.

Male Black – FTE of Black male employees in all categories.

Male White – FTE of White male employees in all categories.

Male Hispanic – FTE of Hispanic male employees in all categories.

Male Asian – FTE of Asian male employees in all categories.

Male Indian – FTE of Indian male employees in all categories.

Male Pacific Islander – FTE of Pacific Islander male employees in all categories.

Male Multiracial – FTE of Multiracial male employees in all categories.

Male Total – Total males employed in all categories*. (Item is system calculated and displayed.)*

Female Office – FTE of female office/clerical employees.

Female Custodial – FTE of female custodial/maintenance employees.

Female Food – FTE of female food service employees.

Female Other – FTE of female employees in other support staff categories, e.g., bus drivers.

Female Black – FTE of Black female employees in all categories.

Female White – FTE of White female employees in all categories.

Female Hispanic – FTE of Hispanic female employees in all categories.

Female Asian – FTE of Asian female employees in all categories.

Female Indian – FTE of Indian female employees in all categories.

Female Pacific Islander – FTE of Pacific Islander female employees in all categories.

Female Multiracial – FTE of Multiracial female employees in all categories.

Female Total – Total females employed in all categories. *(Item is system calculated and displayed.)*

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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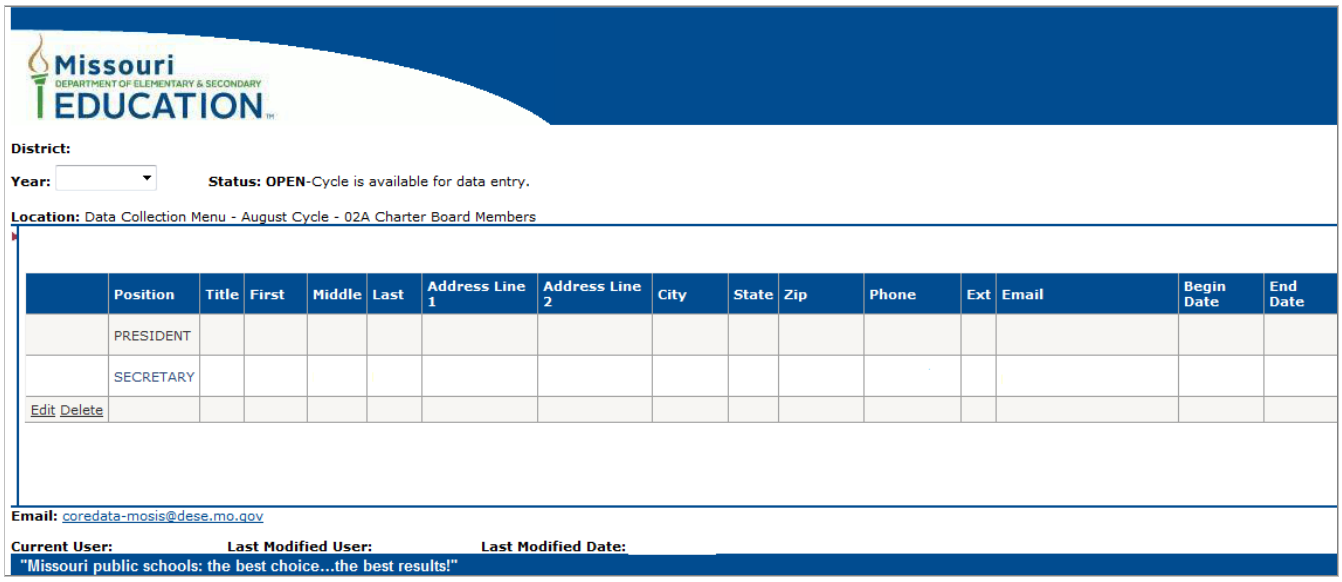
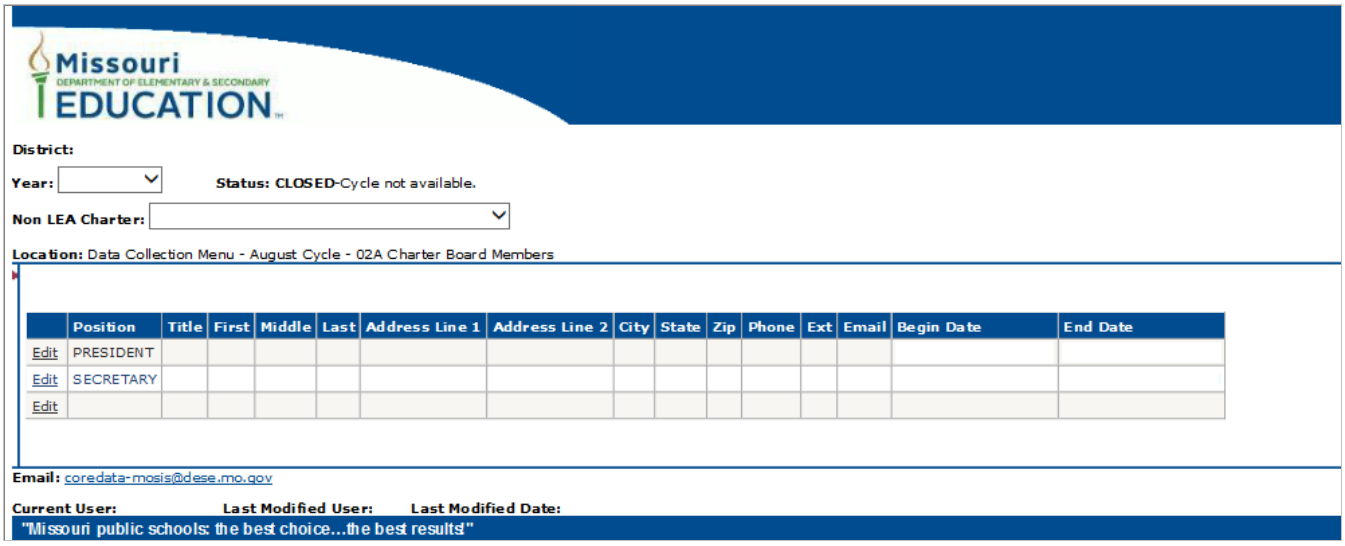
Core Data Screen 02A – Charter Board Members

The Charter Board Members screen allows entry and update of the charter board members. This screen is only visible to charter LEAs and the non LEA charter building.

Charter LEAs – Board President and Board Secretary are populated from Screen 02 – District Data. Manually add members by choosing the edit button along with all the required information.



Charter Non LEA building – Board President and Board Secretary are entered manually on this screen by choosing the edit button. Manually add members by choosing the edit button along with all the required information.



Item Definitions – Screen 02A-Charter Board Members

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Non-LEA Charter – Building code of the charter that is sponsored by a school district.

Location – Current location within the Core Data application. *(Display only.)*

Position – Job title of school board president, secretary or board member.

Title – Title of school board president, secretary or board members. (*Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

First Name – First name of school board president, secretary or board member.

Middle – Middle initial of school board president, secretary or board member.

Last Name – Last name of school board president, secretary or board member.

Address Line 1 – Street address of school board president, secretary or board member.

Address Line 2 – Post office box or mailing address of school board president, secretary or board members, where mail is received. (***If there is not a post office box, then leave blank.)***

City – City in which school board president, secretary or board member resides.

State – Two-letter abbreviation of state in which school board president, secretary or board member resides.

Zip – Nine-digit zip code of school board president, secretary or board member's address. *(Hyphen is not entered.)*

Phone – Phone number of school board president, secretary or board member.

Extension – Phone number extension *(if applicable*) of school board president, secretary or board member.

Email – Email address of school board president, secretary or board member.

Begin Date – The date the term of member started.

End Date – The date the term of member ended.

Edit – Click button to add or update data.

Delete – Click button to delete row of entered data.

Update – Click button to save entered data.

Cancel – Click button to cancel adding or updating entered data.

Core Data Screen 03 – District Contact Personnel

The District Contact Personnel screen lists the personnel to be contacted with regard to the various programs or responsibilities identified on the screen.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District:

Year:

Status: OPEN-Cycle is available for data entry.

Select a District

Number Name

Select District

Location: Core Data Collection - August Cycle - 03 District Contact Personnel

Save

Line	Contact	Last Name	First Name	MI	Title	School	Phone			Extn	Email Address
1	A+ Coordinator										
2	ASBR										
3	ASSESSMENT										
4	AT RISK										
5	BLDGS/GROUNDS										
6	BOOKKEEPER										
7	CAREER LADDER										
8	CCDF (CHILD CARE)										
9	CERTIFICATION										
10	COMMUNITY EDUC										
11	CORE DATA										
12	CTE BASE AND PERFORMANCE										
13	CURRICULUM										
14	ECSE										
15	EL BLENDED										
16	ELL										
17	ENHANCEMENT GRANT										
18	FED PROGRAMS										
19	FINANCE										
20	FINGERPRINT RESULTS (LASO										
21	FOSTER CARE POC										
22	GIFTED PROGRAMS										
23	GUIDANCE										
24	HIGH NEED FUND										
25	HOMELESS										
26	LIBRARY MEDIA										
27	MENTORING PROG										
28	MIGRANT										
29	MO OPTION										
30	MOCAP FACIL										
31	MOSIS										
32	MPP										
33	MSIP/ESSA/APR										
34	PAT										
35	PAT SUPERVISOR										
36	PDC CHAIR										
37	PERKINS PS										
38	PERKINS SEC										
39	PERKINS TP										
40	PUBLIC INFO										
41	PUPIL TRANS.										
42	SAFETY										
43	SCHL BLDG USAGE										
44	SCHL VOLUNTEER										
45	SCHL/BUS PARTNR										
46	SCHOOL-AGE CARE										
47	SENIOR CITIZEN										
48	SERVICE LRNG										
49	SPECIAL ED.										
50	TECHNOLOGY										
51	USER MANAGER										
52	VEDS										
53	WELLNESS PROGRAM COORDI										

Save

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

"Missouri public schools: the best choice...the best results!"

Item Definitions – Screen 03-District Contact Personnel

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. *(Display only.)*

Contact – Program or responsibility for which a district-level contact person is designated, as listed below.

Last Name – Last name of designated contact person.

First Name – First name of designated contact person.

MI – Middle initial of designated contact person.

Title – Title of designated contact person. *(Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

School – Four-digit school number identifying the attendance center in which the designated contact person is located. *(Use 1000 if located in central office.)*

Phone – Telephone number of designated contact person. *(Three-digit area code and seven-digit number.)*

Extn – Telephone extension of designated contact person. *(Up to five digits.)*

Email Address – Email address of designated contact person.

Contact Personnel Responsible for –

A+ Coordinator – Maintains the student and building documentation for eligibility to receive A+ scholarship funds. Other duties include parent updates, monitoring student mentoring and tutoring experience, and other duties as assigned.

ASBR – The Annual Secretary of the Board Report.

ASSESSMENT – Statewide testing of students in the district.

AT RISK – Programs for at risk students.

BLDGS/GROUNDS – School facilities and maintenance.

BOOKKEEPER – Maintaining district's accounting records.

CAREER LADDER – Career Ladder program.

CCDF (CHILD CARE) – Program contact for the Early Childhood, Child Care Development Fund (*Block Grant).*

CERTIFICATION – Verification of credentials for certificated staff.

COMMUNITY EDUC – Coordinating school facilities and instructors to provide lifelong learning opportunities to meet the needs of community members.

CORE DATA – Core Data Collection and submission of data to the Department.

CTE Base and Performance Grant – LEA contact who oversees the fiscal responsibilities and program requirements of the State Career and Technical Education (CTE) Base and Performance Grant.

CTE Enhancement Grant – LEA contact who oversees the fiscal responsibilities and program requirements of the State Career and Technical Education (CTE) Enhancement Grant.

CURRICULUM – Curriculum services and development.

ECSE – The Early Childhood Special Education program.

EL BLENDED – Contact for the Early Learning Blended program.

ELL – The English Language Learner program and ensuring compliance of MSIP Standards.

ENHANCEMENT GRANT – LEA contact who oversees the fiscal responsibilities and program requirements of the State Career and Technical Education (CTE) Enhancement Grant.

FED PROGRAMS – ESEA federal programs.

FINANCE – Fiscal operations.

FINGERPRINT RESULTS (LASO) – Missouri State Highway Patrol MACHS II school district contact person, Educator Certification.

FOSTER CARE – Services for foster care children.

GIFTED PROGRAMS – Programs for gifted students within the district.

GUIDANCE – Guidance services.

HIGH NEED FUND – Submission of information for the special education High Need Fund application.

HOMELESS – Services for identified homeless children and youth, providing training on the needs of homeless children and ensuring compliance of MSIP Standards.

LIBRARY MEDIA – Library media services.

MENTORING PROG – Coordinating individuals from businesses and/or the community to serve as mentors in the school to assist, support and motivate students to succeed in their classroom learning experiences.

MIGRANT – Services for identified migrant children and youth, and ensuring compliance of MSIP Standards.

MO OPTION – Alternative program for students at least 17 years of age to earn a standard high school diploma.

MOCAP FACIL. – Missouri Course Access Program (MOCAP) information.

MOSIS – Missouri Student Information System (MOSIS) data collection and submission of data to the Department.

MPP – Missouri Preschool Project (MPP) program and information.

MSIP/ESSA/APR – District personnel responsible for state and federal (ESSA) accountability. This contact should be the primary district contact for data and information that pertains to the APR (Annual Performance Report) and ESSA determinations (comprehensive and targeted building identification).

PAT – Program contact for Parents as Teachers program.

PAT SUPERVISOR – **I**ndividual who is responsible for developing a budget, creating policies and procedures, providing direct supervision and monitoring data for reporting requirements for the Parents as Teachers program. (In a district with only one parent educator, the parent educator cannot be the supervisor.)

PDC CHAIR – Serving as the Professional Development Committee (PDC) chairperson.

PERKINS PS – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for postsecondary programs.

PERKINS SEC – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for secondary programs.

Perkins Postsecondary Grant – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for postsecondary programs.

PUBLIC INFO – District information provided to the public including media and parents.

PUPIL TRANS. – The Application for State Transportation, school bus and facility depreciation schedules and route approval report.

SAFETY – Safety in the district that has been appointed by the Board (MSIP Standard 8.10).

SCHL BLDG USAGE – Scheduling availability of school facilities to parents, businesses, organizations and community members when not needed for traditional K-12 classroom activities or school functions.

SCHL VOLUNTEER – Promoting and coordinating school volunteer programs to utilize the time and expertise of adults in the community to improve the education and services provided by the public schools for their students.

SCHL/BUS PARTNR – Coordinating school partnerships with businesses, organizations or higher education institutions to provide unique educational opportunities or services to students.

SCHOOL-AGE CARE – School-age childcare program provided in school buildings when school is not in session and parents are working.

SENIOR CITIZEN – Coordinating services to senior citizens and/or utilizing their years of experience to assist students in their classroom learning experiences.

SERVICE LRNG – Coordinating service-learning program through which students and teachers use community service projects as a way of meeting the goals and objectives of regular classroom curriculum.

SPECIAL ED. – Special education administration and programming.

TECHNOLOGY – Technology planning, implementation and for state technology grant programs.

USER MANAGER – Manage the user IDs for district staff who need access to data, need to add data or need to submit data through the Department's Web Applications.

VEDS – Responding to vocational education data questions related to career education class enrollment or placement reports.

Wellness Program Coordinator – Each LEA in the National School Lunch Program and/or School Breakfast Program must establish wellness policy leadership of one or more LEA/and or school official(s) who have the authority and responsibility to ensure each school complies with their local wellness policy.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 03A – Non LEA Charter Contact Personnel

The Non LEA Charter Contact Personnel screen lists the personnel to be contacted with regard to the various programs or responsibilities identified on the screen.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District:

Year: **Status: OPEN**-Cycle is available for data entry.

Non LEA Charter:

Location: Core Data Collection - August Cycle - 03A Non LEA Contact Personnel

Save Edits

Line	Contact	Last Name	First Name	MI	Title	School	Phone			Extn	Email Address
1	A+ Coordinator										
2	ADMINISTRATOR										
3	ASBR										
4	ASSESSMENT										
5	AT RISK										
6	BLDGS/GROUNDS										
7	BOOKKEEPER										
8	CAREER LADDER										
9	CCDF (CHILD CARE)										
10	CERTIFICATION										
11	COMMUNITY EDUC										
12	CORE DATA										
13	CTE BASE AND PERFORMANCE										
14	CURRICULUM										
15	ECSE										
16	EL BLENDED										
17	ELL										
18	ENHANCEMENT GRANT										
19	FED PROGRAMS										
20	FINANCE										
21	FINGERPRINT RESULTS (LASO										
22	FOSTER CARE POC										
23	GIFTED PROGRAMS										
24	GUIDANCE										
25	HOMELESS										
26	LIBRARY MEDIA										
27	MENTORING PROG										
28	MIGRANT										
29	MO OPTION										
30	MOSIS										
31	MOVIP FACIL.										
32	MPP										
33	MSIP/ESSA/APR										
34	PAT										
35	PAT ADMIN										
36	PDC CHAIR										
37	PERKINS PS										
38	PERKINS SEC										
39	PERKINS TP										
40	PUBLIC INFO										
41	PUPIL TRANS.										
42	SAFETY										
43	SCHL BLDG USAGE										
44	SCHL VOLUNTEER										
45	SCHL/BUS PARTNR										
46	SCHOOL-AGE CARE										
47	SENIOR CITIZEN										
48	SERVICE LRNG										
49	SPECIAL ED.										
50	TECHNOLOGY										
51	USER MANAGER										
52	VEDS										
53	WELLNESS PROGRAM COORDI										

Save Edits

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 03A-Non-LEA Charter Contact Personnel

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Non-LEA Charter – Building code of the charter that is sponsored a school district.

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. *(Display only.)*

Contact – Program or responsibility for which a district-level contact person is designated, as listed below.

Last Name – Last name of designated contact person.

First Name – First name of designated contact person.

MI – Middle initial of designated contact person.

Title – Title of designated contact person. *(Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

School – Four-digit school number identifying the charter building in which the designated contact person is located.

Phone – Telephone number of designated contact person. *(Three-digit area code and seven-digit number.)*

Extn – Telephone extension of designated contact person. *(Up to five digits.)*

Email Address – Email address of designated contact person.

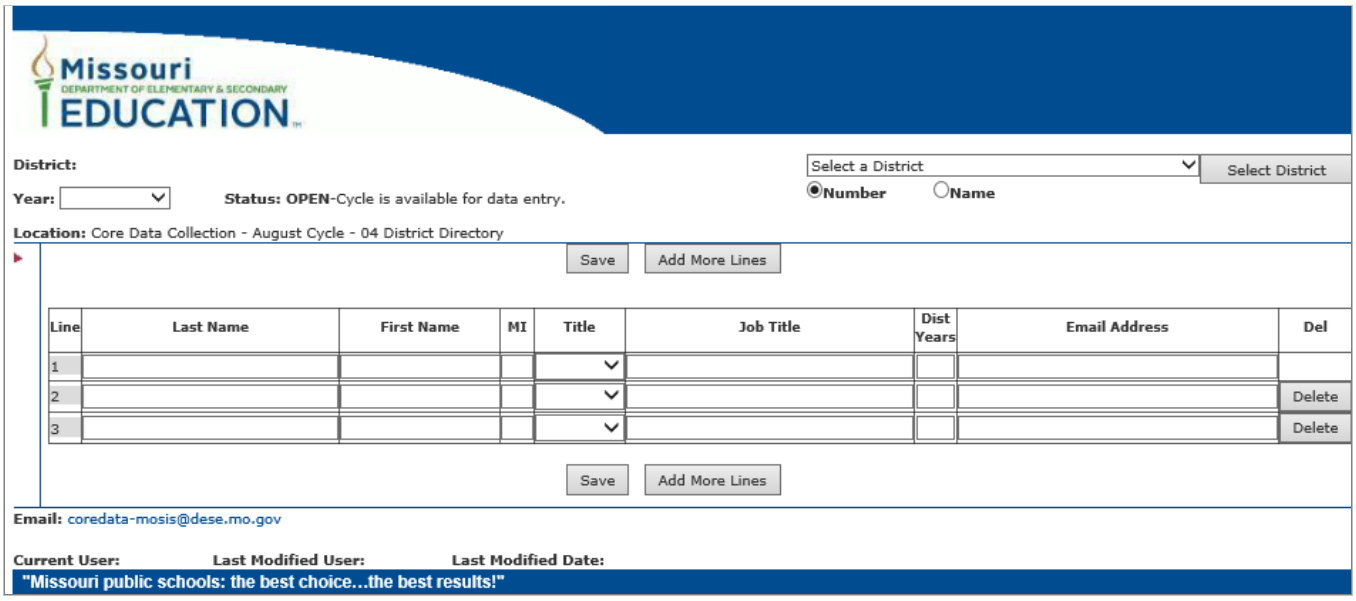
Contact Personnel Responsible for –

ADMINISTRATOR – The Superintendent (*Executive Director*) of the non-LEA charter building.

SEE ITEM DEFINITIONS – SCREEN 03 – DISTRICT CONTACT PERSONNEL for remaining definitions of contacts.

Core Data Screen 04 – District Directory

The District Directory screen lists the administrative/supervisory personnel to be published in the *Missouri School Directory*. **Line 1 should always be the district/college administrator**. The secretary to the superintendent/dean should also be listed on this screen. Other administrative/supervisory personnel selected to be published in the *Missouri School Directory* must be in a central office supervisory position the majority of their working time. **Do not list school board president and school board secretary that are reported on Screen 02 or school building principals that are reported on Screen 08** on this screen.



Item Definitions – Screen 04-District Directory

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. Line 1 is always the superintendent of schools for high school districts, the school administrator for elementary districts or the administrator for a college.

Last Name – Last name of administrative/supervisory personnel to be published in the *Missouri School Directory*.

First Name – First name of administrative/supervisory personnel to be published in the *Missouri School Directory*.

MI – Middle initial of administrative/supervisory personnel to be published in the *Missouri School Directory*.

Title – Title of administrative/supervisory personnel named. *(Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop-down list.)*

Job Title – Job title of the administrative/supervisory personnel named.

Dist Years – Number of years administrative/supervisory personnel named has been employed in district including the current year. *(This number for preprinted names has been increased by one from the number shown for the previous year.)*

Email Address – Email address of administrative/supervisory personnel named.

Delete Row **X** – Click button to delete a row.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

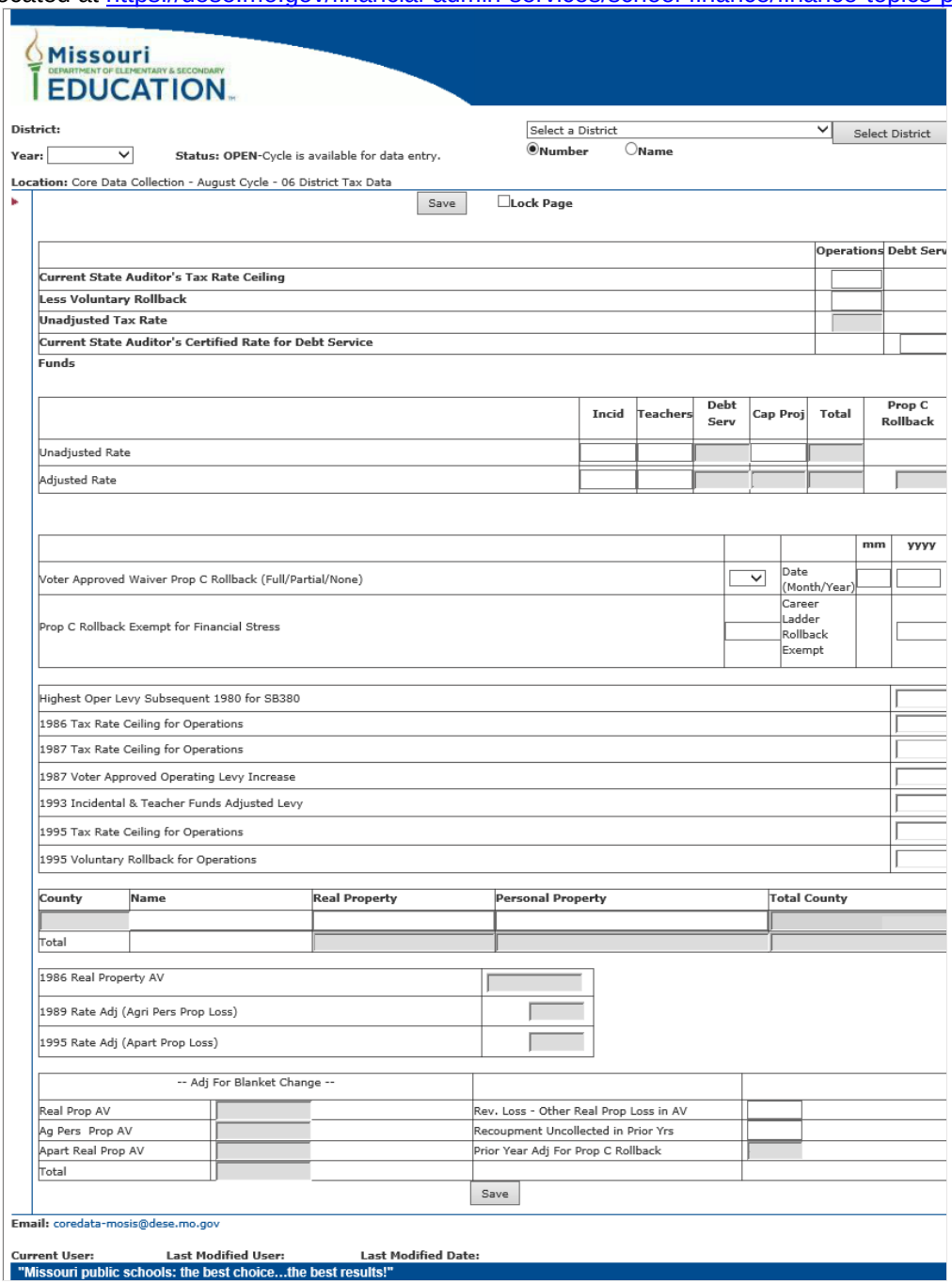
Add More Lines – Click button to add another line.

Core Data Screen 06 – District Tax Data

The District Tax Data screen is used to report tax levies and assessed valuations. The information reported should reflect the final information certified to the school district by the State Auditor's Office (SAO) and the information the district reported to the county clerk(s) regarding tax rates for the current year.

Several items are "historical only" and cannot be updated by the district. If this information is incorrect, **provide written documentation** regarding the particular item. The information will be reviewed by the School Finance section to determine if changes to the permanent files are necessary.

Additional Tax Rate information is available on the School Finance website under Finance Topics & Procedures, which can be located at https://dese.mo.gov/financial-admin-services/school-finance/finance-topics-procedures.



Item Definitions – Screen 06-District Tax Data

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Current State Auditor's Approved Tax Rate Ceiling-Operations – Maximum amount for operating funds (Incidental, Teachers and Capital Projects Funds) approved by SAO for current year that district could levy before Proposition C and Voluntary rollbacks, plus any recoupment levy approved by SAO or any temporary additional operating levy approved by voters.
This amount can be found on the district's certification letter received from the State Auditor's Office (Operating Funds-Schools, Certified Rate) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line F, Current Year Tax Rate Ceiling. If a district has a temporary levy add that ceiling, which can be found on the district's certification letter from the State Auditor (Operating Funds-Temp, Certified Rate) with the district's Operating Fund Levy Ceiling and place the total in this field.

Less Voluntary Rollback-Operations – Board established tax rate reduction from the State Auditor's Office Approved Tax Rate Ceiling-Operations *(Incidental, Teachers and Capital Projects Funds).*
This amount can be found on the district's certification letter received from the State Auditor's Office (Operating Funds-Schools, Voluntary Reduction) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line H, Less Voluntary Reduction by School District. If a district has a temporary levy add that Voluntary Rollback, which can be found on the district's certification letter from the State Auditor's Office (Operating Funds-Temp, Voluntary Reduction) with the district's Operating Fund levy Voluntary Rollback and place the total in this field. Include any reduction required due to not submitting an estimate non-binding tax rate which can be found on the districts State Auditor's Office Property Tax Calculator Summary Page Line G2, Less 20% Required Reduction for First Class Charter County School District NOT Submitting an Estimate Non-Binding Tax Rate to the County(ies).

Unadjusted Tax Rate-Operations – Amount of tax levy in operating funds (Incidental, Teachers and Capital Projects Funds) after Voluntary rollback (if any) **but before** Proposition C rollback. *(Item is system calculated and displayed.)*

Current State Auditor's Certified Rate for Debt Service – Amount of tax levy certified by the SAO for the Debt Service Fund.
This amount can be found on the district's certification letter received from the State Auditor's Office (Debt Service, Certified Rate) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line AA, Rate to Be Levied for Debt Service.

Funds

Unadjusted Rate-Incid – Amount of tax levy in Incidental (General) Fund before Proposition C rollback but after Voluntary rollback (if any).
This rate is set by the district's board of education at the tax rate hearing. This is the rate designated to levy prior to deducting amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Incidental, column Unadjusted Levy.

Unadjusted Rate-Teachers – Amount of tax levy in Teachers (Special Revenue) Fund before Proposition C rollback but after Voluntary rollback (if any).
This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy prior to deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Teachers, column Unadjusted Levy.

Unadjusted Rate-Debt Serv – Amount of tax levy in Debt Service Fund. *(Display only.)*
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Debt Service, column Unadjusted Levy.

Unadjusted Rate-Cap Proj – Amount of tax levy in Capital Projects Fund after Voluntary rollback.
(Proposition C rollback cannot occur in Capital Projects Fund.)
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Capital Projects, column Unadjusted Levy.

Unadjusted Rate-Total – Total of unadjusted rates in all funds before Proposition C rollback but after Voluntary rollback (if any). *(Item is system calculated and displayed.)*
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Total, column Unadjusted Levy.

Adjusted Rate-Incid – Amount of tax levy in Incidental (General) Fund after Proposition C rollback (if any). This amount will be extended onto county tax books and must be equal to or less than the Unadjusted Rate-Incidental Fund.
This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy after deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Incidental, column Adjusted Levy.

Adjusted Rate-Teachers – Amount of tax levy in Teachers (Special Revenue) Fund after Proposition C rollback (if any). This amount will be extended onto county tax books and must be equal to or less than the Unadjusted Rate-Teachers Fund.
This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy after deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Teachers, column Adjusted Levy.

Adjusted Rate-Debt Serv – Amount of tax levy in Debt Service Fund. This amount will be extended onto county tax books and must be equal to the Unadjusted Rate-Debt Service Fund. *(A Proposition C rollback cannot occur in Debt Service Fund.) (Display only.)*
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Debt Service, column Adjusted Levy.

Adjusted Rate-Cap Proj – Amount of tax levy in Capital Projects Fund. This amount will be extended onto county tax books and must be equal to the Unadjusted Rate-Capital Projects Fund. *(Proposition C rollback cannot occur in Capital Projects Fund.) (Display only.)*
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Capital Projects, column Adjusted Levy.

Adjusted Rate-Total – Total of adjusted rates in all funds after Proposition C rollback. This amount will be extended onto county tax books and must be equal to or less than Total Unadjusted Rate. If district takes a Proposition C rollback, the amount of Adjusted Rate-Total is equal to the Unadjusted Rate-Total minus Proposition C rollback amount. *(Item is system calculated and displayed.)*
This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Total, column Adjusted Levy.

Prop C Rollback – Amount of Proposition C rollback calculated as the difference between the Unadjusted and Adjusted operating rates for school purposes (*Incidental and Teachers Funds*) to be rolled back in the current year. *(Item is system calculated and displayed.)*
This rate should match to the Prop C Reduction found on the district's certification letter from the State Auditor's Office (Operating Funds-Schools, Prop C Reduction) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line G1, Less Required Proposition C (Sales Tax) Reduction.

The District's Operating Levy for School Purposes is less than $3.43 – Section 163.021, RSMo requires a district with an operating levy for school purposes (Incidental plus Teachers Funds) less than $3.43 to provide written notice to the Department whether the district provides an adequate education for the students of the district. Select Yes or No to provide written notice. ***(Displayed only when levy is less than $3.43.)***

Voter Approved Waiver Prop C Rollback (Full/Partial/None) – Select from drop-down list. Indicate "F" if full waiver, "P" if partial waiver and "N" if no waiver of Proposition C rollback. *(Item displayed for waivers previously reported.)*

Voter Approved Waiver Prop C Rollback-Date (Month/Year) – Indicate the month and year the voters approved the partial or full waiver of Proposition C rollback. *(Item displayed for waivers previously reported.)*

Prop C Rollback Exempt for Financial Stress – For district that is identified in the current year as financially stressed, amount of calculated Proposition C rollback (*expressed in cents per $100 assessed valuation*) that will **not** be rolled back by district in current year pursuant to Section 161.527, RSMo.

Career Ladder Rollback Exempt – Amount of Proposition C rollback (*expressed in cents per $100 assessed valuation*) used for Career Ladder match.

Highest Oper Levy Subsequent 1980 for SB380 – Highest operating levy *(all funds **but** Debt Service Fund*) for district since 1980 as provided for in Senate Bill 380 (1993). *(Item is historical only.)*

1986 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback in 1986 as approved by SAO. *(Item is historical only.)*

1987 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback as amended for 1987 and approved by SAO. *(Item is historical only.)*

1987 Voter Approved Operating Levy Increase – Amount of 1987 voter approved levy increase for operating funds that took effect in 1987. *(Item is historical only.)*

1993 Incidental & Teachers Funds Adjusted Levy – Sum of 1993 Incidental and Teachers Funds adjusted levy. *(Item is historical only.)*

1995 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback in 1995 as approved by SAO. *(Item is historical only.)*

1995 Voluntary Rollback for Operations – Amount of tax rate ceiling for operations that district did not levy in 1995. *(Item is historical only.)*

Current Year Assessed Valuation of District in Various Counties

Per Section 137.245, RSMo, the county clerk in all counties and the assessor in St. Louis City (*excludes Jackson, St. Charles and St. Louis Counties*) shall forward a copy of the aggregate valuation listed in the tax book for each school district, except counties and municipalities maintaining their own tax or assessment books, to the governing body of the subdivision by July 20 of each year. In any county which contains a city with a population of one hundred thousand or more inhabitants which is located within a county of the first classification that adjoins no other county of the first classification (*Jackson county*), the clerk of the county shall provide the final revised assessed valuation listed in the tax book for each school district within the county to each such district on or before August 15 of each year. The clerk of any county of the first classification with a charter form of government and with more than six hundred thousand but less than seven hundred thousand inhabitants (*St. Louis County*) shall forward a copy of the aggregate valuation listed in the tax book for school districts within the county to each such district by July 15 of each year.

This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation.

County – Number of county in which the district is located. *See Exhibit 7 for list of county identification numbers.*

Name – Name of county corresponding to county identification number.

Real Property – Assessed valuation of real property (*total of residential, horticultural/agricultural and utility/commercial*) as provided by the county. Includes the real estate component for locally assessed railroad and utility property. (*If the county aggregate assessed valuation form shows one number for locally assessed railroad and utility assessed valuation, the district must obtain from the county the proper breakdown and add to the appropriate categories*.) Data are reported separately for each county in which the district is located.
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.

Personal Property – Assessed valuation of personal property as provided by the county. Includes the personal property component for locally assessed railroad and utility property. (*If the county aggregate assessed valuation form shows one number for locally assessed railroad and utility assessed valuation, the district must obtain from the county the proper breakdown and add to the appropriate categories.)* Data are reported separately for each county in which the district is located.

Total County – Total assessed valuation of real and personal property for the given county. (*Item is system calculated and displayed.)*

Total-Real Property – Total assessed valuation of real property for all counties. *(Item is system calculated and displayed.)*
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.

Total-Personal Property – Total assessed valuation of personal property for all counties. *(Item is system calculated and displayed.)*
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Personal Property.

Total-Total County – The total assessed valuation of all counties as used by the district to compute its various tax rates. *(Item is system calculated and displayed.)*
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.

1986 Real Property AV – Amount of real property assessed valuation reported by school district in 1986 on the 1986 Supplement #1 to the Application for State School Money. *(Item is historical only.)*

1989 Rate Adj (Agri Pers Prop Loss) – Number of cents from 1989 SAO Form C-1, Line 9, that district was **not** allowed to use in increasing its tax rate ceiling for operations. *(Item is historical only.)*

1995 Rate Adj (Apart Prop Loss) – Number of cents from 1995 SAO Form B-1, Line 5, that district was **not** allowed to use in increasing its tax rate ceiling for operations. The rate adjustment was due to reclassification of some commercial property to residential property. *(Item is historical only.)*

Adj For Blanket Change – Amounts for each of the three fields are based on information on file for 1986, 1987, 1989, 1995 and the current year's tax levies and assessed valuation. If district is entitled to an amount in any of these fields, amount will be system generated and displayed. District should check this calculation against its tax reduction (*Proposition C rollback*) worksheet, Line 1c, completed for the current year.

Rev. Loss - Other Real Prop Loss in AV – <u>Requires additional separate documentation to School Finance Section</u> - Revenue loss (if any) from decrease in real property other than blanket changes as result of general reassessment from 1986 to current year. Revenue loss is calculated by taking other real property assessed valuation declines divided by 100 and multiplied by 1986 tax rate ceiling for operations. Amount entered by school district will need written narrative explanation sent directly to School Finance Section when August data are submitted. Information will be reviewed by School Finance Section to see if inclusion is warranted.

Recoupment Uncollected in Prior Yrs – Requires additional separate documentation to School Finance Section - Revenue amount used by school district to identify revenue loss district failed to recoup in prior years. Revenue loss is calculated by taking lost assessed valuation divided by 100 and multiplied by current tax rate ceiling for operations. Amount entered by school district will need written narrative explanation sent directly to School Finance Section when August data are submitted. Information will be reviewed by School Finance Section to see if inclusion is warranted.

Prior Year Adj For Prop C Rollback – Amount (if any) district missed of its Proposition C rollback the prior year. Negative amount will be preceded by a negative sign (-). A district exceeding its rollback the prior year will have a negative number in this field. A district falling short in its rollback the prior year will have a positive number in this field. Check district's Proposition C compliance letter for prior year and district's tax reduction (*Proposition C rollback*) worksheet, Line 1b, completed for current year. *(Item is system generated.)*

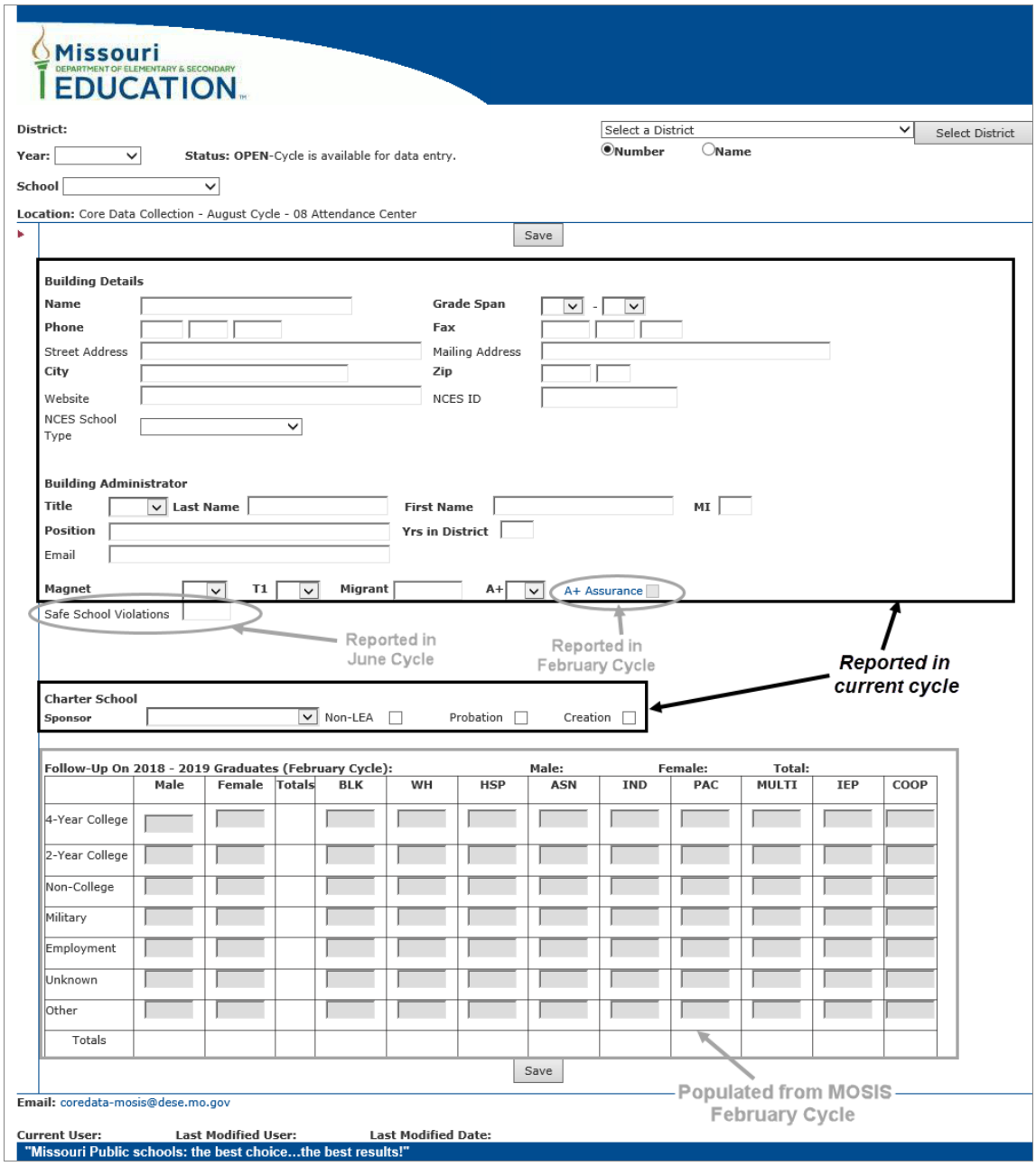
Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 08 – Attendance Center

The Attendance Center screen has two parts: attendance center header data and previous year's graduates' follow-up data. The attendance center header data items are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-Up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-Up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*) and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS February Student Graduate Follow-Up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.



Item Definitions – Screen 08-Attendance Center

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

School – Select name of attendance center. *(Select from drop-down list.)*

Location – Current location within the Core Data application. *(Display only.)*

Building Details

Name – Name of attendance center. *See Exhibit 22 for attendance center numbers.*

Grade Span – Lowest and highest grades of the attendance center; valid selections are PK, K and 1-12. *(Display only.)*

Phone – School building telephone number. *(Three-digit area code and seven-digit number.)*

Fax – School building fax number. *(Three-digit area code and seven-digit number.)*

Street Address – Street address for school building.

Mailing Address – Post office box for school building. (***If there is not a post office box, then leave blank.)***

City – City in which school building is located.

Zip – Nine-digit zip code for the school building address. (*Hyphen is not entered.)*

Website – Internet address of school website.

NCES ID – Unique 12-digit number assigned by the National Center for Education Statistics to identify individual schools. *(Display only.)*

NCES School Type – Type assigned by the National Center for Education Statistics to identify individual schools. *(Display only.)*

Building Administrator

Title – Title of building administrator. (*Select DR, MR, MISS, MS, MRS, REV, COL or SR from drop- down list.)*

Last Name – Last name of building administrator.

First Name – First name of building administrator.

MI – Middle initial of building administrator.

Position – Job title of building administrator.

Yrs in District – Number of years building administrator has been employed in district including the current year.

Email – Email address of building administrator.

Magnet – "Y" indicates the attendance center is a magnet school. *(Display only.)*

T1 – "T" indicates the school is Title I targeted assistance, and "S" indicates the school is Title I school wide. *(Display only.)*

Migrant – Number of migrant students enrolled. *(Display only.)*

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled "A+ Assurance," to ensure your school agrees to the assurances on the form titled, "Notification of Assurances." Please ensure that the contact information for the district's A+ Coordinator is correct on Core Data Screen 03 of the current cycle. *(Display only.)*

- Once the SBOE has approved your school, the Commissioner's Office will send a designation letter to each approved district's A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the February Cycle.

A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled "Notification of Assurances", please check the A+ Assurance check box. *(Reported in February Cycle.)*

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations. (Reported in June Cycle.)*

Charter School

Sponsor – "Community College, District, Private College/University, State Board of Education, University or State Agency." *(Display only.)*

Non-LEA – Indicates the charter is a Non-LEA charter. *(Display only.)*

Probation – Indicates the charter is on probation. (*Display only.)*

Creation – Indicates the charter was created from an unaccredited district. (*Display only.)*

Follow-Up on Previous Year's Graduates – Data about previous year's graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18*). **Data are reported for all graduates regardless of the time of graduation during the school year.** *(Populated from MOSIS – February Cycle.)*

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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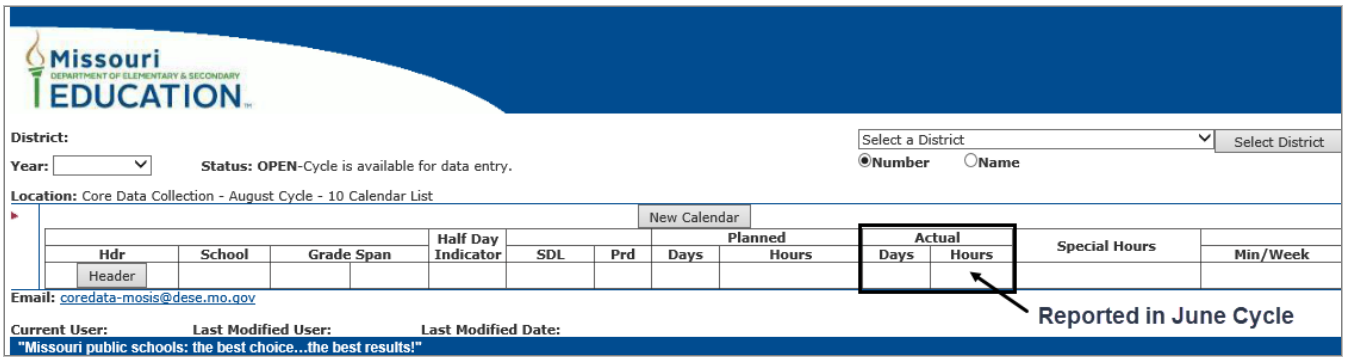
Core Data Screen 10 – Planned School Calendar List

The Planned School Calendar List screen displays the list of school calendars reported for the district and allows districts to access Screen 10 – Calendar Header. Summary information from Screen 10 – Calendar Header is also displayed for each calendar. No data entry is required on this screen.

Additional information regarding School Calendar Requirements and Inclement Weather days is available on the School Finance website under Finance Topics & Procedures, which can be located at https://dese.mo.gov/financial-admin-services/school-finance/finance-topics-procedures.



Item Definitions – Screen 10-Planned School Calendar List

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

New Calendar – Click button to obtain a blank Screen 10 to enter a new calendar.

Header – Click button to go to the Calendar Header (Screen 10).

School (*Optional Field)* – Four-digit school number and name of the attendance center. Used only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance*). (Display only.)*

Grade Span – Lowest and highest grade levels included in this calendar. *(Display only.)*

Half Day Indicator – "A" if calendar is for AM kindergarten or pre-K, "P" for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Display only.)*

SDL – Standard day length. Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. Standard day length is reported out to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Display only.)*

Prd – Number of class periods each day (reported only for high schools and departmentalized middle schools and junior high schools). *(Display only.)*

Planned Days/Hours – Total days and hours of school calendar as it is planned at the beginning of the school year calculated from data entered on calendar header screen. [*Reported in August Cycle.] (Display only.)*

Actual Days/Hours – Total days and hours of school calendar as actually occurred during the school year. Calculated from data entered on calendar header screen. [*Reported in June Cycle.] (Display only.)*

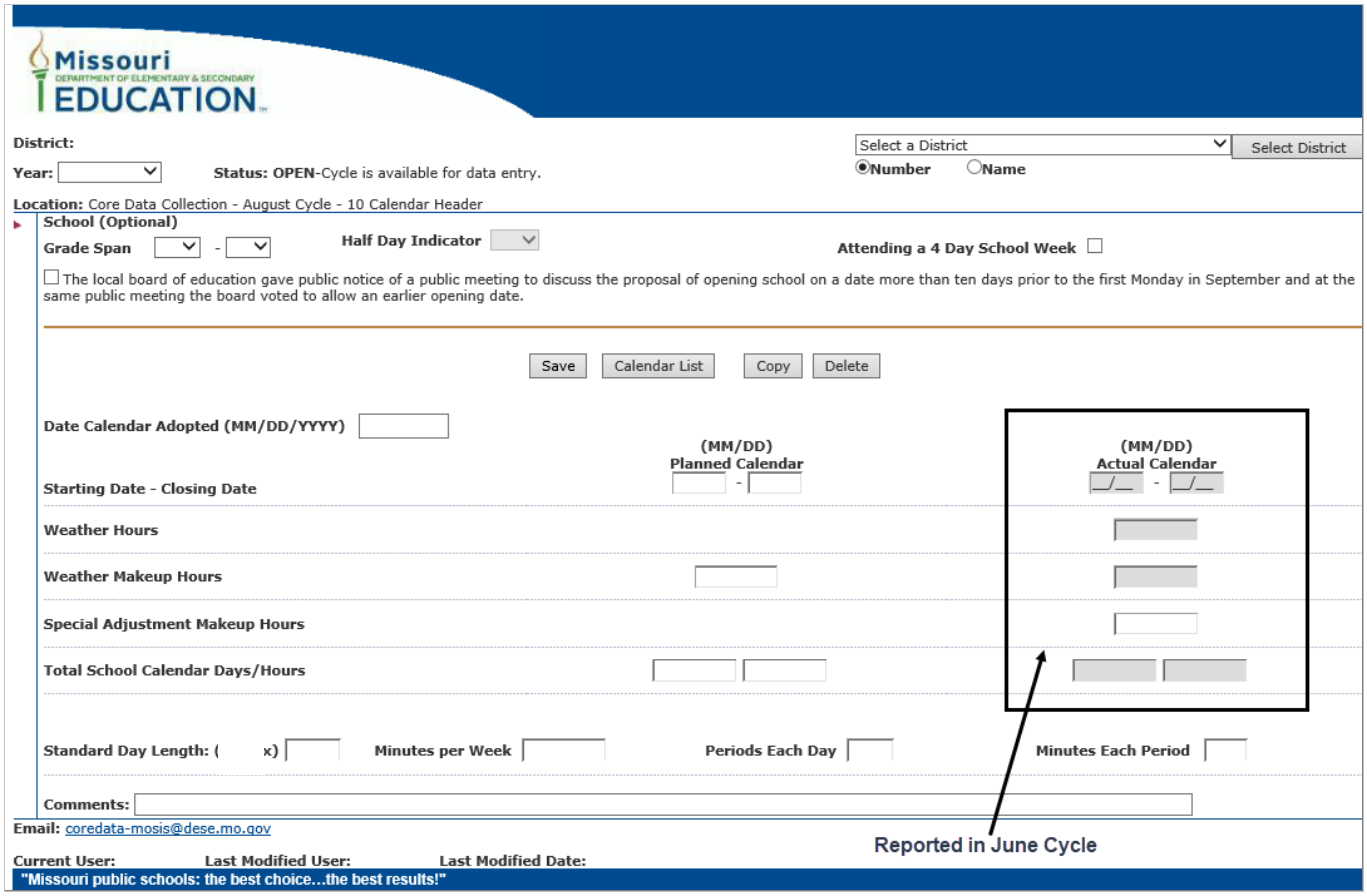
Special Hours – Special adjustment makeup hours. *(Display only.)*

Min/Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Display only.)*

Core Data Screen 10 – Planned Calendar Header

The Calendar Header screen summarizes information relative to the planned and actual calendar in terms of meeting statutory days and hours of attendance. The header screen accepts data entry for the date the calendar was adopted, starting and closing dates, weather makeup hours, standard day length, minutes per week, number of periods each day and minutes per period. The total days and total hours of attendance for the school year are manually entered.

Inclement weather makeup days reference: https://dese.mo.gov/sites/default/files/sf-CInclementWeatherMakeup.pdf.



Item Definitions – Screen 10-Planned Calendar Header

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

School *(Optional Field)* – Four-digit school number and name of the attendance center. Use only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Select from drop-down list.)*

Grade Span – Lowest and highest grade levels included in this calendar.

Half Day Indicator – "A" if calendar is for AM Kindergarten or pre-K, "P" for PM Kindergarten or pre-K, or blank if kindergarten or pre-K is full day.

Attending a 4 Day School Week – Indicator specifying that the district planned before the start of the school year to attend school four days a week. Section 171.029, RSMo, allows a school district board of education to establish a four-day school week or other calendar consisting of less than 174 days in lieu of a five-day school week. School districts establishing less than a 174-day/five-day-a-week school calendar shall operate on a four-hour day minimum/eight-hour day maximum. A school day less than four hours or more than eight hours does not count toward the minimum 142 days or 1,044 hours of actual student attendance requirements. *(Entered in the August Planned Calendar.)*

Start Date More Than 10 Days Prior to the First Monday in September – Indicator assuring that the district has complied with the requirements of Section 171.031, RSMo, regarding starting school more than 10 days prior to the first Monday in September. This does not apply to charter schools. *(Entered in the August Planned Calendar.)*

Date Calendar Adopted (MM/DD/YYYY) – Date the school calendar was adopted by the board of education.

PLANNED CALENDAR – Reports the school calendar as planned at the beginning of the school year. (*Reported in the August Cycle.)*

> **Planned Starting/Closing** – Planned first day of school for students and planned last day of school for students (month/day format). If planning weather makeup days at the end of the year the last day of school should be marked as the last possible makeup day.
>
> **Planned Weather Hours** – Total number of planned hours school will be held to make up for days missed due to inclement weather. Refer to Section 171.033, RSMo, regarding inclement weather makeup days.
>
> **Planned Total School Calendar Days/Hours** – Total number of planned days school will be in session and total number of planned hours school will be in session. This should not include weather makeup days the district or charter does not plan to attend unless needed to make up weather-related hours. Section 171.029, RSMo.

Standard Day Length – Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. The standard day length is reported to four decimal places. *(See Exhibit 24A on how to determine the length of the school day.) [Entered in the August Planned Calendar.]*

Minutes per Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Display only.)*

Periods Each Day – Number of class periods in each standard day (reported only for high schools and departmentalized middle schools and junior high schools). (*Entered in the August Planned Calendar.)*

Minutes Each Period – Average number of minutes each class period is held, **excluding** passing time (reported only for high schools and departmentalized middle schools and junior high schools). (*Entered in the August Planned Calendar.)*

Comments – Free-form commentary.

Save – Click button to save all data on screen.

Calendar List – Click button to display corresponding School Calendar List information.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Copy – Click button to copy planned calendar information into actual calendar fields.

Delete – Click button to delete.

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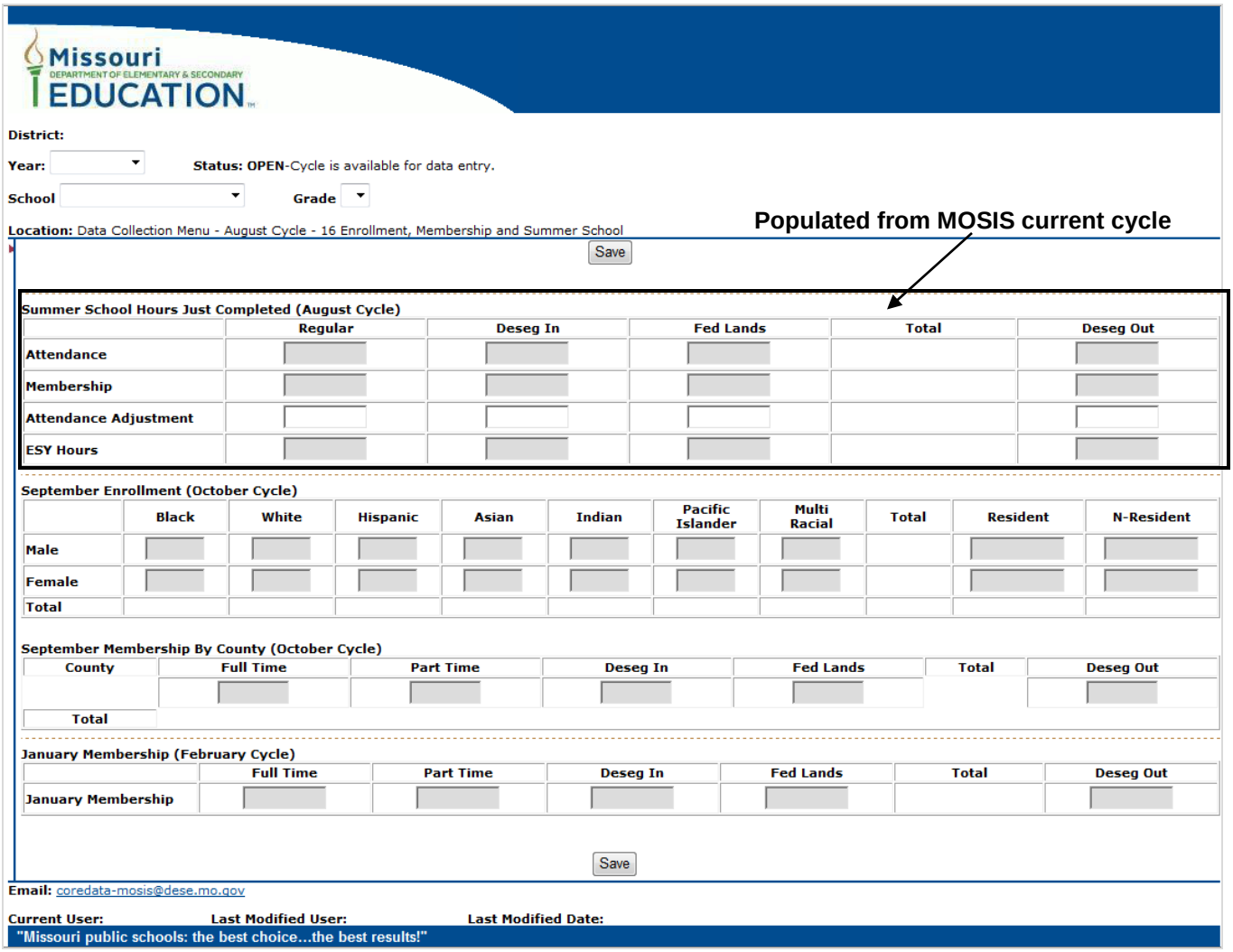
Core Data Screen 16 – Enrollment, Membership and Summer School

Actual summer school attendance, membership and actual extended school year attendance are reported on an hourly basis on this screen in the August Cycle. All data are displayed from the MOSIS Student Enrollment and Attendance file.

In the October Cycle enrollment headcounts (resident and non-resident students attending the attendance centers) are reported by attendance center, grade, male/female and racial/ethnic categories (*see Exhibit 2*). September membership counts by county are also reported in October. In the February Cycle, January membership counts are reported on this screen by attendance center by grade. All data are displayed from the MOSIS Student Core file.



Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP and 1-12. Select "PK or K" for full-day pre-kindergarten or kindergarten, "PKA or KA" for AM pre-kindergarten or kindergarten, or "PKP or KP" for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours.

Attendance Regular – Actual number of summer school attendance hours by resident students (*excluding desegregation students*) in a program approved by the School Improvement Section.

Attendance Deseg In – Actual number of summer school attendance hours for incoming desegregation students.

Attendance Fed Lands – Actual number of summer school attendance hours for federal lands students.

Attendance TOTAL – Total regular, deseg in and fed lands summer school attendance hours. *(Item is system calculated and displayed.)*

Attendance Deseg Out – Actual number of summer school attendance hours for outgoing desegregation students.

Membership Regular – Actual number of summer school membership hours of resident students (*excluding desegregation students*) in a program approved by the School Improvement Section. (Maximum hours all students enrolled by grade could attend if all students had perfect attendance.)

Membership Deseg In – Actual number of summer school membership hours for incoming desegregation students.

Membership Fed Lands – Actual number of summer school membership hours for federal lands students.

Membership TOTAL – Total regular, deseg in and fed lands summer school membership hours. (*Item is system calculated and displayed.)*

Membership Deseg Out – Actual number of summer school membership hours for outgoing desegregation students.

Attendance Adjustment-Regular – Number of summer school attendance adjustment hours of resident students (excluding desegregation students). *(Display only.)*

Attendance Adjustment-Deseg In – Number of summer school attendance adjustment hours for incoming desegregation students. *(Display only.)*

Attendance Adjustment-Fed Lands – Number of summer school attendance adjustment hours for federal lands students. *(Display only.)*

Attendance Adjustment-Total – Total regular, deseg registration in and federal lands summer school students adjustment hours*. (Item is system calculated.)*

Attendance Adjustment-Deseg Out – Number of summer school attendance adjustment hours for outgoing desegregation students. *(Display only.)*

ESY Attendance Regular – Actual number of ESY attendance hours by resident students (*excluding desegregation students).*

ESY Attendance Deseg In – Actual number of ESY attendance hours for incoming desegregation students.

ESY Attendance Fed Lands – Actual number of ESY attendance hours for federal lands students.

ESY Attendance Total – Total regular, deseg in and fed lands ESY attendance hours*. (Item is system calculated and displayed.)*

ESY Attendance Deseg Out – Actual number of ESY attendance hours for outgoing desegregation students.

September Enrollment – Headcount taken the last Wednesday of September of all resident and non-resident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students' regular school in their home district. *(Populated from MOSIS – October Cycle.)*

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – October Cycle.)*

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education kindergarten students whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – February Cycle.)*

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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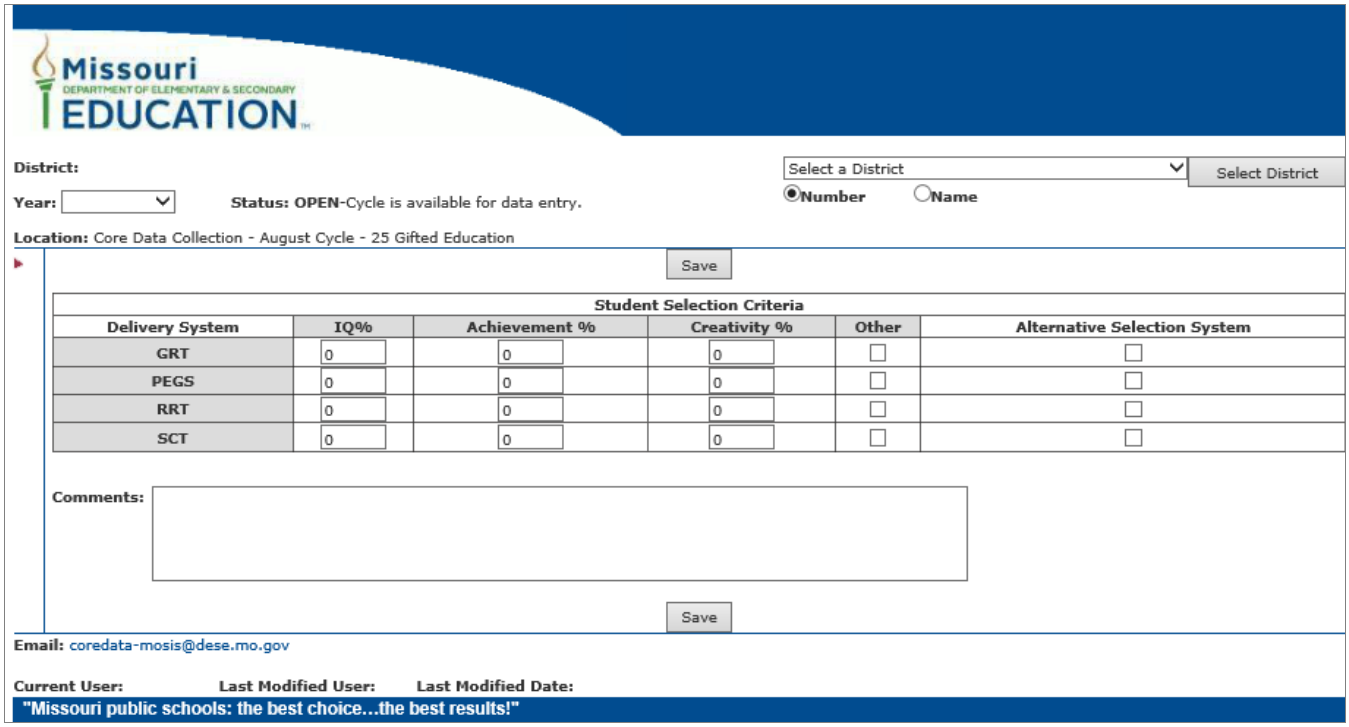
Core Data Screen 25 – Gifted Education

The Gifted Education screen collects data about state-approved gifted education programs, including the delivery system, program descriptions used and the corresponding student selection criteria.



Item Definitions – Screen 25-Gifted Education

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

Student Selection Criteria – For each program description used by the district, enter the **percentile used** (*for example: minimum cut off score for placement, if IQ is 125 = 95th percentile*) to select students for state-approved gifted education program participation in the appropriate assessment instrument column. Placement in a state-approved gifted program requires a minimum of three out of the four assessment areas.
If selection criteria other than IQ, Achievement and Creativity assessments are used, check the box in the Other column. If an Alternative Selection System has been approved by the Department, check the box in the Alternative Selection System column. If any box is checked, use the comments to provide an explanation of the criteria used.

Program Description

GRT – Gifted Resource Teacher. Provides services to meet needs of gifted students. This is used only in grades 9-12.

PEGS – Programs for Exceptionally Gifted Students.

RRT – Resource Room Teacher. Instructs students pulled out of the regular classroom.

SCT – Special Class Teacher. Instructs students who are assigned to a class period on a daily basis.

Comments – Free-form commentary.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

MOSIS August Student Enrollment and Attendance

The August Cycle Student Enrollment and Attendance file is reported for summer school including a single record for each student attending summer school with the number of hours of summer school attendance.

This data populates Core Data Screen 16 – Enrollment, Membership & Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

August Cycle – File Quick Notes

Collection Name:	August Student Enrollment and Attendance
Abbreviation:	Student Enrollment Attendance (SEA)
Availability Date:	July 1
Due Date:	August 15
File Pair:	None
Collection Version:	2020Aug1.0StuEnrlAttnd

Reporting Student Enrollment and Attendance

Generally, the district that is providing instruction reports Student Enrollment and Attendance records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

August Cycle Student Enrollment and Attendance Key Data Concepts

- The August Cycle requires a single record for each student attending summer school.
- Entry and exit data are not collected in the August Cycle, only the summer attendance data.
- All students may be reported as Resident I.
- Out-of-state students living with a Missouri resident for the summer are required to be reported and must have a valid MOSIS ID.
- Students must be reported in a grade level that is valid for the building.

Linkages Between Files

Student Enrollment and Attendance to MOSIS ID: A student's state MOSIS ID and the date of birth in the Student Enrollment and Attendance file are matched with the MOSIS ID component. If they do not agree, an error message is posted. If your district receives this error:

1. Verify date of birth,
2. Update MOSIS Data Collection file or MOSIS ID component,
3. If another district had incorrectly changed the date of birth in the ID system notify them,
4. Contact the Department if a resolution cannot be found.

File Layout: August Cycle Student Enrollment and Attendance

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Enrollment and Attendance – August Cycle				
Item	**Item Name**	**Aug**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Aug1.0StuEnrlAttnd' for the 2020 Student Enrollment Attendance August Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	O	DESE-assigned six-digit county-district code for the district being exited.	DESE_District_Codes
020	Attending School Code	O	DESE-assigned four-digit school code for the school being exited.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	O	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	O	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	MOSIS Student ID	R	State-assigned student identifier.	
050	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
055	Legal Last Name	O	Legal last name.	
060	Legal First Name	O	Legal first name.	
065	Legal Middle Name	O	Legal middle name.	
070	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
075	Date of Birth	R	Date of birth.	
080	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
090	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes

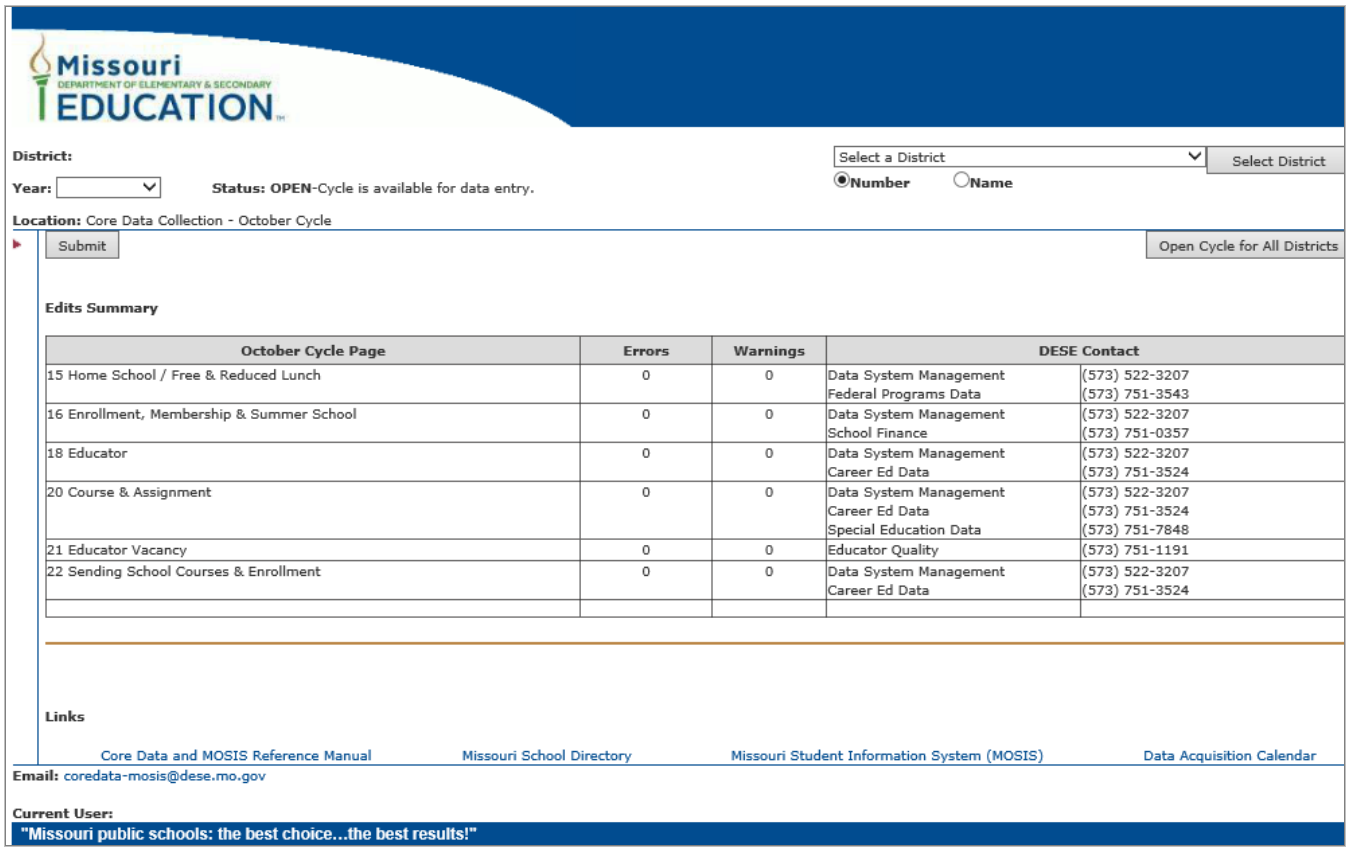
Student Enrollment and Attendance – August Cycle				
Item	**Item Name**	**Aug**	**Definition**	**Code Set**
095	Regular Hrs Attended	N	Number of full-time and part-time hours the student spent in attendance at the attending district.	
100	Regular Hrs Absent	N	Number of hours the student was absent at the attending district.	
105	Remedial Hrs Attended	N	Number of remedial hours outside the normal school day in accordance with Sections 167.340, 167.640, 167.645 RSMo, the student spent in attendance at the attending district.	
110	Hours in Session	N	Total number of actual hours student could have attended at the attending school.	
115	Summer Attendance	R	Hours student attended summer school.	
120	Summer Membership	R	Total hours available for student to attend.	
125	Entry Date	N	Date student entered the attending school.	
130	Entry Code	N	Type of Entry corresponding to the date the student entered the attending school.	Entry_Codes
135	Exit Date	N	Date student left the attending school.	
140	Exit Code	N	Type of Exit corresponding to the date the student left the attending school.	Exit_Codes
145	Exit Destination District Code	N	DESE-assigned six-digit county-district code of the district the student was confirmed to be transferred too. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.)	DESE_District_Codes
150	Exit Destination School Code	N	DESE-assigned four-digit school code of the school the student was confirmed to be transferred too. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.)	DESE_School_Codes
155	Exit Destination Comment	N	Detailed comment describing students exit from the school or district.	
156	School Choice	N	Identify if a student is eligible, has been offered, applied for but was denied, or received School Choice. Children enrolled in a Title I school are eligible for school choice when their school is in the first and subsequent years of school improvement, corrective action or restructuring. Any child attending such a school must be offered the option of transferring to a public school in the district not identified for school improvement, unless such an option is prohibited by state law. ESEA requires that in some circumstances priority in providing school choice be given to the lowest achieving children from low-income families.	School_Choice_Codes

Student Enrollment and Attendance – August Cycle				
Item	**Item Name**	**Aug**	**Definition**	**Code Set**
157	Extended School Hours	R	Number of extended school year hours of special education and related services provided to a child with a disability. These hours are beyond the normal school year of the public agency, are in accordance with the child's IEP, are at no cost to the parents of the child and meet the standards of the State Education Agency.	

October Cycle

The **October Cycle Core Data** and **MOSIS** submissions are due October 15. **Core Data** includes information about educator vacancies. Data are reported on Screen 21 – Educator Vacancy. Screens 02 – District Data, 15 – Home School/Free & Reduced Lunch, 16 – Enrollment, Membership & Summer School, 18 – Educator, 20 – Course & Assignment and 22 – Sending School Courses & Enrollment are populated from MOSIS. **MOSIS** includes information about LEP census data, educators, courses and assignments, enrollment and September membership. Data are reported in the Student Core, Educator Core, Educator School, Course Assignment and Student Assignment files. DESE recommends to certify MOSIS files in the following order: 1) Student Core, 2) Educator, and 3) Assignment.

Core Data Screens ***Screens bolded & italicized have items populated from MOSIS.***	***02 – District Data*** ***15 – Home School/Free & Reduced Lunch*** ***16 – Enrollment, Membership & Summer School*** ***18 – Educator*** ***20 – Course & Assignment*** 21 – Educator Vacancy ***22 – Sending School Courses & Enrollment***	Due by October 15
MOSIS Files	Student Core Educator Core Educator School Course Assignment Student Assignment	



October Cycle Page	Errors	Warnings	DESE Contact	
15 Home School / Free & Reduced Lunch	0	0	Data System Management Federal Programs Data	(573) 522-3207 (573) 751-3543
16 Enrollment, Membership & Summer School	0	0	Data System Management School Finance	(573) 522-3207 (573) 751-0357
18 Educator	0	0	Data System Management Career Ed Data	(573) 522-3207 (573) 751-3524
20 Course & Assignment	0	0	Data System Management Career Ed Data Special Education Data	(573) 522-3207 (573) 751-3524 (573) 751-7848
21 Educator Vacancy	0	0	Educator Quality	(573) 751-1191
22 Sending School Courses & Enrollment	0	0	Data System Management Career Ed Data	(573) 522-3207 (573) 751-3524

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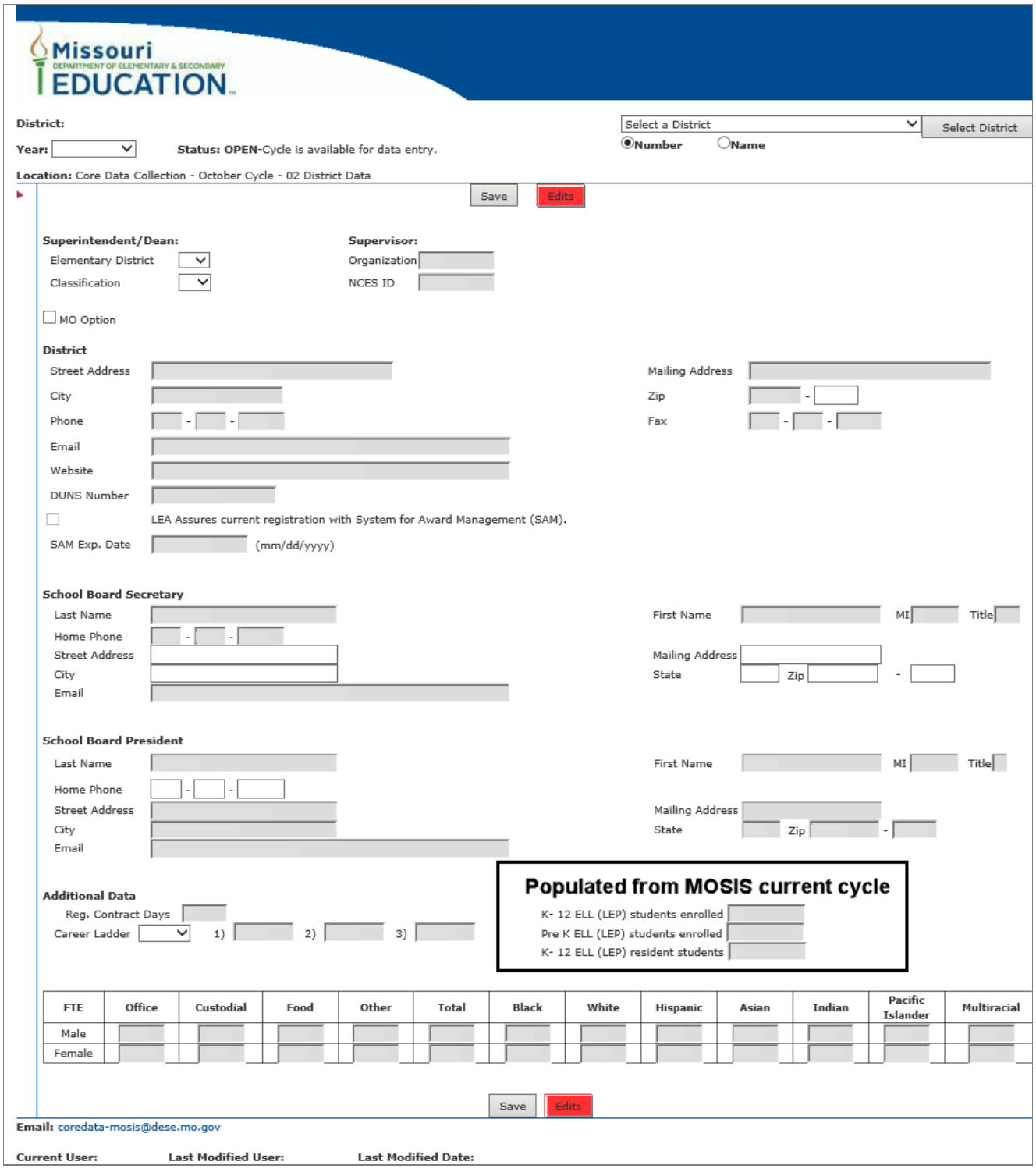
Core Data Screen 02 – District Data

The District Data screen displays K-12 ELL (LEP) and pre-K ELL (LEP) enrollment and resident student counts from the MOSIS Student Core file. No data entry is required – check data for accuracy. All other data on Screen 02 are populated from the August Cycle.



Item Definitions – Screen 02-District Data

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status and Location.

District Data – Basic data entered in the August Cycle.

Additional Data

Reg. Contract Days – Standard length in days of regular teacher contract. *(Entered in Core Data – August Cycle.)*

Career Ladder – Indicates the district's participation in the Career Ladder Program. *(Entered in Core Data – August Cycle.)*

K-12 ELL (LEP) Students Enrolled – Number (headcount) of students in grades K-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status.

Pre-K ELL (LEP) Students Enrolled – Number (headcount) of children ages 3-5 enrolled in a district -funded program serving preschool children whose English language proficiency was below that of grade and age level peers.

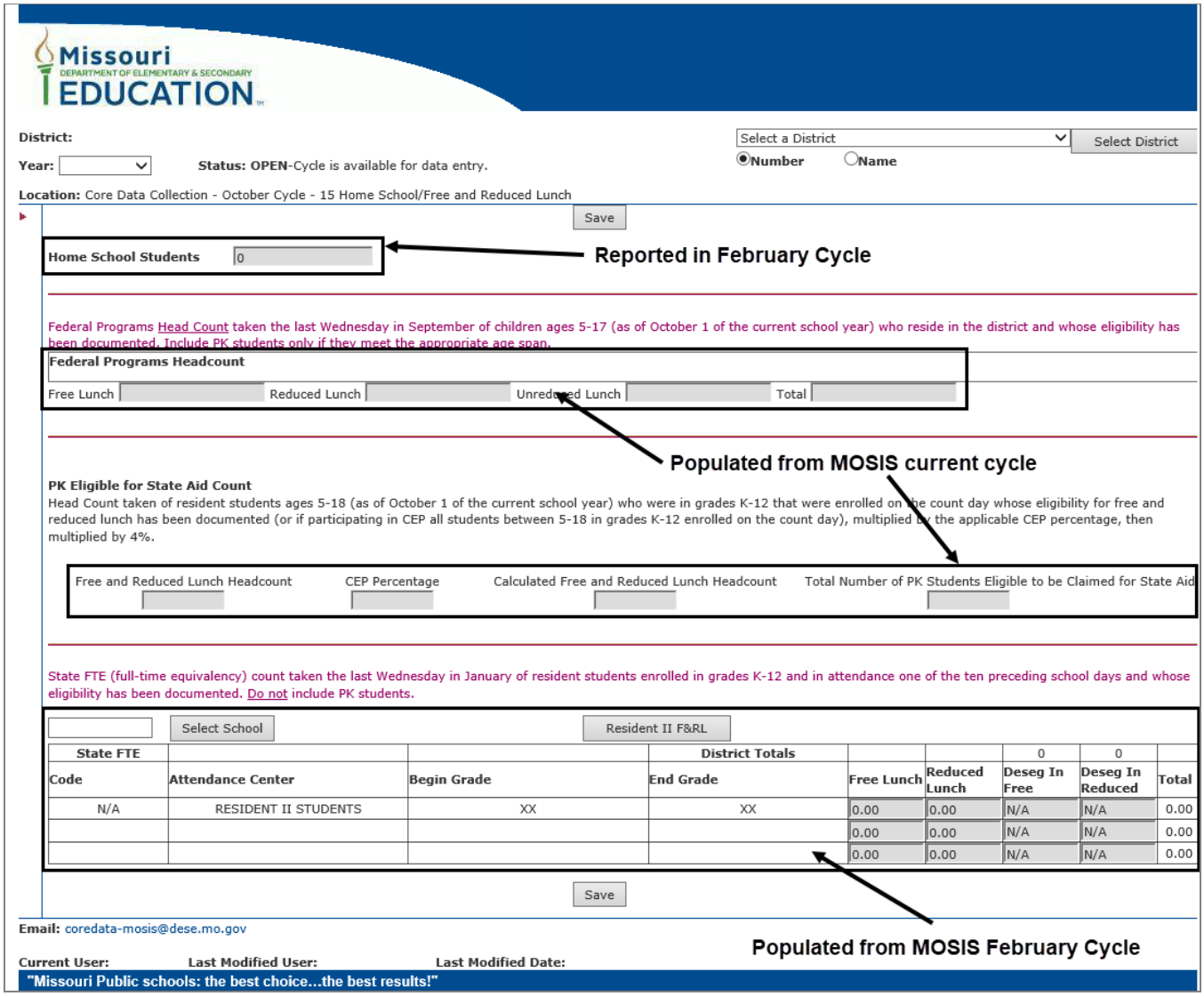
K-12 ELL (LEP) Resident Students – Number (FTE) of students in grades K-12 enrolled on the last Wednesday in September and in attendance one of 10 prior school days whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status.

FTE – Counts of the support staff in requested categories reported on an FTE (full-time equivalent) basis. Nurses and aides reported in MOSIS Educator Data are not included here as they and other staff are counted with instructional staff (populated on Screen 18). *(Entered in Core Data – August Cycle.)*

Core Data Screen 15 – Home School/Free and Reduced Lunch

The Federal Programs Headcount is used to collect the number of students ages 5-17 who reside in the district and are eligible for free or reduced lunch documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process and used by federal programs. The count is the number as of the last Wednesday in September which is reported in the October Cycle. The data are displayed from the MOSIS Student Core file.

The Home School/Free and Reduced Lunch screen is also used to collect the number of students as of the last Wednesday in January in two additional categories and is reported in the February Cycle.



Item Definitions – Screen 15-Home School/Free and Reduced Lunch

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

Home School Students – Number of school-aged children who reside in the district, who have not received a diploma, whose parents or guardians have filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled and who do not attend a public, private or parochial school. Children for whom declarations have not been filed as provided in statute should not be included in this count. Schools will receive a distribution of funds for special education services as a result of this count. Declarations of home schooling must be maintained or be accessible by the school to substantiate this count of children. Parents or guardians cannot be required to file a declaration. *(Entered in Core Data – February Cycle.)*

The following items are displayed from the MOSIS Student Core file:

Federal Programs Headcount – Headcount taken the last Wednesday in September of children ages 5-17 inclusive (as of prior October 1) who reside in the district, whose eligibility for free or reduced lunch is documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program, and who do not attend a private or parochial school or are not home schooled. **Report all eligible students regardless of whether or not they actually eat breakfast/lunch.** (*Desegregation students are counted by the district in which the student resides.)*

Free Lunch – Headcount of students documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process as eligible for free lunch taken the last Wednesday in September by county of residence who meet age requirement previously described.
*If your district or school is CEP eligible, you need to report all students in that district and/or building as Free Lunch.

Reduced Lunch – Headcount of students documented through the application process using federal eligibility guideline aligned with the National School Lunch Program as eligible for reduced lunch taken the last Wednesday in September by county of residence who meet age requirement previously described.

Unreduced Lunch – Headcount of students not eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program taken the last Wednesday in September by county of residence who meet age requirement previously described.

Total – Total students eligible for free and reduced lunch by county of residence. *(Item is system calculated and displayed.)*

PK Eligible for State Aid Count – Headcount taken of resident students ages 5-18 as of October 1 of the current school year who are in grades K-12 that were enrolled on the count day, the last Wednesday of September, whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in the Community Eligibility Program (CEP) all students between the ages of 5-18, by October 1, who are in grades K-12 and are enrolled on the count day), multiplied by the applicable CEP percentage (if a CEP district), then multiplied by 4 percent. Students are counted regardless of whether or not they actually eat breakfast/lunch.

Free and Reduced Lunch Headcount – Headcount of resident students ages 5-18, by October 1, in grades K-12 pulled from the October Student Core MOSIS file whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in CEP all students ages 5-18, by October 1, who are in grades K-12 enrolled on the count day).

CEP Percentage – If a district or charter school that participates in CEP, the district's or charter school's calculated percent of Free and Reduced Lunch State FTE to ADA for the year prior to electing CEP to represent the number of pupils who qualify for free and reduced lunch between the ages of 5-18 by October 1. *(Item is system calculated and displayed.)*

Calculated Free and Reduced Headcount – The calculated free and reduced lunch count, which represents the number of pupils who qualify for free and reduced lunch between the ages of 5 and 18, by October 1, who are in grades K-12 who were enrolled on the count day on the last Wednesday in September. If a non-CEP district, calculated number will be the same as the Free and Reduced Headcount. *(Item is system calculated and displayed.)*

Total Number of PK Students Eligible to be Claimed for State Aid – The calculated Free and Reduced Headcount that is multiplied by 4 percent to equal the maximum headcount of prekindergarten pupils that can be claimed for the Foundation Formula. *(Item is system calculated and displayed.)*

Select School – Click button to display data for the school that is entered in the text box.

Resident II F&RL – Click button to display report of districts reporting Resident II data displayed on screen.

State FTE – Full-time equivalency (FTE) count taken the last Wednesday in January of resident students enrolled in grades K-12 **and** in attendance one of the 10 preceding school days whose eligibility for free or reduced lunch is documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program. (Desegregation students are considered residents of the district in which the students are educated.) **Students are counted regardless of whether or not they actually eat breakfast/lunch.** An eligible student in KA or KP is to be reported as .5 FTE. Students for whom Department does not distribute state aid are not counted, i.e., students in preschool, the Parents as Teachers Program or state schools. *(Populated from MOSIS – February Cycle.)*

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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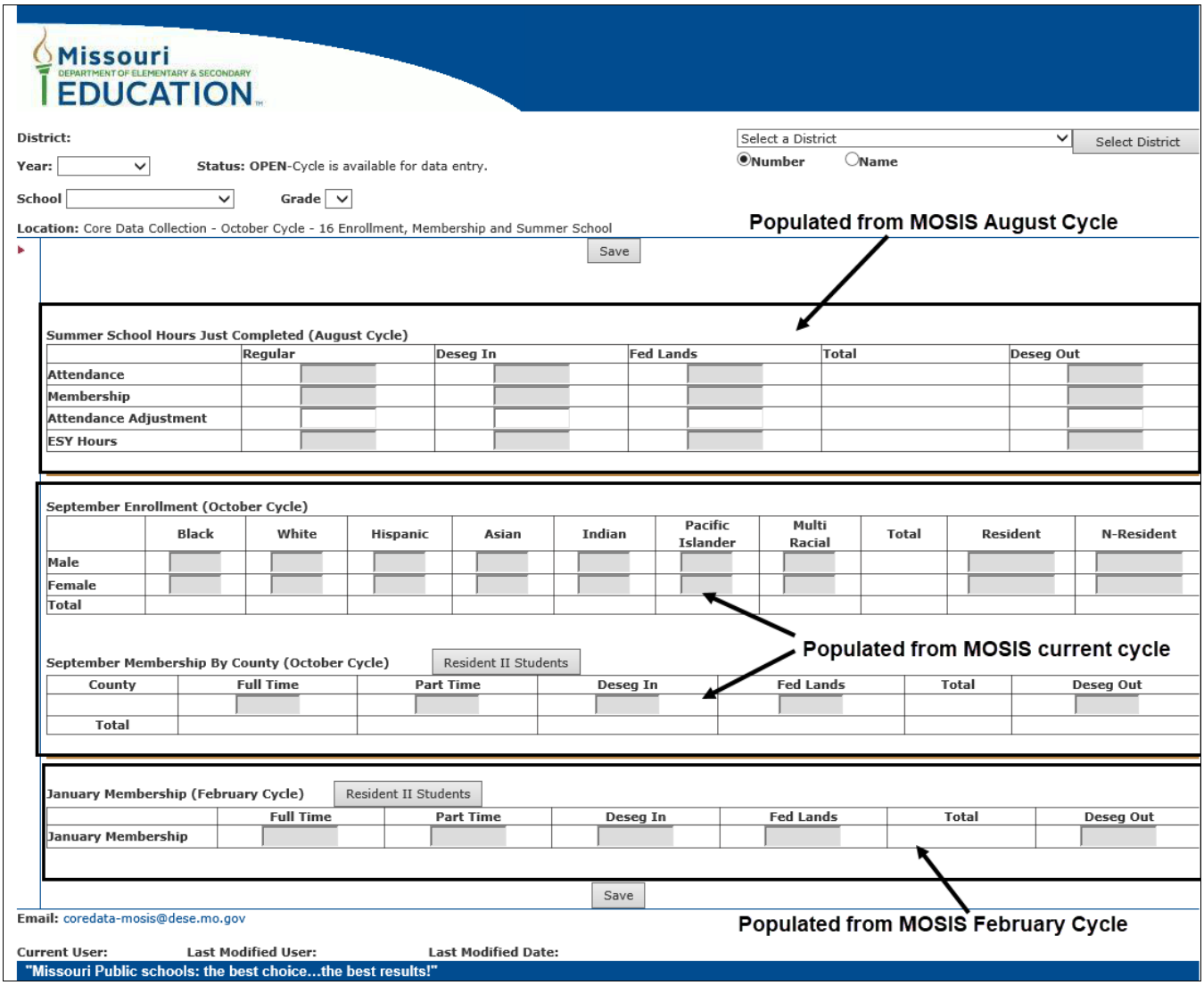
Core Data Screen 16 – Enrollment, Membership and Summer School

Enrollment headcounts (resident and non-resident students attending the attendance centers) are reported by attendance center, grade, male/female and racial/ethnic categories. September membership counts by county are also reported in the October Cycle. All data are displayed from the MOSIS Student Core file. *See Exhibit 2 for the definition of each racial/ethnic category.*

January membership counts are reported on this screen by attendance center by grade in the February Cycle. All data are displayed from the MOSIS Student Core file.



Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP and 1-12. Select "PK or K" for full-day pre-kindergarten or kindergarten, "PKA or KA" for AM pre-kindergarten or kindergarten, or "PKP or KP" for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours. *(Populated from MOSIS – August Cycle.)*

September Enrollment – Headcount taken the last Wednesday of September of all resident and non-resident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students' regular school in their home district.

Male Black – Male Black enrollment by grade for attendance center.

Male White – Male White enrollment by grade for attendance center.

Male Hispanic – Male Hispanic enrollment by grade for attendance center.

Male Asian – Male Asian enrollment by grade for attendance center.

Male Indian – Male Indian enrollment by grade for attendance center.

Male Pacific Islander – FTE of Pacific Islander male employees in all categories.

Male Multiracial – FTE of Multiracial male employees in all categories.

Male TOTAL – Total Male Black, White, Hispanic, Asian, Indian, Pacific Islander and Multiracial grade level headcounts entered. *(Item is system calculated and displayed.)*

Male Resident – Male resident enrollment by grade for attendance center. (*Desegregation transfer students are reported as residents of the district in which they attend school.)*

Male N-Resident – Male non-resident enrollment by grade for attendance center.

Female Black – Female Black enrollment by grade for attendance center.

Female White – Female White enrollment by grade for attendance center.

Female Hispanic – Female Hispanic enrollment by grade for attendance center.

Female Asian – Female Asian enrollment by grade for attendance center.

Female Indian – Female Indian enrollment by grade for attendance center.

Female Pacific Islander – FTE of Pacific Islander female employees in all categories.

Female Multiracial – FTE of Multiracial female employees in all categories.

Female TOTAL – Total Female Black, White, Hispanic, Asian, Indian, Pacific Islander and Multiracial grade level headcounts entered. *(Item is system calculated and displayed.)*

Female Resident – Female resident enrollment by grade for attendance center. *(Desegregation transfer students are reported as residents of the district in which they attend school.)*

Female N-Resident – Female non-resident enrollment by grade for attendance center.

Total Sept. Enrollment-Total – Total Male and Female grade level headcounts entered. (*Item is system calculated.)*

Total Sept. Enrollment-Resident – Total Male and Female resident enrollment by grade for attendance center. *(Desegregation transfer students are reported as residents of the district in which they attend school.)*

Total-Sept. Enrollment N-Resident – Total Male and Female non-resident enrollment by grade for attendance center.

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.**

County – Number of county for September membership count is displayed after each line is completed. *See Exhibit 7 for list of county identification numbers.*

Sept. Membership Full Time – Count of resident full-time students (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Part Time – Part-time (*FTE basis*) resident membership count (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county. *(See above example of calculation.)*

Sept. Membership Deseg In – Count (*FTE basis)* of incoming desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Fed Lands – Count (*FTE basis*) of federal lands students taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Total – Total full-time, part-time, deseg in and fed lands September membership by county. *(Item is system calculated and displayed.)*

Sept. Membership Deseg Out – Count (*FTE basis*) of outgoing desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Full Time – Count of resident full-time students (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Part Time – Part-time (*FTE basis*) resident membership count (excluding desegregation students) taken last Wednesday in September by grade at each attendance center for each county. *(See above example of calculation.)*

Total Sept. Membership Deseg In – Count (*FTE basis*) of incoming desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Fed Lands – Count (*FTE basis*) of federal lands students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Total – Total full-time, part-time, deseg in and fed lands September membership by county. *(Item is system calculated and displayed.)*

Total Sept. Membership Deseg Out – Count (*FTE basis*) of outgoing desegregation students taken last Wednesday in September by grade at each attendance center for each county.

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – February Cycle.)*

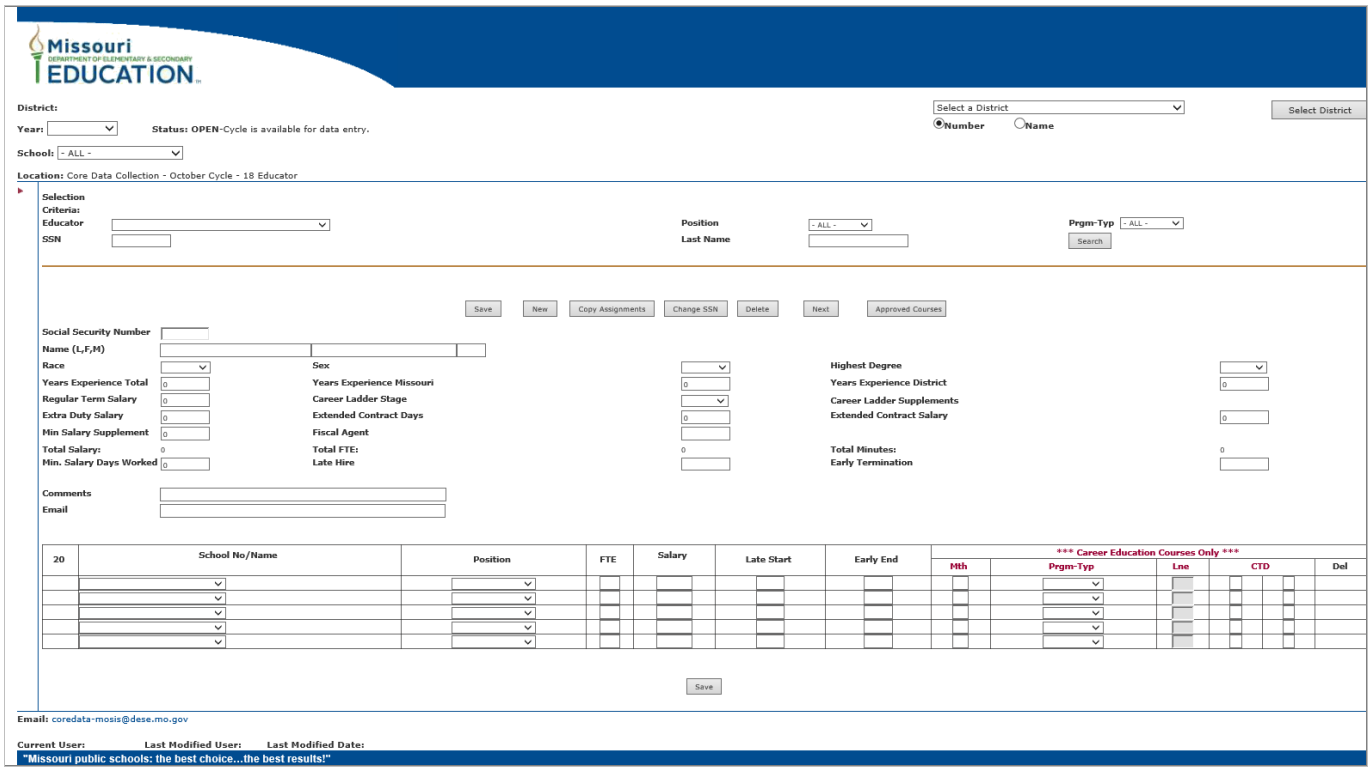
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 18 – Educator

The Educator screen is used to report data items about each educator including: (1) personnel requiring a certificate; (2) aides/paraprofessionals, ancillary personnel and parent educators funded by state or federal programs or used to meet classification standards; and (3) administrators involved with instructional programs. Data are selected by entering the Social Security Number or the last name of the educator or by clicking the drop-down list. Information is divided into two portions. The top portion includes race, sex, highest degree, years of experience, extended contract duration, career ladder, regular term salary, extended contract salary, extra duty salary, minimum salary supplement, minimum salary days worked, late hire and early termination dates, and comments. All data are displayed from the MOSIS Educator file.

The bottom portion includes building number, position code, FTE, prorated salary and career education data. A separate line is displayed for each building, position code or approved career education position. Each line on the bottom portion of the screen has an associated Screen 20 with at least one course/assignment. Click the >> button to display the associated Course Assignment data (Screen 20). Click the Screen 18 button to return to the associated Educator data (Screen 18).

Specific instructions regarding educator reporting can be found in the following exhibits: Reporting Educators (Exhibit 35), ESEA Federal Programs including Title I (Exhibit 15), Special Education (Exhibit 16), Early Childhood Education (Exhibit 17), Gifted Programs (Exhibit 25), Career Education (Exhibit 27), Supervised Employment (Exhibit 28) and School Age Care/Afterschool (SAC/A) Programs (Exhibit 29).



Item Definitions – Screen 18-Educator

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Educator – Name of educator. (*Select from drop-down list.)* **[Align Educator with Position.]**

> **Position** – Position code of educator's assignments (*see Exhibit 3*). *(Select from drop-down list.)*
>
> **Prgm Typ** – Program type code of approved career education program (*see Exhibit 9*). *(Select from drop-down list.)*
>
> **SSN** – Social Security Number of the educator. (*Enter number and press Tab to select educator.)*
>
> **Last Name** – Last name of the educator. *(Enter name and press Tab to choose initial educator displayed in drop-down list.)*

Search – Click to search for an educator based on selection.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Certification – Click button to display educator's certificate(s).

Approved Courses – Click button to display list of approved career education courses for the district by building and program type.

Social Security Number – Social Security Number of the educator will appear from selection above.

Name (L, F, M) – Last name, first name and middle initial of educator.

Race – Race of educator (*see Exhibit 2*). *(Select from drop-down list.)*

Sex – Sex of educator (Male, Female). *(Select from drop-down list.)*

Highest Degree – Highest degree of educator (*see Exhibit 8*). *(Select from drop-down list.)*

Years Experience Total – Total number of years' experience educator has in <u>all</u> public school systems including the current year.

Years Experience Missouri – Total number of years' experience educator has in Missouri public school systems including the current year. **To be counted as one year**, the contract must be for at least one half of the week and at least one half of the school year.

Years Experience District – Total number of years' experience educator has in <u>current</u> <u>district</u> including the current year. **To be counted as one year**, the contract must be for at least one half of the week and at least one half of the school year.

Regular Term Salary – Educator's regular term salary (excluding minimum salary supplement) based upon the FTE of an approximate nine-month teaching contract except for administrators (position codes 10 and 20). Administrator's salaries should include all compensation (e.g., base salary, tax sheltered annuities, vehicle allowance, etc.). <u>The salary should correspond with the FTE</u>. (If an educator is employed full-time for a portion of the year, such as seven months, report the salary on the nine-month basis.) Board-paid insurance and other fringe benefits are <u>not</u> included. If a position is filled temporarily by a substitute (position code 60), show the full salary normally paid for that position.

Career Ladder Stage – Career ladder stages (1, 2 or 3) of participating educators. Enter “1” for Stage I, enter “2” for Stage II, enter “3” for Stage III. *(Select from drop-down list.) [Not currently funded by the state.]*

Career Ladder Supplement – Career ladder supplement dollar amount that corresponds to career ladder stage. *(Item is system displayed from dollar amount entered on Screen 02 – District Data.)*

Extra Duty Salary – Salary for all activities that generate additional pay beyond the regular term salary except for extended contract salary and the career ladder and minimum salary supplements. *(Include salary for time outside the regular school day.)*

Extended Contract Days – Number of extra days an educator has contracted to perform services for the district beyond regular contract duration reported on Screen 02 – District Data, if applicable. *(Employees with 12-month contracts may show 260 days minus the regular contract duration.)*

Extended Contract Salary – Extra salary that a teacher, counselor, librarian or any position except administrator (*position codes 10 and 20*) receives for working more than a nine-month term.

Min Salary Supplement – Annualized state-paid supplemental salary received by a teacher, counselor or librarian to bring the salary up to the state minimum salary level.

Fiscal Agent – County-district code number of the fiscal agent. Fiscal agent is the district that provides the salary. The code number 999-999 may be used to represent an agency other than a public school with the name of the agency entered in the Comments area.

Total Salary – Total of regular term salary, extended contract salary, extra duty salary, career ladder supplement and minimum salary supplement. *(Item is system calculated and displayed.)*

Total FTE – Full-time equivalency is the percent of time an educator is serving in all building locations in the district. The total FTE is the sum of all detail FTEs. *(Item is system calculated and displayed.)*

Total Minutes – Total minutes of all assignments reported for educator on Screen 20 – Course & Assignment.

Min. Salary Days Worked – Total number of contract days worked during the regular term by an educator receiving a minimum salary supplement.

Late Hire – Date (month/day) educator was hired if later than start of regular school term.

Early Termination – Date (month/day) educator terminated services if earlier than end of regular school term.

Comments – Free-form notes used to report district where services are provided if different from reporting district or other non-standard information.

Email – Email address of educator.

DETAIL

20 **>>** – Click button to move to Screen 20 for the indicated educator.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list for corresponding educator.)*

Position – Position code of educator's assignment (*see Exhibit 3*). Description of position code is displayed by system. *(Select from drop-down list.)*

FTE – Full-time equivalency is the percent of time an educator works in associated attendance center reported as a decimal. To determine FTE, divide the number of minutes per week spent at each building location by the number of minutes per week required for full FTE (1.00) for that position code according to the standard day length reported on Screen 10 – Calendar Header. Before- or after-school teaching assignments (delivery system H) minutes are reported but are not included in calculating the FTE. *(Total FTE should be less than or equal to 1.00.)*

Salary – Salary educator receives for the associated position and attendance center including only regular term salary and extended contract salary*. (System calculated unless two or more different position codes are entered for educator.)*

Late Start – Date (month/day) assignment started if after start of school.

Early End – Date (month/day) assignment ended if before end of school.

CAREER EDUCATION COURSES ONLY

Mth – Total number of months educator is contracted for a career education program. (Note: 180 days equal nine months. Assignments above this that equal four weeks will equal one additional month. If more than two weeks, round up; if two weeks or less, round down. Examples: 9 ¼ = 9, 9 ½ = 9, 9 ¾ = 10, 10 ¾ = 11)

Prgm-Typ – Program type code of approved career education program (*see Exhibit 9*). *(Select from drop-down list.)*

CTD – Career education time devoted. The number of hours a person teaches approved career education classes over the total number of periods taught in a school day (excluding planning time) equals the fraction of time devoted to the approved program. (Examples: (a) An educator teaches 5 approved classes and has 1 preparatory period. There are 6 periods in the school day. The time devoted to the program is 5 5. (b) An educator spends 3 periods a day in an approved class, 3 periods in a non-reimbursable class and has 1 preparatory period. There are 7 periods in the school day. The time devoted to this program is 3 6.) *(Item is system calculated and displayed.)*

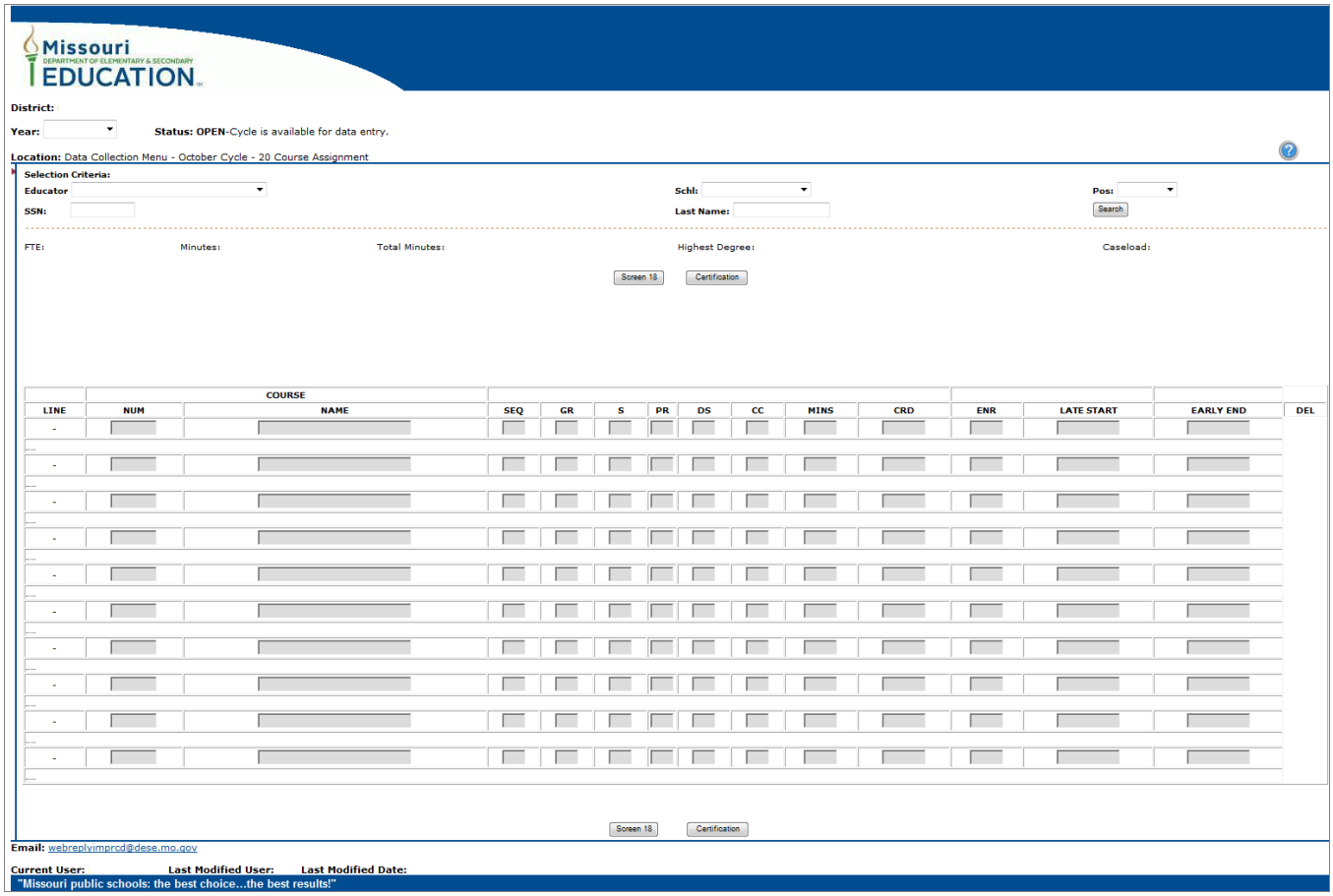
Core Data Screen 20 – Course Assignment

The Course Assignment screen contains an educator's course and assignment data, which includes regular instructional or administrative assignments, along with both planning time and travel time between buildings. Items reported include course number, sequence, grade, semester, program code, delivery system, minutes per week, units of credit and enrollment.

There is a Course Assignment data screen corresponding to each detail line on Screen 18 – Educator. This screen is accessed through Screen 18 by clicking the “>>” button on the appropriate detail line. If more detail lines are required on this screen, click the Add More Lines button.

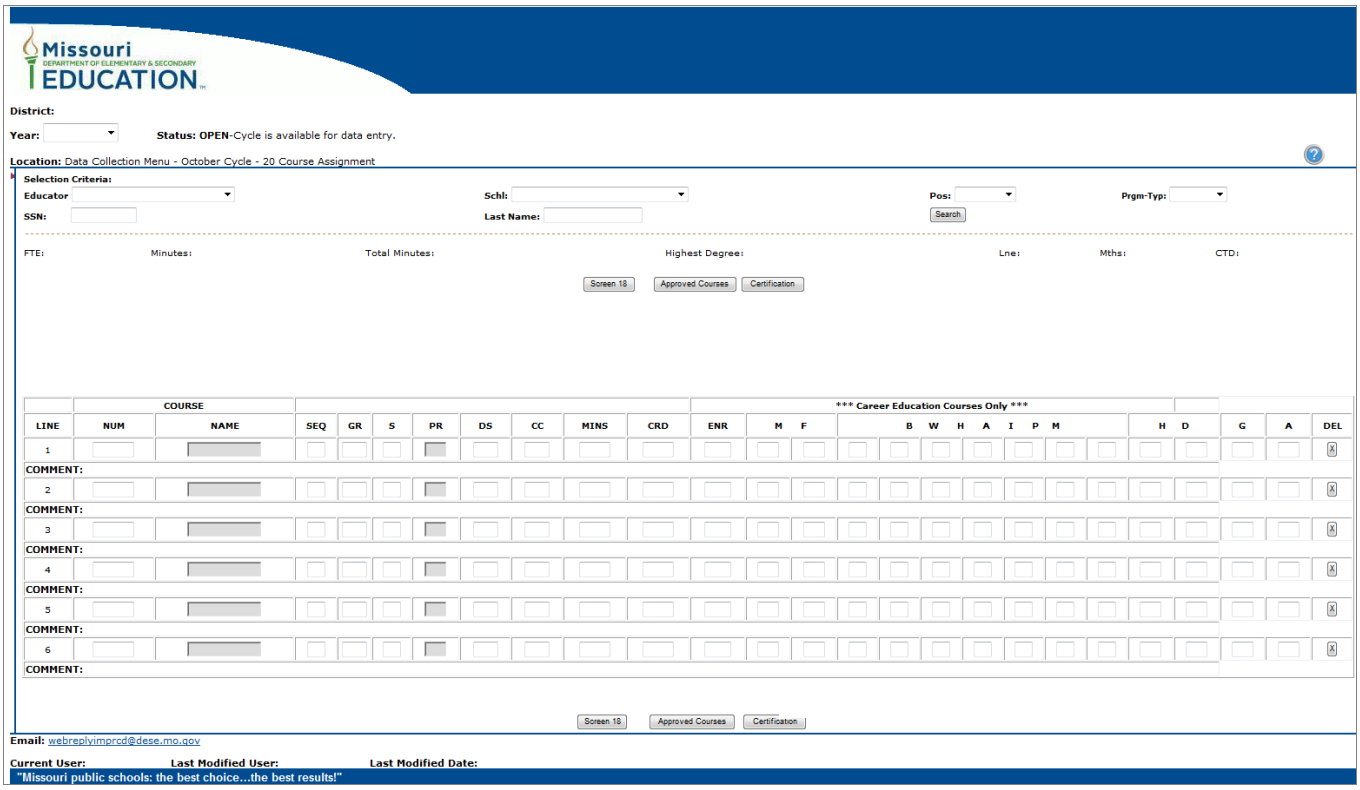
Specific instructions are provided for ESEA Federal Programs including Title I (Exhibit 15), Special Education (Exhibit 16), Early Childhood Education (Exhibit 17), State Approved Gifted Programs (Exhibit 25), Career Education (Exhibit 27), Supervised Employment (Exhibit 28) and School Age Care/Afterschool (SAC/A) Programs (Exhibit 29).

All data displayed are from the MOSIS Course Assignment file.



If approved career education courses are reported, enrollment data by male/female and seven racial/ethnic categories, students with disabilities (IEP), disadvantaged, graduates and adults enrolled are included on this screen (Screen 20-V).

If approved career education courses are **not** reported, the following items are included on each line: START/END (Screen 20-NV).



Item Definitions – Screen 20-Course Assignment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

Educator – Name of educator. *(Select from drop-down list.)*

Schl – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Pos – Position code of educator's assignment. *(Select from drop-down list.)*

Prgm-Typ – Program type code of vocational approved program. *(Select from drop-down list.)*

SSN – Social Security Number of educator. *(Enter number and press Tab to select educator.)*

Last Name – Last name of educator. (Enter name and press Tab to choose initial educator displayed in drop-down list.)

FTE – Full-time equivalency is the percent of time educator works in associated attendance center reported as a decimal. (*Displayed from Screen 18 – Educator.)*

Minutes – Total minutes per week of all assignments on this screen. *(Item is system calculated and displayed.)*

Total Minutes – Total minutes per week of all assignments of educator. *(Item is system calculated and displayed.)*

Highest Degree – Highest degree of educator. *(Displayed from Screen 18 – Educator.)*

Mths – Total number of months educator is contracted for a career education program. *(Displayed from Screen 18 – Educator.)*

CTD – Career education time devoted. The number of hours a person teaches approved career education classes over the total number of periods taught in a school day (excluding planning time) equals the fraction of time devoted to the approved program. (Examples: (a) An educator teaches 5 approved classes and has 1 preparatory period. There are 6 periods in the school day. The time devoted to the program is 5 5. (b) An educator spends 3 periods a day in an approved class, 3 periods in a non-reimbursable class and has 1 preparatory period. There are 7 periods in the school day. The time devoted to this program is 3 6.) *(Item is system calculated and displayed.)*

Save – Click button to save all data on screen.

Screen 18 – Click button to return to Screen 18 for the current educator.

Certification – Click button to display educator's certificate(s).

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Add More Lines – Click button to add more lines.

Approved Courses – Click button to display list of approved career education courses for the district by building and program type.

Comments – Free-form notes used to indicate: (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide/paraprofessional, (5) aide/paraprofessional assisting a teacher, or (6) other non-standard information.

DETAIL

LINE – A sequential number for each line assigned by the system.

COURSE NUM – Course code that identifies assignment (*see Exhibit 10*). Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.

COURSE NAME – Course name abbreviation (*see Exhibit 10*). *(Item is displayed by system.)*

SEQ – Sequence number that identifies the content of courses taught at more than one level (*see Exhibit 11*). If only one level of course content is offered, leave SEQ blank.

GR – Grade level at which curriculum for the specific course is designed to be taught (*see Exhibit 12*). Grade level should reflect the grade at which the course curriculum is meant to be offered; **not necessarily describe the students in the classroom**. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13).

S – Semester (blank - full year, 1 - first semester, 2 - second semester).

PR – Program code that identifies special funding or approval (*see Exhibit 13*).

DS – Delivery system. Instructional delivery method (*see Exhibit 14*).

CC – The combined class indicator is used to report classes of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) that are taught during the same time period by the same teacher. Each set of combined classes is reported with the same combined class indicator number.

MINS – Minutes per week for class/assignment. (Student passing time and Channel One are <u>not</u> included.)

CRD – Credit. Units of high school credit granted for assignment.

ENR – Enrollment. Number of students served in assignment (excluding adult career education students). Report enrollment only in <u>teaching</u> assignments. For PAT enrollment, report number of families served. For ECSE assignments, adjust the enrollment number to reflect end-of-year caseloads in April of each year.

CAREER EDUCATION COURSES ONLY

Columns under this heading are related to career education funded courses only. Both adult and secondary students are included. *See Exhibit 2 for the definition of each racial/ethnic category.*

M – Number of male students served in assignment including adults.
F – Number of female students served in assignment including adults.

B – Number of Black students served in assignment including adults.
W – Number of White students served in assignment including adults.
H – Number of Hispanic students served in assignment including adults.
A – Number of Asian students served in assignment including adults.
I – Number of Indian students served in assignment including adults.
P – Number of Pacific Islander students served in assignment including adults.
M – Number of Multiracial students served in assignment including adults.

H – Number of students with disabilities served in assignment including adults (*see Exhibit 23*).
D – Number of disadvantaged students served in assignment including adults (*see Exhibit 23*).

G – Number of potential graduates (seniors) enrolled in the career education assignment/course.
A – Number of adult students enrolled in the career education assignment/course.

NON-CAREER EDUCATION ONLY

LATE START – Date course is added after beginning of school year **or** filled for first time after beginning of school year, **or** an individual replaces original course educator after beginning of school year.

EARLY END – Date course is eliminated prior to end of school year, **or** individual is transferred out of position prior to end of school year leaving position vacant, **or** individual is replaced in position with another individual prior to end of school year.

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Core Data Screen 21 – Educator Vacancy

The Educator Vacancy screen lists the status of vacant elementary and secondary (not adult) educator positions (filled or unfilled) for the current school year.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District: Select a District Select District

Year: **Status: OPEN**-Cycle is available for data entry.

Location: Core Data Collection - October Cycle - 21 Educator Vacancy

Save Submit

Did the school district have any educator vacancies for the current school year?

How many of your teachers are involved as mentors in mentoring their peers?

How many of your teachers are involved as mentees being mentored by their peers?

Administration	Initial Vacant FTE	Number of Applicants	Applicants with Approp. Cert.	Degree of Shortage	FTE Filled with Approp. Cert.	FTE Filled with Less Than Full Cert.	FTE Altered Positions	FTE Still Vacant
Superintendent								
Assistant Superintendent								
Elementary Principal								
Elementary Assistant Principal								
Middle School Principal								
Middle School Assistant Principal								
Secondary Principal								
Secondary Assistant Principal								
Career Education Director								
Special Education Administrator								
Personnel Pupil Services	**Initial Vacant FTE**	**Number of Applicants**	**Applicants with Approp. Cert.**	**Degree of Shortage**	**FTE Filled with Approp. Cert.**	**FTE Filled with Less Than Full Cert.**	**FTE Altered Positions**	**FTE Still Vacant**
Counselor - Elementary								
Counselor - Secondary								
School Psychologist								
School Psychological Examiner								
K-12 Certification	**Initial Vacant FTE**	**Number of Applicants**	**Applicants with Approp. Cert.**	**Degree of Shortage**	**FTE Filled with Approp. Cert.**	**FTE Filled with Less Than Full Cert.**	**FTE Altered Positions**	**FTE Still Vacant**
Art								
English Language Learners								
Gifted								
Library Media Specialist								
Music - Instrumental								
Health								
Industrial Technology								
Journalism								
Marketing								
Mathematics								
Biology								
Chemistry								
Earth Science								
Physics								
Social Science								
Speech/Theatre								
Technology Education								
World Languages - French								
World Languages - Spanish								
World Languages - German								
World Languages - Latin								
World Languages - Other								
Special Education	**Initial Vacant FTE**	**Number of Applicants**	**Applicants with Approp. Cert.**	**Degree of Shortage**	**FTE Filled with Approp. Cert.**	**FTE Filled with Less Than Full Cert.**	**FTE Altered Positions**	**FTE Still Vacant**
Blind and Low Vision								
Mild/Moderate Cross Categorical								
Deaf and Hard of Hearing								
Early Childhood Special Education								
Severe Developmental Disabilities								

Save Submit

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

"Missouri public schools: the best choice...the best results!"

Item Definitions – Screen 21-Educator Vacancy

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Educator Vacancy (Yes/No) – Select “Yes” from drop-down list if district had one or more vacant educator positions (filled or unfilled) for the current year. Select “No” from drop-down list if district had no vacancies in the current school year.

Initial Vacant FTE – Full-Time Equivalent (FTE) positions vacant for current school year. All positions, filled and unfilled, are included.

Number of Applicants – Number of applicants for vacant positions in each certification area.

Applicants with Approp. Cert. – Number of applicants with appropriate certification for vacant positions in each certification area.

Degree of Shortage – Perception of the supply of available teachers as compared with number of positions vacant. Valid entries are the numbers 1 through 5 using the descriptions below:

1 – Considerable Surplus – Many applicants available, inquiries received frequently.
2 – Some Surplus – More applicants than jobs, applicants easy to locate, inquiries received often.
3 – Balanced Supply – Adequate number of available applicants.
4 – Some Shortage – Fewer applicants than positions available.
5 – Considerable Shortage – Applicants very difficult to locate for available positions.

FTE filled with Approp. Cert. – FTE positions filled by applicants with appropriate certification.

FTE filled with Less Than Fully Cert. – FTE positions filled by a substitute teacher.

FTE Altered Positions – FTE positions altered (eliminated or changed to another position, e.g., German instead of French) as the result of an unfilled vacancy.

FTE Still Vacant – FTE positions currently vacant.

Save – Click button to save all data on screen.

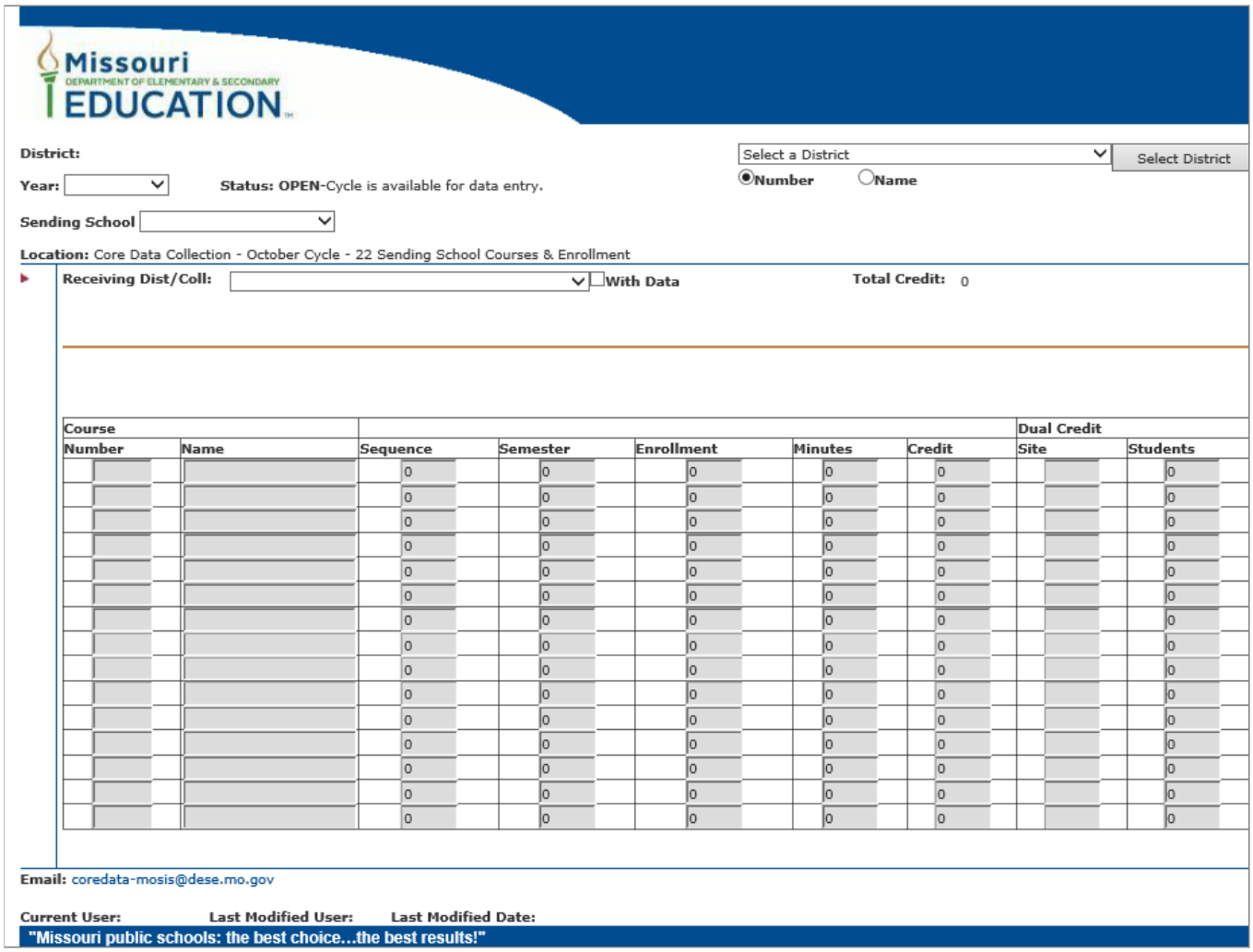
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Submit – Click button to submit the screen.

Core Data Screen 22 – Sending School Courses & Enrollment

The Sending School Courses & Enrollment screen is used to report units of credit, for classification purposes, by school districts which send students to neighboring districts or colleges for academic, alternative or career education courses not included in their own curriculum. Students participating in classes through instructional TV are reported as attending the site of the instructor. (Districts which operate an area career center report their resident students enrolled in career education classes on this screen. Career education itinerant programs report students as being sent to the area career center using this screen.) This information will be used to determine the appropriate districts for follow-up on Screen 27. This screen contains the sending school district number/name, sending school building number/name and receiving school district or college providing instruction number/name. Specific data items relating to course information include course code number, course name, sequence, semester, enrollment, minutes per week and units of credit. Enrollments of students receiving college credit (dual credit) and instructional site are also reported on this screen.

All data are displayed from the MOSIS Course Assignment and Student Assignment files.



Item Definitions – Screen 22-Sending School Courses & Enrollment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

Sending School – Four-digit number and name of sending high school. *(Select from drop-down list.)*

Total Credit – Total number of credits for sending high school. *(Item is system calculated and displayed.)*

Receiving Dist/Coll – County-district code of the receiving district or six-digit code of college providing instruction. (Refer to MOSIS Code Sets for college codes at http://dese.mo.gov/data-system-management/core-datamosis/documentation.) Name displayed by system. *(Select from drop-down list.)*

With Data – Select to limit Receiving Dist/Coll drop-down list to only those districts that have data entered.

Start at Dist/Coll – Enter six-digit code of receiving district/college and click button to start at specific district or college.

Save – Click button to save all data on screen.

Add More Lines – Click button to add more lines.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Line – A sequential number for each line assigned by the system.

Course Number – Course code that identifies assignment (*see Exhibit 10*).

Course Name – Course name abbreviation (*see Exhibit 10). (Item is displayed by system.)*

Sequence – Sequence number that identifies the content level of courses taught at more than one level (*see Exhibit 11*). If only one level of course content is offered, leave SEQ blank.

Semester – Semester (*blank – full year, 1 – first semester, 2 – second semester).*

Enrollment – Number of pupils from sending district served in each course/assignment.

Minutes – Minutes per week for each course/assignment.

Credit – Units of high school credit granted for each course/assignment.

Dual Credit Site – Site at which instruction of college credit (dual credit) course is given. Enter **DIST** if instruction is provided at district attendance center, **COLL** if instruction is provided on college campus, **ITV** if instruction is provided by college through instructional television to students in district classroom, or **ACC** if instruction is provided at an area career center. *(Select from drop-down list.)*

Dual Credit Students – Number of students receiving college and high school credit for course.

MOSIS October Student Core

The October Student Core file includes a single record for each student that was enrolled or was a member of a public school district on the last Wednesday in September. All students, pre-kindergarten through grade 12, are reported in the October Student Core file.

October Cycle – File Quick Notes

Collection Name:	October Student Core
Abbreviation:	Student Core (STC)
Availability Date:	September 17
Due Date:	October 15
Count Date:	Last Wednesday in September
File Pair:	None
Collection Version:	2020Oct1.0StuCore

The Student Core file collects descriptive data about students, including MOSIS student ID, residency status, membership, enrollment, demographic data, federal program participation (e.g., Title I, special education, LEP/ELL, migrant), federal program headcount (free/reduced lunch status), state program participation, career education information and other program related data.

Student Core data are used to populate Core Data screens 02 – District Data, 15 – Home School/Free & Reduced Lunch and 16 – Enrollment, Membership & Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

October Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April and June – but the fields required may be different.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by Career Technical Education (CTE) program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the Department. Students sent to other public schools will be reported by those schools.

Linkages Between Files

Student Core to MOSIS ID: A student's state MOSIS ID and the date of birth in the Student Core file are matched with the MOSIS ID component. If they do not agree, an error message is posted. If your district receives this error:

1. Verify date of birth,
2. Update MOSIS Data Collection file or MOSIS ID component,
3. If another district had incorrectly changed the date of birth in the ID system notify them,
4. Contact the Department if a resolution cannot be found.

File Layout: October Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Oct1.0StuCore' for the 2020 Student Core October Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the "Attending District Code" populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	Teacher Name (Pre-Code Sort)	O	Used for sort order. Can be teacher/examiner/class name.	
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
090	County	R	County in which the student resides.	County_Codes

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Lunch Status	R	DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process.	Lunch_Status_Codes
115	Gifted	R	Gifted Status of Student.	Gifted_Codes
120	Homeless	R	The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.	Homeless_Codes
125	Migrant	O	A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry or pork processing plant.	Migrant_Codes
130	In building less than a year	O	Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
135	In district less than a year	O	Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
140	Voluntary Transfer Student	O	Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement.	Yes_No
145	A+ Student	O	Required if student is in grade 09, 10, 11 or 12. DESE-assigned A+ codes that designate if a student is an A+ participate or completer.	APlus_Codes
150	Number of Months in USA	O	This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them.	
155	Immigrant	R	Designation for students who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.	Immigrant_Codes

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
160	ELL Primary Language	C	The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC).	ISO_Language_Codes
165	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes
170	ELL Exit **No data is required to be reported in this field.**	O	Method used to re-classify the student as non-LEP. **No data is required to be reported in this field.**	LEP_ELL_Exit_Codes
175	ELL Exit Test	O	English Proficiency Assessment used to re-classify the student as non-LEP.	LEP_ELL_Exit_Test_Codes
180	ESOL Instructional Model	C	Required if student is reported as ELL/LEP receiving services (RCV). Most frequent LEP Instructional Model used.	ESOL_Model_Codes
185	Missouri Option Program	O	Student who has or is participating in the Missouri Option Program.	Yes_No
190	H.S. Career Ed Student	O	Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE.	HS_CareerED_Codes
195	Title I	R	This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I.	Yes_No
200	Title III	O	This identifies an ELL student who is receiving services funded through Title III-LEP.	Yes_No
205	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
210	Membership FTE	C	Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week.	
215	One Prior 10 Day Attendance	C	Required for students with residency status of R1, R2, FL or DI. Enter "N" if the student attended at least one of the 10 days prior to the count date. Enter "Y" if the student was absent from all 10 days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January.	Yes_No
220	Enrolled On Count Date	R	Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January.	Yes_No

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
225	Enrolled All Year	O	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.	Yes_No
230	First Year Freshman	O	Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students.	Yes_No
235	GPA	O	Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places.	
240	GPA Scale	O	Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student.	GPAScale_Codes
245	8th Grade Tech Literacy **No data is required to be reported in this field.**	O	Student meets or exceeds ESEA eighth grade technology literacy requirements. **No data is required to be reported in this field.**	Tested_Codes
250	Aerobic Capacity	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk.	Physical_Fit_Assessment_Codes
255	Abdominal Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence) or (3) partial curl-ups.	Physical_Fit_Assessment_Codes
260	Upper Body Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups or (4) flexed arm hang.	Physical_Fit_Assessment_Codes
265	Flexibility	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach.	Physical_Fit_Assessment_Codes
270	IEP Disability	R	Report most dominant disability.	Disability_Codes
275	MAP-Alternate	R	Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment.	Yes_No
280	Special Education Placement	O	Required for students with an IEP. Code that identifies special education placement category.	SPED_Placement_Codes
285	SPED Program Exit Code	O	Code that identifies status of exiter using Special Education exit categories.	SPED_Program_Exit_Codes
286	Truant	O	Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence.	Yes_No

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
288	Supplemental Education Service	O	Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day.	Supple_ED_Services_Codes
290	Career Cluster	O	Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path.	CTE_Cluster_Codes
292	Nontraditional Student (Secondary)	O	Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
294	Single Parent (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
296	Displaced Homemaker (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
298	CTE Technical Skills Attainment	O	Required for secondary, postsecondary and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the students' technical assessment.	CTE_TSA_Testing_Codes
300	K-8 Graduate District Code	C	Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district.	K-8District Codes
302	ECO Entry Date	O	Date of entry into ECSE program.	

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
304	ECO Entry Indicator 1	O	Rating at entry into ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
306	ECO Entry Indicator 2	O	Rating at entry into ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
308	ECO Entry Indicator 3	O	Rating at entry into ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
310	ECO Exit Date	O	Date of exit from ECSE program.	
312	ECO Exit Indicator 1	O	Rating at exit from ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
314	ECO Exit Indicator 2	O	Rating at exit from ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
316	ECO Exit Indicator 3	O	Rating at exit from ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
318	CTE Program Code	O	The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
320	Title III LEP	C	Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
321	Title III Immigrant	C	Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
322	First Freshman Year	O	Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12.	
323	Zip Code	R	Five- or nine-digit Postal Zip Code for the primary residence of the student.	
324	Industry Recognized Credential	N	The Department approved industry-recognized credential/certification received by student.	Industry_Recognized_Credential_Codes
325	Military	R	Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.	Military_Codes
326	MPP	C	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.	Yes_No

Student Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
327	Foster Care	R	Report as of time of submission. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Yes_No
328	PK Eligible State Aid	R	Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population.	Yes_No
329	Kindergarten Readiness	C	Kindergarten readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).	Yes_No
330	High Need Student	N	An IEP student whose educational costs exceed three times the LEA’s current expenditure per Average Daily Attendance (ADA).	Yes_No
331	Dyslexia	O	Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3.	Dyslexia_Codes
332	Neglected or Delinquent	O	Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days.	Neglected_or_Delinquent_Codes
333	CTE Certificate	O	Only CTE Concentrators that graduate and meet all the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate.	Yes_No

MOSIS October Educator Core

The October Educator Core file along with the October Educator School file make up the October Educator Collection. Together these files collect educator salary, degree, FTE and position information.

October Cycle – File Quick Notes

Collection Name:	October Educator
Abbreviation:	Educator Core (EDC)
Availability Date:	September 17
Due Date:	October 15
File Pair:	Educator School (EDS)
Collection Version:	2020Oct1.0EdCore

The October Educator Core file requires a single record for every educator in the district and is used to report data items about each educator including: (1) personnel requiring a certificate; (2) aides/paraprofessionals, ancillary personnel and parent educators funded by state or federal programs or used to meet classification standards; and (3) administrators involved with instructional programs. Data include Social Security Number, name, race, sex, highest degree, years of experience, extended contract duration, career ladder, regular term salary, extended contract salary, extra duty salary, minimum salary supplement, minimum salary days worked, late hire and early termination dates, and comments.

Educator Core data are used to populate Core Data Screen 18 – Educator. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Educator Core Records

The district and school where the educator provides instruction or services will report Educator Core records. Educator Core records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Educator Core and Educator School files are collected together as the Educator Collection. Records in the Educator Core and Educator School files also are linked to the records in the October Course Assignment and the Student Assignment files that are submitted. Every educator for whom there is an Educator School file and Course Assignment file must have a file in the Educator Core. For example, if the Student Assignment file has a record containing the course that a student is taking there must be (1) a matching record in the Course Assignment file, (2) a matching record of an educator teaching that course in the Educator School file, and (3) a matching record of an educator in the district Educator Core file.

The following table shows the key data used to link the Educator Core, Educator School, Course Assignment and Student Assignment files together.

Educator Submission				Assignment Submission		
Educator Core Key		**Educator School Key**		**Course Assignment Key**		**Student Assignment Key**
EDC Current School Year	=	EDS Current School Year	=	CRS Current School Year	=	STA Current School Year
EDC Reporting District Code	=	EDS Reporting District Code	=	CRS Reporting District Code	=	STA Reporting District Code
EDC EDSSN	=	EDS EDSSN	=	CRS EDSSN	=	STA EDSSN
		EDS Reporting School Code	=	CRS Reporting School Code	=	STA Reporting School Code
		EDS CTE Program Type	=	CRS CTE Program Type	=	STA CTE Program Type
		EDS Position Code	=	CRS Position Code	=	STA Position Code
				CRS Assignment Number	=	STA Assignment Number
						STA State ID

File Layout: October Cycle Educator Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Educator Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Oct1.0EdCore' for the 2020 Educator Core October Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
050	ED SSN	R	Social Security Number. Format allowed '999999999'.	
060	ED Legal Last Name	R	Legal last name.	
065	ED Legal First Name	R	Legal last name.	
070	ED Legal Middle Name	O	Legal middle name.	
075	ED Legal Name Suffix	O	Legal name suffix.	
080	ED Date of Birth	O	Date of birth as appears on certificate of birth.	
100	ED Gender	R	Gender.	Gender_Codes
105	ED Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	ED Email	O	Educator email address.	
120	Extended Contract Duration	C	Number of extra days an educator has contracted to perform services for district beyond regular contract duration reported on District Data (Screen 02), if applicable. (Employees with 12-month contracts may show 260 days minus the regular contract duration.)	
130	Extended Contract Salary	C	Extra salary that teacher, counselor, librarian or any position except administrator (Position Codes 10 and 20) receives for working more than a nine-month term.	

Educator Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
140	Regular Term Salary	R	Educator's regular term salary (excluding minimum salary supplement); based upon the FTE of an approximate nine-month teaching contract except for administrators (Position Codes 10 and 20). Administrator's salaries should include all compensation (e.g., base salary, tax sheltered annuities, vehicle allowance, etc.). The salary should correspond with the FTE. (If an educator is employed full-time for a portion of the year, such as seven months, report the salary on the nine-month basis.) Board-paid insurance and other fringe benefits are not included. If a position is filled temporarily by a substitute (Position Code 60), show the full salary normally paid for that position – paid insurance and other fringe benefits are not included. If a position is filled temporarily by a substitute (Position Code 60), show the full salary normally paid for that position.	
150	Extra Duty Salary	C	Salary for all activities that generate additional pay beyond the regular term salary except for extended contract salary and the career ladder and minimum salary supplements. (Include salary for time outside the regular school day.) If a teacher receives additional pay above the salary schedule through an Incentive Grant project; the extra pay is reported as Extra Duty Salary. If a teacher's entire salary is paid from an Incentive Grant; this pay is reported as "Regular Term Salary;" except for after-school assignments that are reported as Extra Duty Salary.	
160	Min. Salary Supplement	C	Annualized state-paid supplemental salary received by a teacher; counselor; or librarian to bring the salary up to the state minimum salary level.	
170	Career Ladder Stage	C	Career ladder stages (1, 2 or 3) of participating educators. Enter 1 for Stage I; enter 2 for Stage II; enter 3 for Stage III.	Educator_Career_ Ladder_Stages
180	Highest Degree	R	Highest degree of educator.	Educator_Highest_ Degree
190	Public School Years - District	R	Total number of years' experience of educator in current district including the current year. To be counted as one year, the contract must be for at least one half of the week and at least one half of the school year.	
195	Public School Years - Missouri	R	Total number of years' experience of educator in Missouri public school systems including the current year. To be counted as one year, the contract must be for at least one half of the week and at least one half of the school year.	
200	Public School Years - Public	R	Total number of years' experience of educator in all public school systems including the current year.	
210	Late Hire Date	C	Date (month/day) educator was hired if later than start of regular school term else null.	
220	Early Termination Date	C	Date (month/day) educator terminated services if earlier than end of regular school term else null.	
230	ED Comments	C	Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher or (6) other nonstandard info.	

Educator Core – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
240	Fiscal Agent County District	R	County-district code number of the fiscal agent. (Fiscal agent is the district that provides the salary.) The code number 999-999 may be used to represent an agency other than a public school with the name of the agency entered in the “Comments” area.	Fiscal_Agent_District_ Codes
250	Min. Salary Days Worked	C	Total number of contract days worked during the regular term by an educator receiving a minimum salary supplement.	

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MOSIS October Educator School

The October Educator School file requires a single record for every position an educator serves in a school. This file collects one or more records for each building in the district that the educator has a position code or approved career education position.

The October Educator School file is related to the Educator Core file in that if an educator is reported in the Educator School file that educator must exist in the district's Educator Core file.

October Cycle – File Quick Notes

Collection Name:	October Educator
Abbreviation:	Educator School (EDS)
Availability Date:	September 17
Due Date:	October 15
File Pair:	Educator Core (EDC)
Collection Version:	2020Oct1.0EdSchool

Educator School data are used to populate Core Data screens 18 – Educator and 20 – Course & Assignment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Educator School Records

The district and school where the educator provides instruction or services will report Educator School records. Educator School records for instructional television (ITV) classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Educator Core and Educator School files are collected together as the Educator Collection. Records in the Educator Core and Educator School files are also linked to the records in the October Course Assignment and the Student Assignment files that are submitted.

Every record in the Educator School file must have a match to a record in the Educator Core file. These fields/keys are also used for matching records in the Assignment Collections.

The table under this heading in the previous Educator Core section shows the key data used to link the Educator Core, Educator School, Course Assignment and Student Assignment files together.

File Layout: October Cycle Educator School

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Educator School – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Oct1.0EdSchool' for the 2020 Educator School October Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the educator is being reported from.	DESE_School_Codes
050	ED SSN	R	Social Security Number. Format allowed '999999999'.	
060	Legal Last Name	O	Legal last name.	
065	Legal First Name	O	Legal first name.	
070	Position Code	R	Position code of educator's assignment.	Position_Codes
080	CTE Program Type	C	Program type code of CTE approved program else null.	CTE_Program_Type_ Codes
090	FTE	R	Full-time equivalency--the percent of time educator works in associated attendance center reported as a decimal.	
100	Salary	R	Salary educator receives for the associated position and attendance center including only regular term salary and extended contract salary.	
110	CTE Month	C	Total number of months educator is contracted for a CTE program else null.	
120	Late Start Date	C	Date position is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original educator after beginning of school year else null.	
130	Early End Date	C	Date position is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null.	
140	Course Comment	C	Free-form notes such as teachers assisted by an aide or aides assisting a teacher.	

MOSIS October Course Assignment

The October Course Assignment file requires a record for each position or assignment in each district school or central office. This file collects assignments for the entire regular school year and contains an educator's identifier and assignment data including regular instructional or administrative assignments, planning time and travel time between buildings, course number, sequence, grade, semester, program code, delivery system, minutes per week and units of credit.

October Cycle – File Quick Notes

Collection Name:	October Assignment
Abbreviation:	Course Assignment (CRS)
Availability Date:	September 17
Due Date:	October 15
File Pair:	Student Assignment (STA)
Collection Version:	2020Oct1.0CrsAssign

All courses planned for each semester session in the school year should have a Course Assignment record, not just those planned for the beginning of the school year. Changes and additions to courses can be made during the school year by resubmitting the files.

The October Course Assignment file along with the October Student Assignment file makes up the October Assignment Collection. Together these files collect the assignments and data needed to determine the enrollment counts.

October Course Assignment data are used to populate portions of Core Data screens 18 – Educator, 20 – Course & Assignment and 22 – Sending School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Course Assignment Data

The district and school where the educator provides instruction or services will report Course Assignment records. Course Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Course Assignment and Student Assignment files are collected together as the Assignment Collection. For the October Cycle, the Course Assignment and the Student Assignment files are linked to the records in the October Educator Core and Educator School submitted files.

Every record, except dual credit classes on a college campus, in the Course Assignment file must have a match to a record in the Educator School file. The Student Course Assignment keys are matched against the Educator Course Assignment keys.

The following table shows the key data used to link the Educator Core, Educator School, Course Assignment and Student Assignment files together.

Educator Submission				Assignment Submission		
Educator Core Key		**Educator School Key**		**Course Assignment Key**		**Student Assignment Key**
EDC Current School Year	=	EDS Current School Year	=	CRS Current School Year	=	STA Current School Year
EDC Reporting District Code	=	EDS Reporting District Code	=	CRS Reporting District Code	=	STA Reporting District Code
EDC EDSSN	=	EDS EDSSN	=	CRS EDSSN	=	STA EDSSN
		EDS Reporting School Code	=	CRS Reporting School Code	=	STA Reporting School Code
		EDS CTE Program Type	=	CRS CTE Program Type	=	STA CTE Program Type
		EDS Position Code	=	CRS Position Code	=	STA Position Code
				CRS Assignment Number	=	STA Assignment Number
						STA State ID

File Layout: October Cycle Course Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Course Assignment – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Oct1.0CrsAssign' for the 2020 Course/Assignment October Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
050	ED SSN	C	Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'.	
060	Educator Last Name	O	Educator's legal last name.	
065	Educator First Name	O	Educator's legal first name.	
070	Position Code	R	Position code of educator's assignment.	Position_Codes
080	CTE Program Type	C	Program type code of CTE approved program.	CTE_Program_Type_ Codes
090	Assignment Number	R	The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course.	
100	Local Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	
110	Local Course Name	O	Course name abbreviation.	
120	Local Section Number	O	Local section number.	
130	State Course Number	C	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	State_Course_Codes

Course Assignment – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
140	Assignment Start Date	C	Date course is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original course educator after beginning of school year else null.	
150	Assignment End Date	C	Date course is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null.	
170	Course Sequence Number	C	Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank.	Course_Seq_Num_ Codes
180	Course Grade Level	C	Grade level at which curriculum for the specific course is designed to be taught. Grade level should reflect the grade at which the course curriculum is meant to be offered – not necessarily describe the students in the classroom. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13).	Assignment_Grade_ Level_Codes
190	Course Semester	C	Semester (0 - full year, 1 - first semester, 2 - second semester, 3 - third semester) else null.	Course_Semester_ Codes
200	Course Delivery System	C	Delivery system. Instructional delivery method else null.	Course_Delivery_ System_Codes
210	Course Program Code	C	Program code that identifies special funding or approval else null.	Course_Program_ Codes
220	Course Minutes	R	Minutes per week for class/assignment. (Student passing time and “Channel One” are not included.)	
230	Course Credits	C	Credit. Units of high school credit granted for assignment else null.	
235	Caseload	C	Number of students served in an educational setting other than a regularly scheduled class.	
240	Course Total Hours	N	Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours). This item is not allowed to be reported in October.	
242	Assignment Comment	C	Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher, or (6) other nonstandard info.	
245	Combined Course	C	Combined classes are situations where students of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) are taught during the same time period by the same teacher.	

MOSIS October Student Assignment

The October Student Assignment file requires a record for each student enrolled in each educator's teaching assignment. An educator with a teaching assignment has a position code of 60. This file collects assignments for the entire regular school year.

October Student Assignment data are used to populate portions of Core Data screens 20 – Course & Assignment and 22 – Sending School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

October Cycle – File Quick Notes

Collection Name:	October Assignment
Abbreviation:	Student Assignment (STA)
Availability Date:	September 17
Due Date:	October 15
File Pair:	Course Assignment (CRS)
Collection Version:	2020Oct1.0StuAssign

Reporting Student Assignment Data

Generally, Student Assignment records are reported by the institution that provides the instruction. Unless instruction is provided at a private institution, students are reported in the Assignment Collection by the district providing the instruction. The Student Assignment file contains sending and receiving district information to facilitate proper reporting.

Student Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Student Assignment and Course Assignment files are collected together as the Assignment Collection. For the October Cycle, the Course Assignment and the Student Assignment files are linked to the records in the October Educator Core and Educator School submitted files.

The Student Assignment file requires at least one student record for every teaching position (60) assignment reported in the Course Assignment file if caseload was not provided. The Student Assignment keys are matched against the Course Assignment keys.

The table under this heading in the previous Course Assignment section shows the key data used to link the Educator Core, Educator School, Course Assignment and Student Assignment files together.

File Layout: October Cycle Student Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Assignment – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Oct1.0StuAssign' for the 2020 Student/Assignment October Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
045	MOSIS ID	R	State-assigned student identifier.	
055	Student Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Student Legal Last Name	O	Legal last name as appears on certificate of birth.	
065	Student Legal First Name	O	Legal first name as appears on certificate of birth.	
070	Student Legal Middle Name	O	Legal middle name as appears on certificate of birth.	
075	Student Legal Name Suffix	O	Legal name suffix as appears on certificate of birth, e.g., Jr, Sr.	
080	Student Date of Birth	R	Date of birth as appears on certificate of birth.	
095	Student Grade Level	C	Required for all students who are not adults taking special adult programs. Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_ Codes
100	Student Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Assignment Number	R	The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course.	
120	Dual Credit Site	C	Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus or ITV if instruction is provided by college through instructional television to students in district classroom, else null.	Dual_Credit_Site_ Codes
126	Receiving Coll/Dist Code	C	Six-digit code for site at which instruction of normal or college credit (dual credit) course is given.	DESE_District_Codes

Student Assignment – October Cycle				
Item	**Item Name**	**Oct**	**Definition**	**Code Set**
130	Sending District Code	C	Six-digit number and name of sending district else null.	DESE_District_Codes
140	Sending School Code	C	Four-digit number and name of sending high school else null.	
150	ED SSN	C	Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'.	
160	Position Code	R	Position code of educator's assignment.	Position_Codes
170	CTE Program Type	C	Program type code of CTE approved program.	CTE_Program_Type_Codes
180	Disadvantaged	C	Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants.	Yes_No
270	IEP Disability (Primary)	R	Report most dominant disability.	Disability_Codes
280	Adult	C	Required if CTEProgramType is reported. Indicate if student is considered an adult student taking a special adult program.	Yes_No
282	Local Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	
284	Local Course Name	O	Course name abbreviation.	
286	Local Section Number	O	Local section number.	
288	State Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	State_Course_Codes

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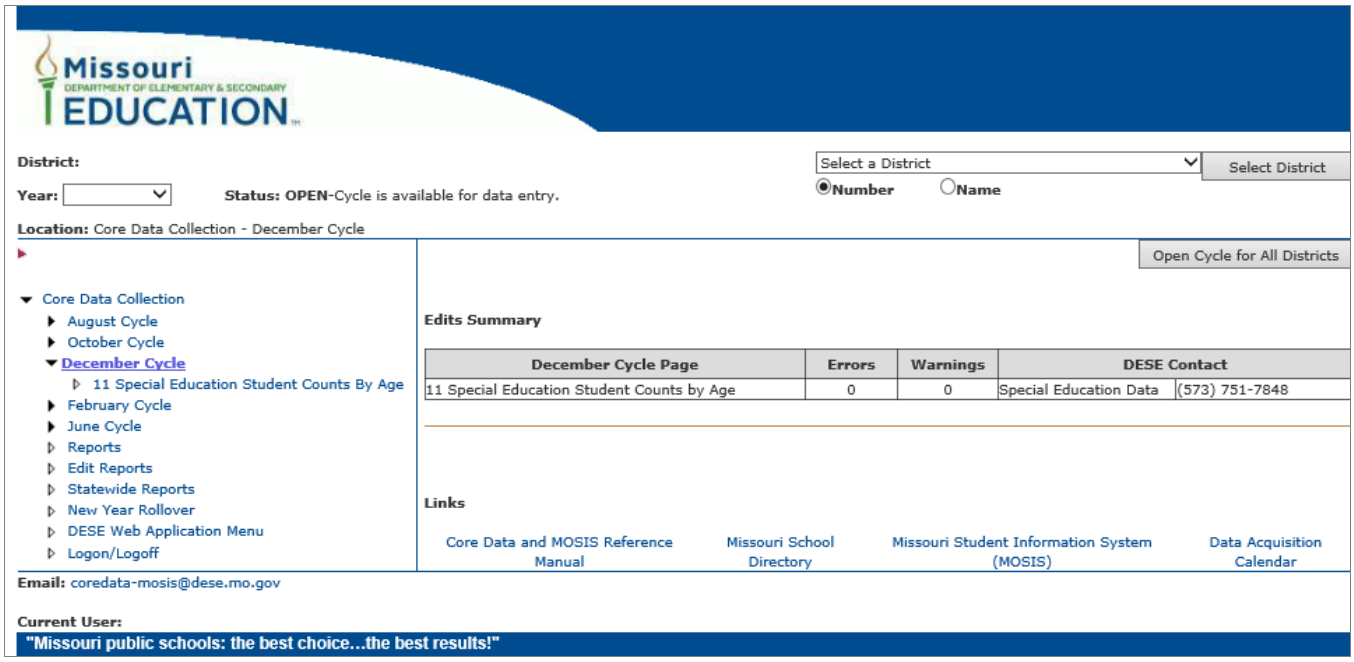
December Cycle

The **December Cycle Core Data** and **MOSIS** submissions are due December 15. **Core Data** and **MOSIS** include information required for federal special education reports. Screen 11 – Special Education Student Counts by Age is populated from MOSIS. Data are reported in the Student Core file.

Core Data Screen ***Screens bolded & italicized have items populated from MOSIS.***	***11 – Special Education Student Counts By Age***	Due by December 15
MOSIS File	Student Core	



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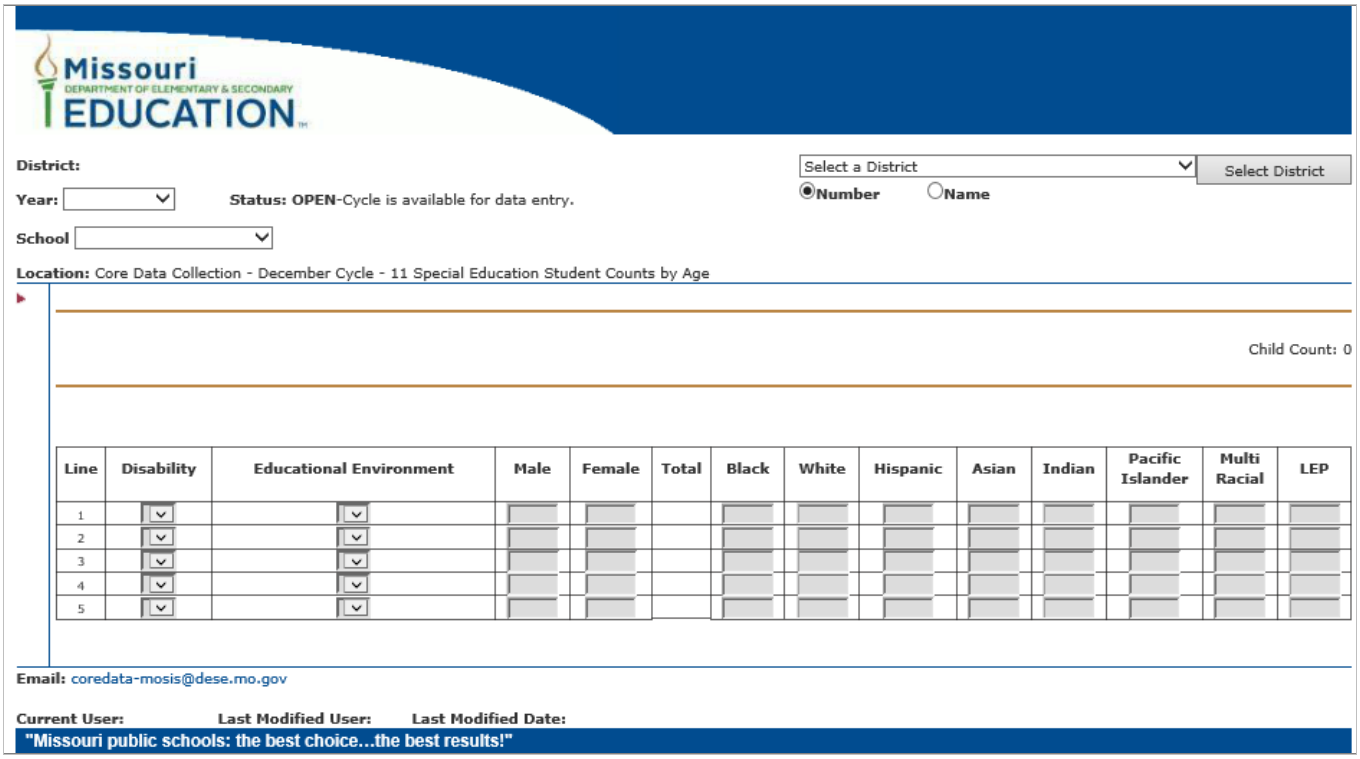
Core Data Screen 11 – Special Education Student Counts by Age

The Special Education Student Counts by Age screen is used to report the number of students with disabilities that are served by Missouri public schools. In order for a student to be eligible for child count, the student must have a current IEP or Services Plan in place and be receiving services by the local school district as of December 1. The count is an unduplicated count, i.e., each student is counted only once by building, age, race, gender, disability and placement. All data are displayed from the MOSIS Student Core file.



Item Definitions – Screen 11-Special Education Student Counts by Age

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center where students with disabilities are served by the district*. (Select from drop-down list.)*

Ages – The age of the student on December 1. *(Select from drop-down list.)*

Child Count – The number of students with disabilities by age who are served by the district. *(Item is system calculated and displayed.)*

Line – A sequential number for each line assigned by the system.

The following items are displayed from the MOSIS Student Core File:
(*See Exhibit 2 for the definition of each racial/ethnic category.)*

Disability – Code that identifies disability reported (*see Exhibit 18*). Associated title is displayed.

Educational Environment – Code that identifies special education educational environment (*see Exhibit 19*). Associated abbreviation is displayed.

Male – Number of male students in specified age, disability and educational environment.

Female – Number of female students in specified age, disability and educational environment.

Total – Total number of students in specified age, disability and educational environment. *(Item is system calculated and displayed.)*

Black – Number of Black students in specified age, disability and educational environment.

White – Number of White students in specified age, disability and educational environment.

Hispanic – Number of Hispanic students in specified age, disability and educational environment.

Asian – Number of Asian students in specified age, disability and educational environment.

Indian – Number of Indian students in specified age, disability and educational environment.

Pacific Islander – Number of Pacific Islander students in specified age, disability and educational environment.

Multiracial – Number of Multiracial students in specified age, disability and educational environment.

LEP – Number of Limited English Proficiency students in a specified age, disability and educational environment.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

MOSIS December Student Core

The December Student Core file requires a single record for each student that is enrolled on December 1 and has an Individualized Education Program (IEP). This file collects student enrollment and school of attendance data in order to complete the Special Education December 1 Child Count. All students, pre-kindergarten through grade 12, are reported in the December Student Core file.

Student Core data are used to populate Core Data Screen 11 – Special Education Student Counts by Age. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

December Cycle – File Quick Notes

Collection Name:	December Student Core
Abbreviation:	Student Core (STC)
Availability Date:	November 15
Due Date:	December 15
Count Date:	December 1 (SPED Child Count)
File Pair:	None
Collection Version:	2020Dec1.0StuCore

Reporting Student Core

The district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: December Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Dec1.0StuCore' for the 2020 Student Core December Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	Teacher Name (Pre-Code Sort)	O	Used for sort order. Can be teacher/examiner/class name.	
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
090	County	O	County in which the student resides.	County_Codes
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level _Codes

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
100	Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Lunch Status	R	DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process.	Lunch_Status_Codes
115	Gifted	O	Gifted status of student.	Gifted_Codes
120	Homeless	R	The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.	Homeless_Codes
125	Migrant	O	A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry or pork processing plant.	Migrant_Codes
130	In building less than a year	O	Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
135	In district less than a year	O	Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
140	Voluntary Transfer Student	O	Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement.	Yes_No
145	A+ Student	O	Required if student is in grade 09, 10, 11 or 12. DESE-assigned A+ codes that designate if a student is an A+ participate or completer.	APlus_Codes
150	Number of Months in USA	O	This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them.	
155	Immigrant	O	Designation for students who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.	Immigrant_Codes
160	ELL Primary Language	O	The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC).	ISO_Language_Codes
165	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
170	ELL Exit **No data is required to be reported in this field.**	O	Method used to re-classify the student as non-LEP. **No data is required to be reported in this field.**	LEP_ELL_Exit_Codes
175	ELL Exit Test	O	English Proficiency Assessment used to re-classify the student as non-LEP.	LEP_ELL_Exit_Test_Codes
180	ESOL Instructional Model	O	Required if student is reported as ELL/LEP receiving services (RCV). Most frequent LEP Instructional Model used.	ESOL_Model_Codes
185	Missouri Option Program	O	Student who has or is participating in the Missouri Option Program.	Yes_No
190	H.S. Career Ed Student	O	Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE.	HS_CareerED_Codes
195	Title I	R	This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I.	Yes_No
200	Title III	O	This identifies an ELL student who is receiving services funded through Title III-LEP.	Yes_No
205	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
210	Membership FTE	O	Report student's average hours per week divided by total possible hours the student could attend in a week.	
215	One Prior 10 Day Attendance	O	Enter "N" if the student attended at least one of the 10 days prior to the count date. Enter "Y" if the student was absent from all 10 days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January.	Yes_No
220	Enrolled On Count Date	R	Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January.	Yes_No
225	Enrolled All Year	O	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.	Yes_No
230	First Year Freshman	O	Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students.	Yes_No
235	GPA	O	Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places.	
240	GPA Scale	O	Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student.	GPAScale_Codes

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
245	8th Grade Tech Literacy **No data is required to be reported in this field.**	O	Student meets or exceeds ESEA eighth grade technology literacy requirements. **No data is required to be reported in this field.**	Tested_Codes
250	Aerobic Capacity	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk.	Physical_Fit_Assessment_Codes
255	Abdominal Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence) or (3) partial curl-ups.	Physical_Fit_Assessment_Codes
260	Upper Body Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups or (4) flexed arm hang.	Physical_Fit_Assessment_Codes
265	Flexibility	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach.	Physical_Fit_Assessment_Codes
270	IEP Disability	R	Report most dominant disability.	Disability_Codes
275	MAP-Alternate	O	Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment.	Yes_No
280	Special Education Placement	C	Required for students with an IEP. Code that identifies special education placement category.	SPED_Placement_Codes
285	SPED Program Exit Code	O	Code that identifies status of exiter using Special Education exit categories.	SPED_Program_Exit_Codes
286	Truant	O	Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence.	Yes_No
288	Supplemental Education Service	O	Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day.	Supple_ED_Services_Codes

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
290	Career Cluster	O	Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path.	CTE_Cluster_Codes
292	Nontraditional Student (Secondary)	O	Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
294	Single Parent (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
296	Displaced Homemaker (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
298	CTE Technical Skills Attainment	O	Required for secondary, postsecondary and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment.	CTE_TSA_Testing_Codes
300	K-8 Graduate District Code	C	Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district.	K-8District Codes
302	ECO Entry Date	O	Date of entry into ECSE program.	
304	ECO Entry Indicator 1	O	Rating at entry into ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
306	ECO Entry Indicator 2	O	Rating at entry into ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
308	ECO Entry Indicator 3	O	Rating at entry into ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
310	ECO Exit Date	O	Date of exit from ECSE program.	
312	ECO Exit Indicator 1	O	Rating at exit from ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
314	ECO Exit Indicator 2	O	Rating at exit from ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
316	ECO Exit Indicator 3	O	Rating at exit from ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes

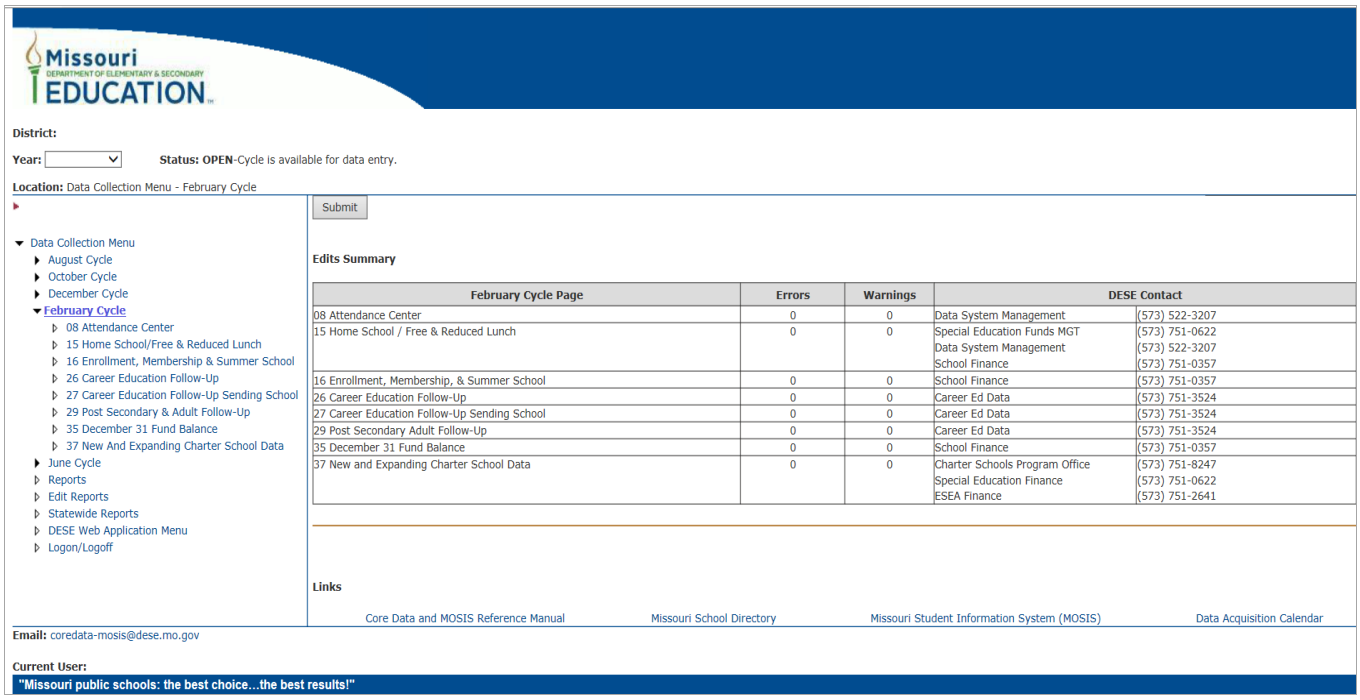
Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
318	CTE Program Code	O	The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
320	Title III LEP	C	Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
321	Title III Immigrant	O	Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
322	First Freshman Year	O	Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12.	
323	Zip Code	O	Five- or nine-digit Postal Zip Code for the primary residence of the student.	
324	Industry Recognized Credential	N	The Department approved industry-recognized credential/certification received by student.	Industry_Recognized_ Credential_Codes
325	Military	R	Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.	Military_Codes
326	MPP	O	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.	Yes_No
327	Foster Care	R	Report as of time of submission. Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Yes_No
328	PK Eligible State Aid	O	Reported if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district's 5-18 year old FRL population.	Yes_No
329	Kindergarten Readiness	O	Kindergarten readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).	Yes_No

Student Core – December Cycle				
Item	**Item Name**	**Dec**	**Definition**	**Code Set**
330	High Need Student	N	An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA).	Yes_No
331	Dyslexia	O	Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3.	Dyslexia_Codes
332	Neglected or Delinquent	O	Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days.	Neglected_or_Delinquent_Codes
333	CTE Certificate	O	Only CTE Concentrators that graduate and meet all the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate.	Yes_No

February Cycle

The **February Cycle Core Data** and **MOSIS** submissions are due February 15. **Core Data** includes January membership, follow-up data on graduates, count of students home schooled, count of students eligible for free or reduced lunch in accordance with state statutes and ending fund balances as of December 31. Data are reported on screens 15 – Home School information, 35 – December 31 Fund Balance, 35A – Charter Non LEA December Fund Balance and 37 – New and Expanding Charter School Data. Screens 08 – Attendance Center; 15 – Free & Reduced Lunch information; 16 – Enrollment, Membership & Summer School; 26 – Career Education Follow-Up; 27 – Career Education Follow-Up Sending School; and 29 – Post Secondary & Adult Follow-Up are populated from MOSIS. **MOSIS** includes January membership, follow-up data on graduates and counts of students eligible for free or reduced lunch in accordance with state statutes. Data are reported in the Student Core and Student Graduate Follow-Up files.

Core Data Screens ***Screens bolded & italicized are items populated from MOSIS.***	***08 – Attendance Center*** 15 – Home School ***15 – Free & Reduced Lunch*** ***16 – Enrollment, Membership & Summer School*** ***26 – Career Education Follow-Up*** ***27 – Career Education Follow-Up Sending School*** ***29 – Post Secondary & Adult Follow-Up*** 35 – December 31 Fund Balance 35A – Charter Non LEA December 31 Fund Balance 37 – New and Expanding Charter School Data	Due by February 15
MOSIS Files	Student Core Student Graduate Follow-Up	



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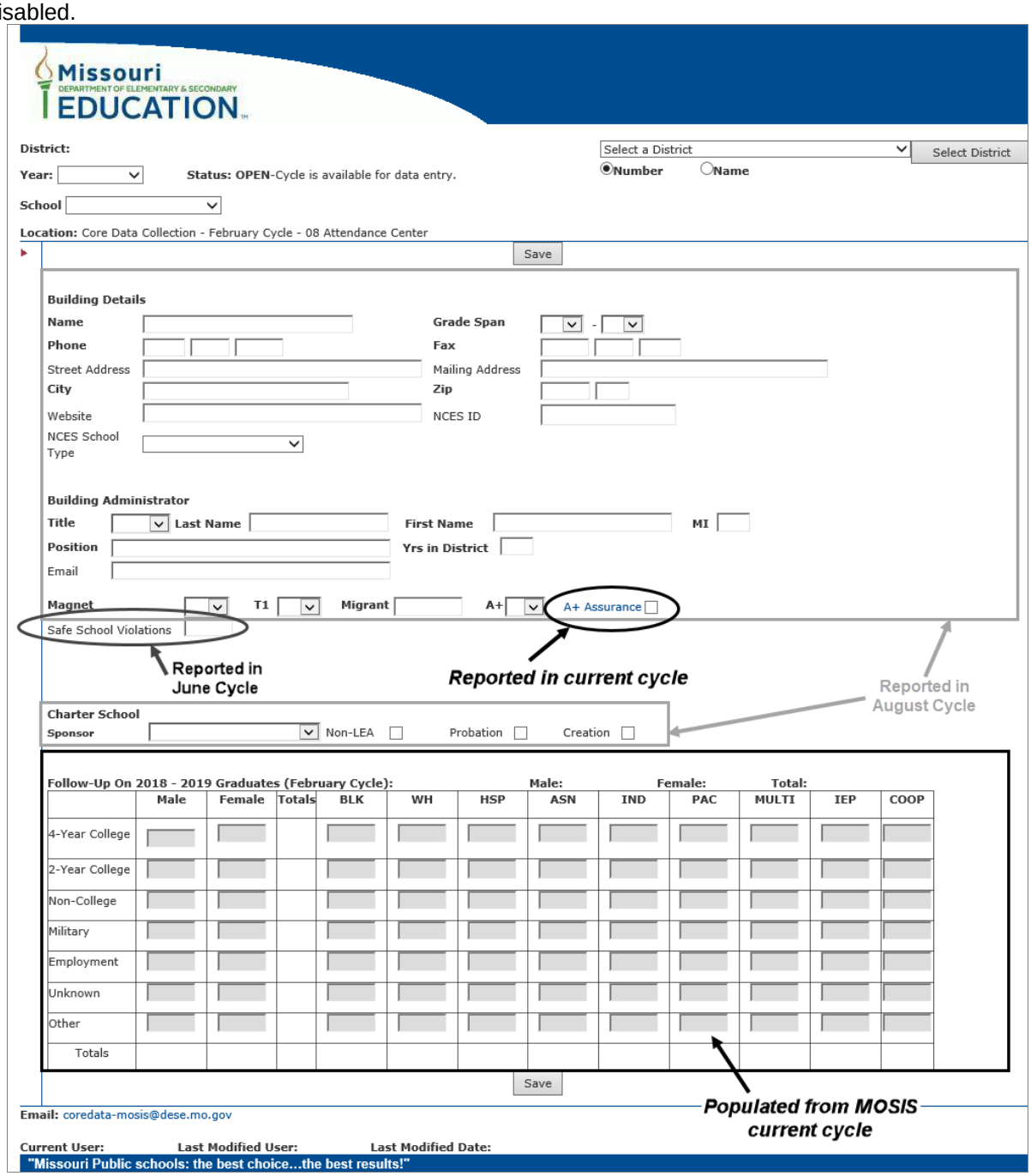
Core Data Screen 08 – Attendance Center

Attendance center header data, the first part of the Attendance Center screen, are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-Up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-Up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*) and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS Graduate Follow-Up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.



Item Definitions – Screen 08-Attendance Center

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Building Data – Basic data entered in the August Cycle.

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled "A+ Assurance," to ensure your school agrees to the assurances on the form titled, "Notification of Assurances." Please ensure that the contact information for the district's A+ Coordinator is correct on Core Data Screen 03 of the August Cycle.

- Once the SBOE has approved your school, the Commissioner's Office will send a designation letter to each approved district's A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the current cycle.

A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled "Notification of Assurances", please check the A+ Assurance check box.

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations. (Reported in June Cycle.)*

Follow-Up on Previous Year's Graduates – Data about previous year's graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18)*. **Data are reported for all graduates regardless of the time of graduation during the school year.**

Male – Number of male graduates reported previous year on Screen 13. *(Display only.)*

Female – Number of female graduates reported previous year on Screen 13. *(Display only.)*

Total – Total number of female and male graduates reported previous year on Screen 13. *(Display only.)*

The following items are displayed from the MOSIS Graduate Follow-Up File:

4-Year College MALE – Number of male prior year graduates attending a four-year college.

4-Year College FEMALE – Number of female prior year graduates attending a four-year college.

4-Year College TOTALS – Total number of prior year graduates attending a four-year college. *(Item is system calculated and displayed.)*

4-Year College BLK – Number of Black prior year graduates attending a four-year college.

4-Year College WH – Number of White prior year graduates attending a four-year college.

4-Year College HSP – Number of Hispanic prior year graduates attending a four-year college.

4-Year College ASN – Number of Asian prior year graduates attending a four-year college.

4-Year College IND – Number of Indian prior year graduates attending a four-year college.

4-Year College PAC – Number of Pacific Islander prior year graduates attending a four-year college.

4-Year College MULTI – Number of Multiracial prior year graduates attending a four-year college.

4-Year College IEP – Number of IEP prior year graduates attending a four-year college.

4-Year College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a four-year college.

2-Year College MALE – Number of male prior year graduates attending a two-year college.

2-Year College FEMALE – Number of female prior year graduates attending a two-year college.

2-Year College TOTALS – Total number of prior year graduates attending a two-year college. *(Item is system calculated and displayed.)*

2-Year College BLK – Number of Black prior year graduates attending a two-year college.

2-Year College WH – Number of White prior year graduates attending a two-year college.

2-Year College HSP – Number of Hispanic prior year graduates attending a two-year college.

2-Year College ASN – Number of Asian prior year graduates attending a two-year college.

2-Year College IND – Number of Indian prior year graduates attending a two-year college.

2-Year College PAC – Number of Pacific Islander prior year graduates attending a two-year college.

2-Year College MULTI – Number of Multiracial prior year graduates attending a two-year college.

2-Year College IEP – Number of IEP prior year graduates attending a two-year college.

2-Year College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a two-year college.

Non-College MALE – Number of male prior year graduates attending a non-college credit postsecondary school.

Non-College FEMALE – Number of female prior year graduates attending a non-college credit postsecondary school.

Non-College TOTALS – Total number of prior year graduates attending a non-college credit postsecondary school. *(Item is system calculated and displayed.)*

Non-College BLK – Number of Black prior year graduates attending a non-college credit postsecondary school.

Non-College WH – Number of White prior year graduates attending a non-college credit postsecondary school.

Non-College HSP – Number of Hispanic prior year graduates attending a non-college credit postsecondary school.

Non-College ASN – Number of Asian prior year graduates attending a non-college credit postsecondary school.

Non-College IND – Number of Indian prior year graduates attending a non-college credit postsecondary school.

Non-College PAC – Number of Pacific Islander prior year graduates attending a non-college credit postsecondary school.

Non-College MULTI – Number of Multiracial prior year graduates attending a non-college credit postsecondary school.

Non-College IEP – Number of IEP prior year graduates attending a non-college credit postsecondary school.

Non-College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a non-college credit postsecondary school.

Military MALE – Number of male prior year graduates serving in the military.

Military FEMALE – Number of female prior year graduates serving in the military.

Military TOTALS – Total number of prior year graduates serving in the military. *(Item is system calculated and displayed.)*

Military BLK – Number of Black prior year graduates serving in the military.

Military WH – Number of White prior year graduates serving in the military.

Military HSP – Number of Hispanic prior year graduates serving in the military.

Military ASN – Number of Asian prior year graduates serving in the military.

Military IND – Number of Indian prior year graduates serving in the military.

Military PAC – Number of Pacific Islander prior year graduates serving in the military.

Military MULTI – Number of Multiracial prior year graduates serving in the military.

Military IEP – Number of IEP prior year graduates serving in the military.

Military COOP – Number of prior year graduates who participated in a VR cooperative work experience program serving in the military.

Employment MALE – Number of male prior year graduates who are competitively employed.

Employment FEMALE – Number of female prior year graduates who are competitively employed.

Employment TOTALS – Total number of prior year graduates who are competitively employed. *(Item is system calculated and displayed.)*

Employment BLK – Number of Black prior year graduates who are competitively employed.

Employment WH – Number of White prior year graduates who are competitively employed.

Employment HSP – Number of Hispanic prior year graduates who are competitively employed.

Employment ASN – Number of Asian prior year graduates who are competitively employed.

Employment IND – Number of Indian prior year graduates who are competitively employed.

Employment PAC – Number of Pacific Islander prior year graduates who are competitively employed.

Employment MULTI – Number of Multiracial prior year graduates who are competitively employed.

Employment IEP – Number of IEP prior year graduates who are competitively employed.

Employment COOP – Number of prior year graduates who participated in a VR cooperative work experience program and are now competitively employed.

Unknown MALE – Number of male prior year graduates with unknown follow-up status.

Unknown FEMALE – Number of female prior year graduates with unknown follow-up status.

Unknown TOTALS – Total number of prior year graduates with unknown follow-up status. *(Item is system calculated and displayed.)*

Unknown BLK – Number of Black prior year graduates with unknown follow-up status.

Unknown WH – Number of White prior year graduates with unknown follow-up status.

Unknown HSP – Number of Hispanic prior year graduates with unknown follow-up status.

Unknown ASN – Number of Asian prior year graduates with unknown follow-up status.

Unknown IND – Number of Indian prior year graduates with unknown follow-up status.

Unknown PAC – Number of Pacific Islander prior year graduates with unknown follow-up status.

Unknown MULTI – Number of Multiracial prior year graduates with unknown follow-up status.

Unknown IEP – Number of IEP prior year graduates with unknown follow-up status.

Unknown COOP – Number of prior year graduates who participated in a VR cooperative work experience program with unknown follow-up status.

Other MALE – Number of male prior year graduates not included in specified categories.

Other FEMALE – Number of female prior year graduates not included in specified categories.

Other TOTALS – Total number of prior year graduates not included in specified categories. *(Item is system calculated and displayed.)*

Other BLK – Number of Black prior year graduates not included in specified categories.

Other WH – Number of White prior year graduates not included in specified categories.

Other HSP – Number of Hispanic prior year graduates not included in specified categories.

Other ASN – Number of Asian prior year graduates not included in specified categories.

Other IND – Number of Indian prior year graduates not included in specified categories.

Other PAC – Number of Pacific Islander prior year graduates not included in specified categories.

Other MULTI – Number of Multiracial prior year graduates not included in specified categories.

Other IEP – Number of IEP prior year graduates not included in specified categories.

Other COOP – Number of prior year graduates who participated in a VR cooperative work experience program not included in specified categories.

Totals MALE – Total number of male prior year graduates. *(Item is system calculated and displayed.)*

Totals FEMALE – Total number of female prior year graduates. *(Item is system calculated and displayed.)*

Totals TOTALS – Total number of prior year graduates. *(Item is system calculated and displayed.)*

Totals BLK – Total number of Black prior year graduates. *(Item is system calculated and displayed.)*

Totals WH – Total number of White prior year graduates. *(Item is system calculated and displayed.)*

Totals HSP – Total number of Hispanic prior year graduates. *(Item is system calculated and displayed.)*

Totals ASN – Total number of Asian prior year graduates. *(Item is system calculated and displayed.)*

Totals IND – Total number of Indian prior year graduates. *(Item is system calculated and displayed.)*

Totals PAC – Total number of Pacific Islander prior year graduates. *(Item is system calculated and displayed.)*

Totals MULTI – Total number of multiracial prior year graduates. *(Item is system calculated and displayed.)*

Totals IEP – Total number of IEP prior year graduates. *(Item is system calculated and displayed.)*

Totals COOP – Total number of prior year graduates who participated in a VR cooperative work experience program. *(Item is system calculated and displayed.)*

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

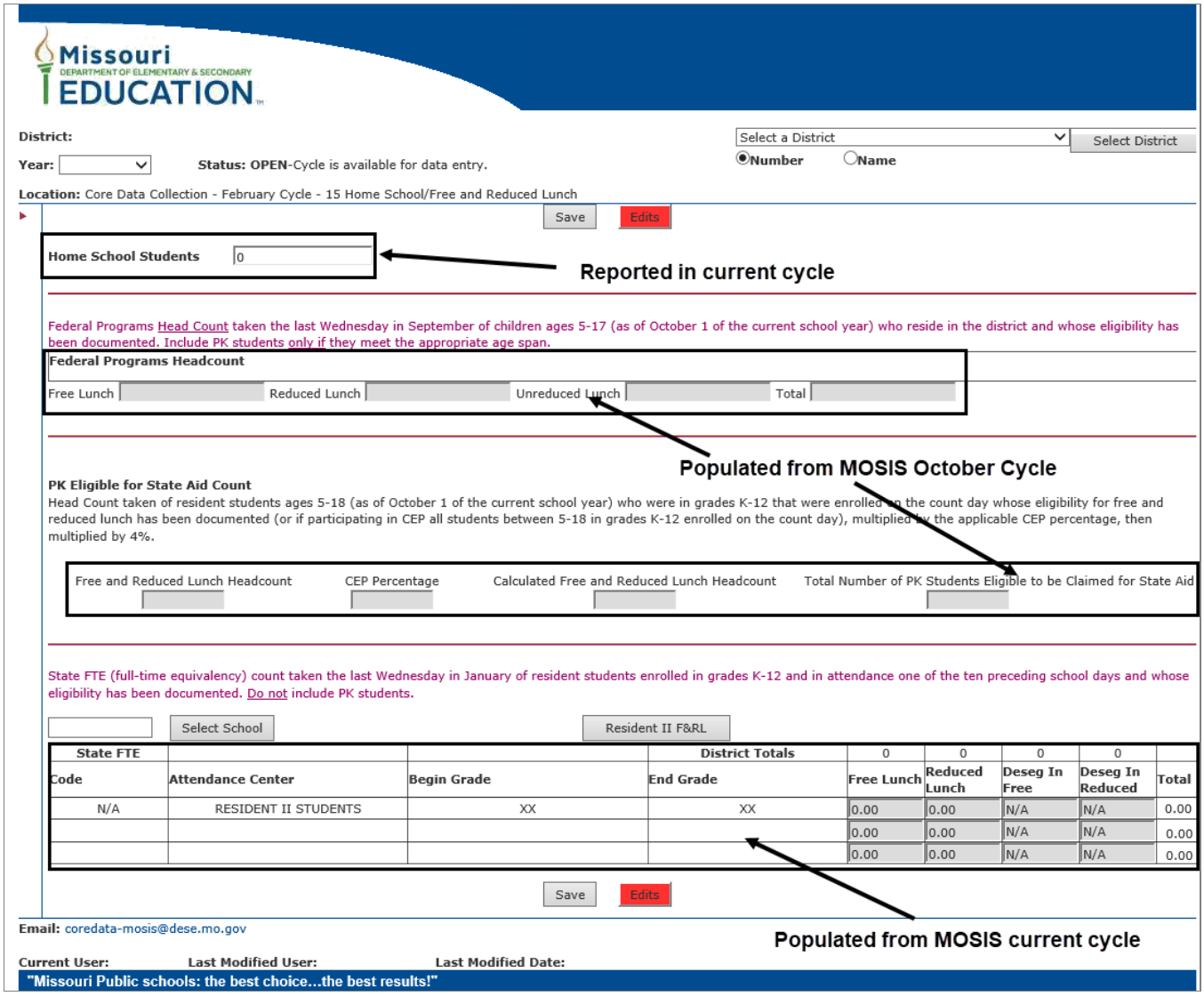
Core Data Screen 15 – Home School/Free and Reduced Lunch

The Home School/Free and Reduced Lunch screen is used to collect the number of students as of the last Wednesday in January in two categories:

(1) school-aged children who reside in the district, who have not received a diploma, whose parents or guardians filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled, and who do not attend a public, private or parochial school;

(2) the full-time equivalency (FTE) count (in accordance with state statute) of K-12 resident students eligible for free or reduced lunch documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process, and reported by attendance center. All data are displayed from the MOSIS February Student Core file.

The Federal Programs Headcount is used to collect the number of eligible students as of the last Wednesday in September, which is reported in the October Cycle. All data are displayed from the MOSIS October Student Core file.



Item Definitions – Screen 15-Home School/Free and Reduced Lunch

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Home School Students – Number of school-aged children who reside in the district, who have not received a diploma, whose parents or guardians have filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled, and who do not attend a public, private or parochial school. Children for whom declarations have not been filed as provided in statute should not be included in this count. Schools will receive a distribution of funds for special education services as a result of this count. Declarations of home schooling must be maintained or be accessible by the school to substantiate this count of children. Parents or guardians cannot be required to file a declaration.

The following items are displayed from the MOSIS Student Core File:

Federal Programs Headcount – Headcount taken the last Wednesday in September of children ages 5-17 inclusive (as of prior October 1) who reside in the district, whose eligibility for free or reduced lunch is documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program, and who do not attend a private or parochial school or are not home schooled. **Report all eligible students regardless of whether or not they actually eat breakfast/lunch.** (Desegregation students are counted by the district in which the student resides.) (*Populated from MOSIS – October Cycle.)*

PK Eligible for State Aid Count – Headcount taken of resident students ages 5-18 as of October 1 of the current school year who are in grades K-12 that were enrolled on the count day, the last Wednesday of September, whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in the Community Eligibility Program [CEP] all students between the ages of 5-18, by October 1, who are in grades K-12 and are enrolled on the count day), multiplied by the applicable CEP percentage (if a CEP district), then multiplied by 4 percent. Students are counted regardless of whether or not they actually eat breakfast/lunch.

Free and Reduced Lunch Headcount – Headcount of resident students ages 5-18, by October 1, in grades K-12 pulled from the October Student Core MOSIS file whose eligibility for free and lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in CEP all students ages 5-18, by October 1, who are in grades K-12 enrolled on the count day).

CEP Percentage – If a district or charter school that participates in CEP, the district's or charter school's calculated percent of Free and Reduced Lunch State FTE to ADA for the year prior to electing CEP to represent the number of pupils who qualify for free and reduced lunch between the ages of 5-18 by October 1. *(Item is system calculated and displayed.)*

Calculated Free and Reduced Headcount – The calculated free and reduced lunch count, which represents the number of pupils who qualify for free and reduced lunch between the ages of 5 and 18, by October 1, who are in grades K-12 who were enrolled on the count day on the last Wednesday in September. If a non-CEP district, calculated number will be the same as the Free and Reduced Headcount. *(Item is system calculated and displayed.)*

Total Number of PK Students Eligible to be Claimed for State Aid – Total Number of PK Students Eligible to be Claimed for State Aid is the calculated Free and Reduced Headcount that is multiplied by 4 percent to equal the maximum headcount of prekindergarten pupils that can be claimed for the Foundation Formula. *(Item is system calculated and displayed.)*

State FTE – Full-time equivalency (FTE) count taken the last Wednesday in January of resident students enrolled in grades K-12 **and** in attendance one of the 10 preceding school days whose eligibility for free or reduced lunch is documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program. (Desegregation students are considered residents of the district in which the students are educated.) **Students are counted regardless of whether or not they actually eat breakfast/lunch.** An eligible student in KA or KP is to be reported as .5 FTE. Students for whom Department does not distribute state aid are not counted, i.e., students in preschool, the Parents as Teachers Program or state schools.

Select School – Click button to display data for the school that is entered in the text box.

Resident II F&RL – Click button to display report of districts reporting Resident II data displayed on screen.

District TOTALS – Total State FTE count of all Resident and Resident II students eligible for free and reduced lunch in district documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process. *(Item is system calculated and displayed.)*

RESIDENT II STUDENTS/Free Lunch – FTE count of resident students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January who are legally attending another district with the district of residence paying tuition. This count is reported by the district paying the tuition.

RESIDENT II STUDENTS/Reduced Lunch – FTE count of resident students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January who are legally attending another district with the district of residence paying tuition. This count is reported by the district paying the tuition.

RESIDENT II STUDENTS/Total – Total Resident II students eligible for free and reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process. *(Item is system calculated and displayed.)*

Code – Four-digit school number of attendance center. *(Item is displayed from Screen 08 – Attendance Center.)*

Attendance Center – Name of the attendance center. *(Item is displayed from Screen 08 – Attendance Center.)*

Begin Grade – The lowest grade of the attendance center. *(Display only.)*

End Grade – The highest grade of the attendance center. *(Display only.)*

Free Lunch – FTE count of resident students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Reduced Lunch – FTE count of resident students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Deseg In Free – FTE count of desegregation in students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program

or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Deseg In Reduced – FTE count of desegregation in students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Total – Total FTE count of students eligible for free and reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process by attendance center. *(Item is system calculated and displayed.)*

Save – Click button to save Home School Students data on screen.

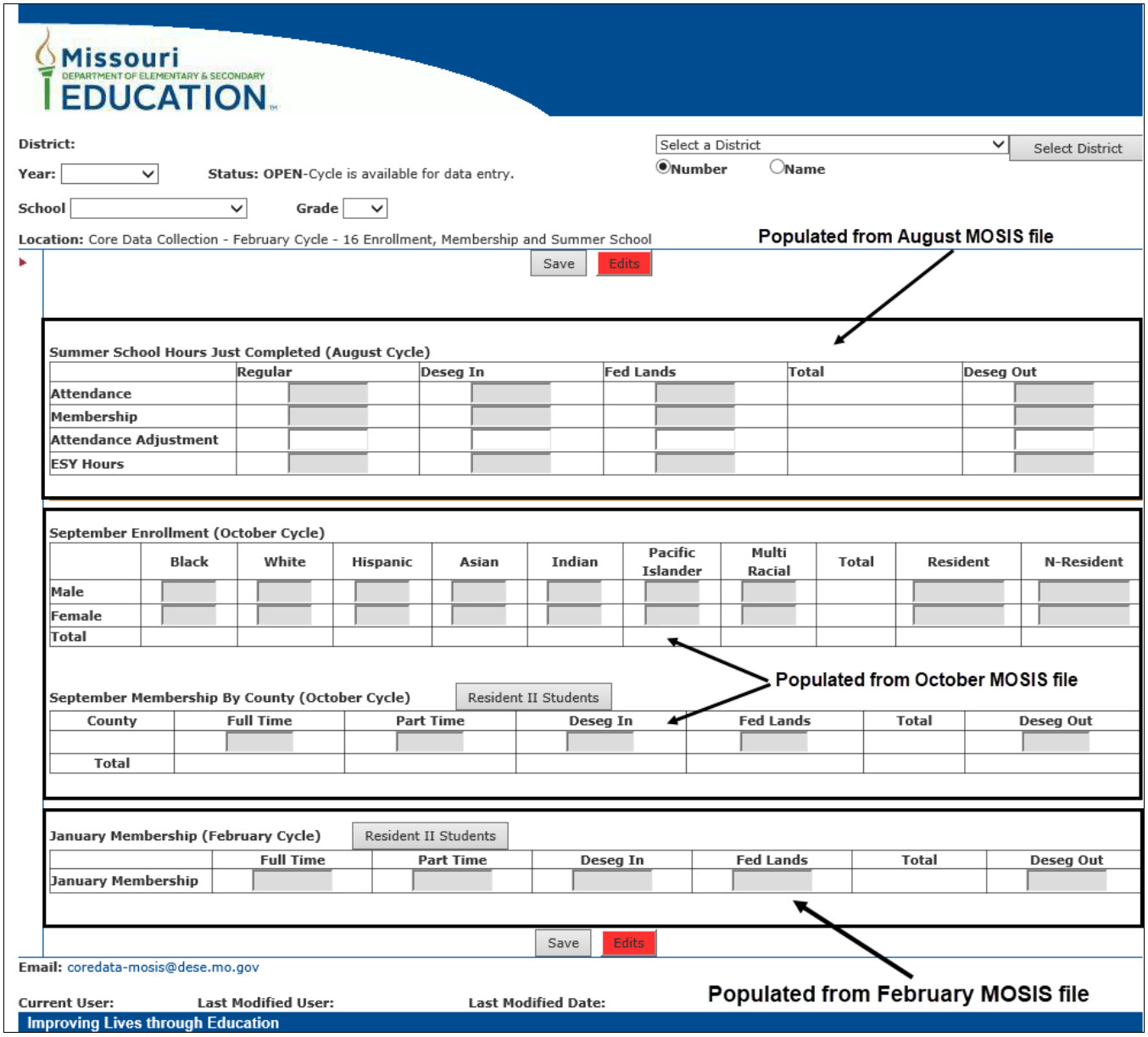
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 16 – Enrollment, Membership and Summer School

In the August Cycle actual summer school attendance and membership and actual extended school year attendance were reported. All data are displayed from the MOSIS Student Enrollment and Attendance file.

In the October Cycle, enrollment headcounts (resident and non-resident students attending the attendance centers) were reported by attendance center, grade, male/female and racial/ethnic categories (*see Exhibit 2*). September membership counts by county were also reported in October. All data are displayed from the MOSIS Student Core file.

In the February Cycle, January membership counts are reported on this screen by attendance center by grade. All data are displayed from the MOSIS February Student Core file.



Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP and 1-12. Select "PK or K" for full-day pre-kindergarten or kindergarten, "PKA or KA" for AM pre-kindergarten or kindergarten, or "PKP or KP" for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours. *(Populated from MOSIS – August Cycle.)*

Extended School Year (ESY) Hours Just Completed – Actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP). Actual ESY school attendance hours are submitted in the August Cycle. ESY students should be entered in the grade in which they are enrolled in the current school year (after summer school). *(Populated from MOSIS – August Cycle.)*

September Enrollment – Headcount taken the last Wednesday of September of all resident and nonresident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students' regular school in their home district. *(Populated from MOSIS – October Cycle.)*

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – October Cycle.)*

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is reported by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not reported by any district.**

January Membership Full Time – Count of resident full-time students (excluding desegregation students) taken last Wednesday in January by grade at each attendance center.

January Membership Part Time – Part-time (FTE basis) resident membership count (excluding desegregation students) taken last Wednesday in January by grade at each attendance center. *(See above example of calculation.)*

January Membership Deseg In – Count (FTE basis) of incoming desegregation students taken last Wednesday in January by grade at each attendance center.

January Membership Fed Lands – Count (FTE basis) of federal lands students taken last Wednesday in January by grade at each attendance center.

January Membership Total – Total full-time, part-time, deseg in and fed lands January membership. *(Item is system calculated and displayed.)*

January Membership Deseg Out – Count (FTE basis) of outgoing desegregation students taken last Wednesday in January by grade at each attendance center.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 26 – Career Education Follow-Up

The Career Education Follow-Up screen displays follow-up data by selected categories of students graduating from approved career education programs, including students with disabilities and disadvantaged students in those programs. Data are displayed for each career education course identifying the Classification of Instructional Program (CIP) code and the actual number of graduates reported the previous year. Follow-up is conducted on students who completed an approved career education course from an occupational program (0104, 0204, 0304, 0404, 0504, 0704, 0804, 1004). Follow-up is not conducted on students graduating from a non-occupational FACS program (0604 program type). Follow-up is also not conducted on exploratory or supervision courses. Follow-up data are not collected on adult students enrolled in secondary programs. *See Exhibit 10 for a crosswalk of Core Data course codes to approved career education CIP codes.*

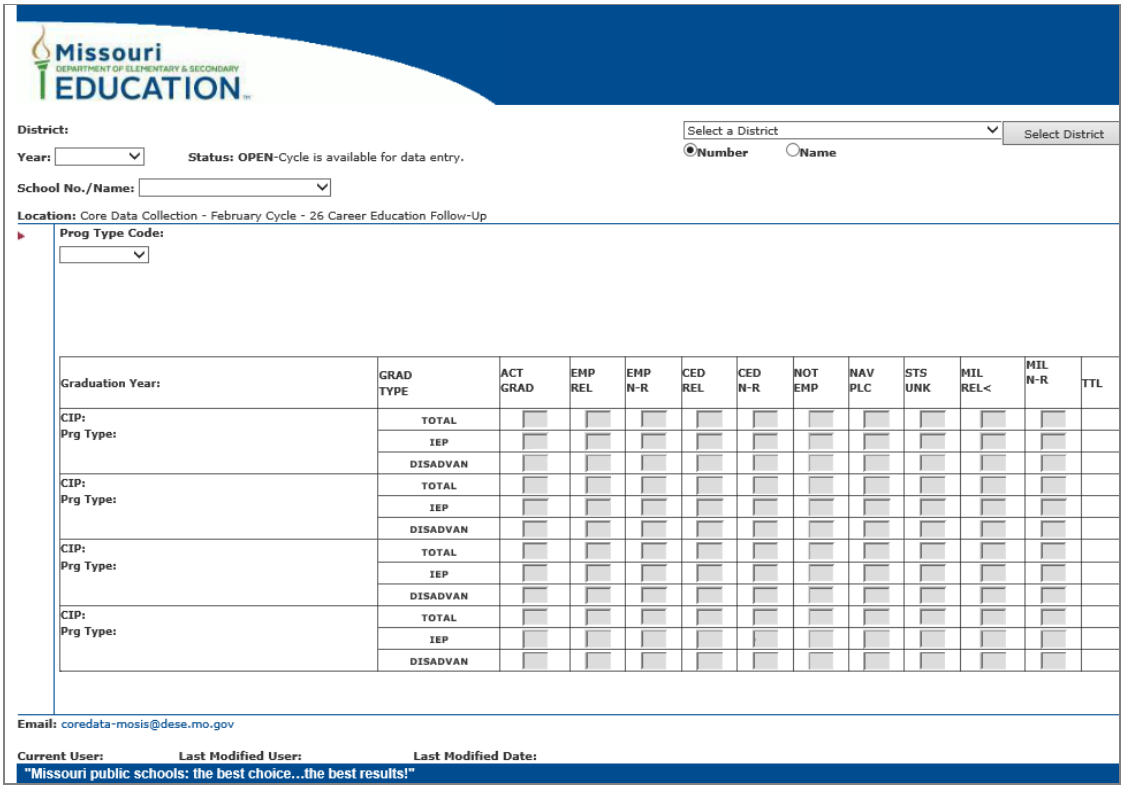
Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days of graduation for secondary education. **Each graduate should be reported in only one approved career education program area.** If the graduate is employed and continuing education, the following guidelines are used:

Graduates attending school (full- or part-time) and employed (full- or part-time) in a field for which they were trained are reported as Employed Related (EMP REL) or Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were trained, and employed in a field for which they were not trained, are reported as Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related (EMP REL) or Continuing Education-Employed Related (CED ER). The CED ER will be included in the CED NR category on this screen.

Data displayed on the screen are based on program approval and the number of graduates reported on the MOSIS Student Enrollment and Attendance file from the previous year. All data are displayed from the MOSIS Student Graduate Follow-Up file.



Item Definitions – Screen 26-Career Education Follow-Up

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No/Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Prog Type Code – Career education program code, type and abbreviation displayed from district's previous year's approved vocational programs. *(Select from drop-down list.)*

Graduation Year – The year in which the student graduated. *(Item is system displayed.)*

CIP – Six-digit CIP code (*see Exhibit 30*). *(Item is system displayed.)*

PrgType – Career education program and type code. *(Item is system displayed.)*

Line – Career education line number. *(Item is system displayed.)*

Estimated Grd – Number of potential graduates reported on Screen 20 last year. *(Item is system displayed.)*

GRAD TYPE

ACT GRD – Actual Graduates. Number of students (seniors) enrolled in the career education class/program who graduated from high school. (Students who are continuing their high school education should be included in the follow-up report after graduation from high school.)

EMP REL – Employed Related. Number of graduates who are employed full-time in the field or a closely related field to the career education training received.

EMP N-R – Employed Not Related. Number of graduates who are employed in an occupation not related to the career education training received.

CED REL – Continuing Education Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field related to the career education training received.

CED N-R – Continuing Education Not Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field not related to the career education training received.

NOT EMP – Not Employed. Number of graduates who are available for employment, unemployed and who have been seeking employment within the four weeks prior to submitting this report. Do not report graduates who are continuing their education (full- or part-time).

NAV PLC – Not Available for Placement. Number of graduates unavailable for placement, e.g., illness, death or choice.

STS UNK – Status Unknown. Number of graduates who cannot be located.

MIL REL – Military Related. Number of graduates who have entered the military in a field related to the career education training received.

MIL N-R – Military Not Related. Number of graduates who have entered the military in a field not related to the career education training received.

TTL – Total number of graduates for which follow-up data was reported for this CIP Code. *(Item is system calculated and displayed.)*

Del **X** – Click button to delete set of data.

TOTAL – Total number of actual graduates - Employed Related, Employed Not Related, Continuing Education Related, Continuing Education Not Related, Not Employed, Not Available for Placement, Status Unknown, Military Related and Military Not Related.

IEP – Number of IEP graduates reported in each of the categories defined above. **Do not** include graduates with disabilities who were solely Section 504 eligible. *See Exhibit 23 for information on identifying graduates with disabilities to be reported.*

DISADVAN – Number of disadvantaged graduates reported in each of the categories defined above. *See Exhibit 23 for information on identifying disadvantaged graduates to be reported.*

Save – Click button to save all data on screen.

Add More Lines – Click button to add more lines.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 27 – Career Education Follow-Up Sending School

The Career Education Follow-Up Sending School screen is primarily used by districts operating area career centers that serve students from other school districts (area career center hereby referred to as the receiving school). Follow-up data on students are reported the February after they graduate from their home district. The data are identified by the graduate's home district (sending school) and reported for total and IEP students. Receiving schools should provide sending district officials with a copy of the career education follow-up reported for their students. Follow-up data **are not** collected on adult students enrolled in secondary programs.

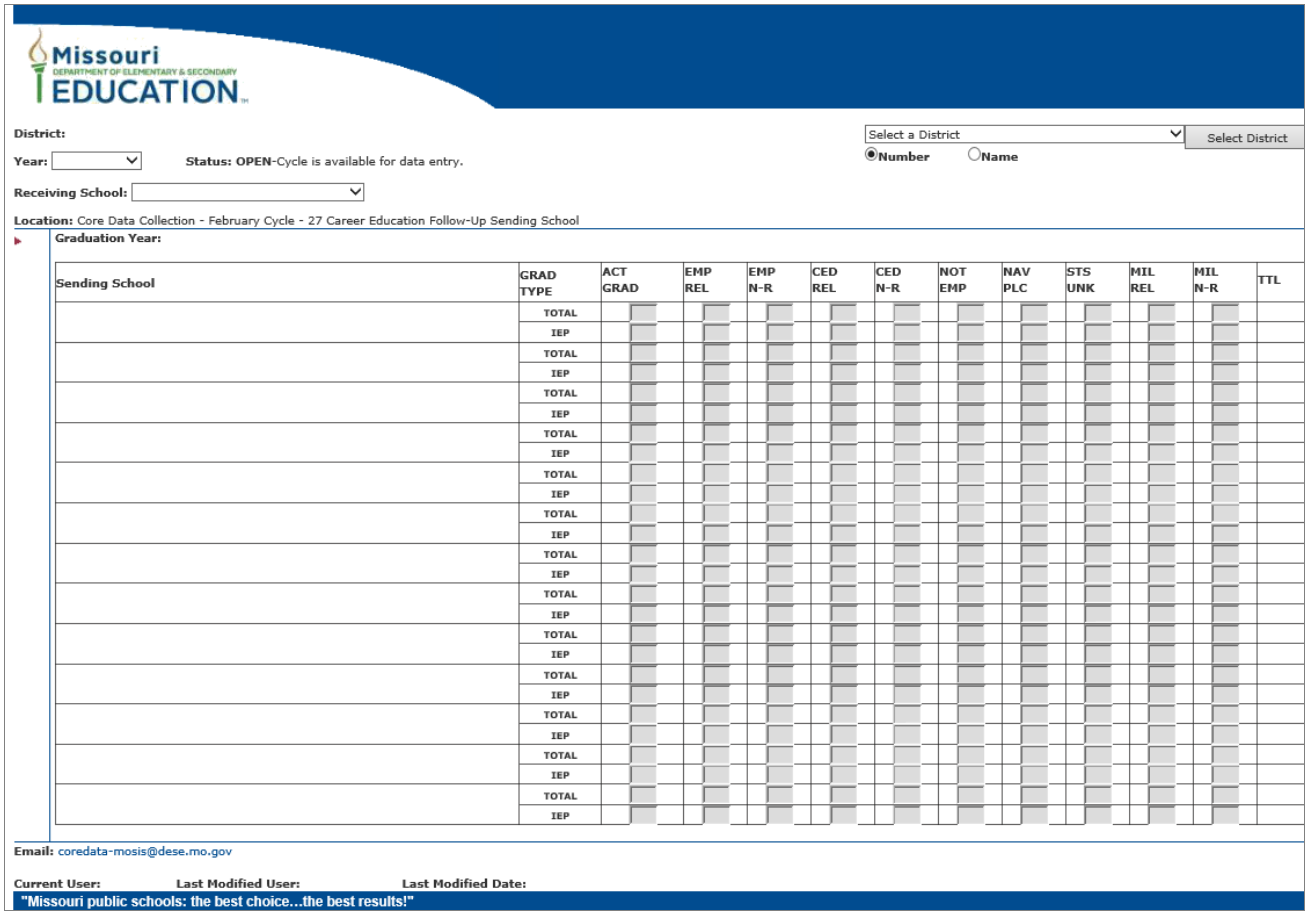
Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days following graduation for secondary education. This should match the data submitted by the sending school on Core Data Screen 08. If the graduate is employed and continuing education, the following guidelines are used:

Graduates attending school (full- or part-time) and employed (full- or part-time) in a field for which they were trained are reported as Employed Related (EMP REL) or Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were trained, and employed in a field for which they were not trained, are reported as Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related (EMP REL) or Continuing Education-Employed Related (CED ER). The CED ER will be included in the CED NR category on this screen.

Data displayed on the screen are based on program approval and the number of graduates reported on the MOSIS Student Enrollment and Attendance file from the previous year. All data are displayed from the MOSIS Student Graduate Follow-Up file.



Item Definitions – Screen 27-Career Education Follow-Up Sending School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Graduation Year – The year in which the student graduated. *(Item is system displayed.)*

Receiving School – Four-digit school number and name of receiving attendance center. *(Select from drop-down list.)*

Start At Sending School – Six-digit county-district code number used to begin the list of districts for display.

Sending School – Schools identified on Core Data Screen 22 as sending students to an area career center the previous year.

GRAD TYPE

ACT GRD – Actual Graduates. Number of graduates who have been enrolled in an approved career education class/program while in high school. (Students who are continuing their high school education should be included in the follow-up report after their graduation from high school.)

EMP REL – Employed Related. Number of graduates who are employed full-time in the field or a closely related field to the career education training received.

EMP N-R – Employed Not Related. Number of graduates who are employed in an occupation not related to the career education training received.

CED REL – Continuing Education Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field related to the career education training received.

CED N-R – Continuing Education Not Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field not related to the career education training received.

NOT EMP – Not Employed. Number of graduates who are available for employment, unemployed and who have been seeking employment within the four weeks prior to submitting this report. Do not report graduates who are continuing their education (full- or part-time).

NAV PLC – Not Available for Placement. Number of graduates unavailable for placement, e.g., illness, death or choice.

STS UNK – Status Unknown. Number of graduates who cannot be located.

MIL REL – Military Related. Number of graduates who have entered the military in a field related to the career education training received.

MIL N-R – Military Not Related. Number of graduates who have entered the military in a field **not** related to the career education training received.

TTL – Total number of graduates for which follow-up data was reported for this CIP Code. *(Item is system calculated and displayed.)*

TOTAL – Total number of actual graduates - Employed Related, Employed Not Related, Continuing Education Related, Continuing Education Not Related, Not Employed, Not Available for Placement, Status Unknown, Military Related and Military Not Related.

IEP – Number of IEP graduates reported in each of the categories defined above. **Do not** include graduates who were solely Section 504 eligible. *See Exhibit 23 for information on identifying graduates with disabilities to be reported.*

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Prev – Click button to display previous set of data.

Next – Click button to display next set of data.

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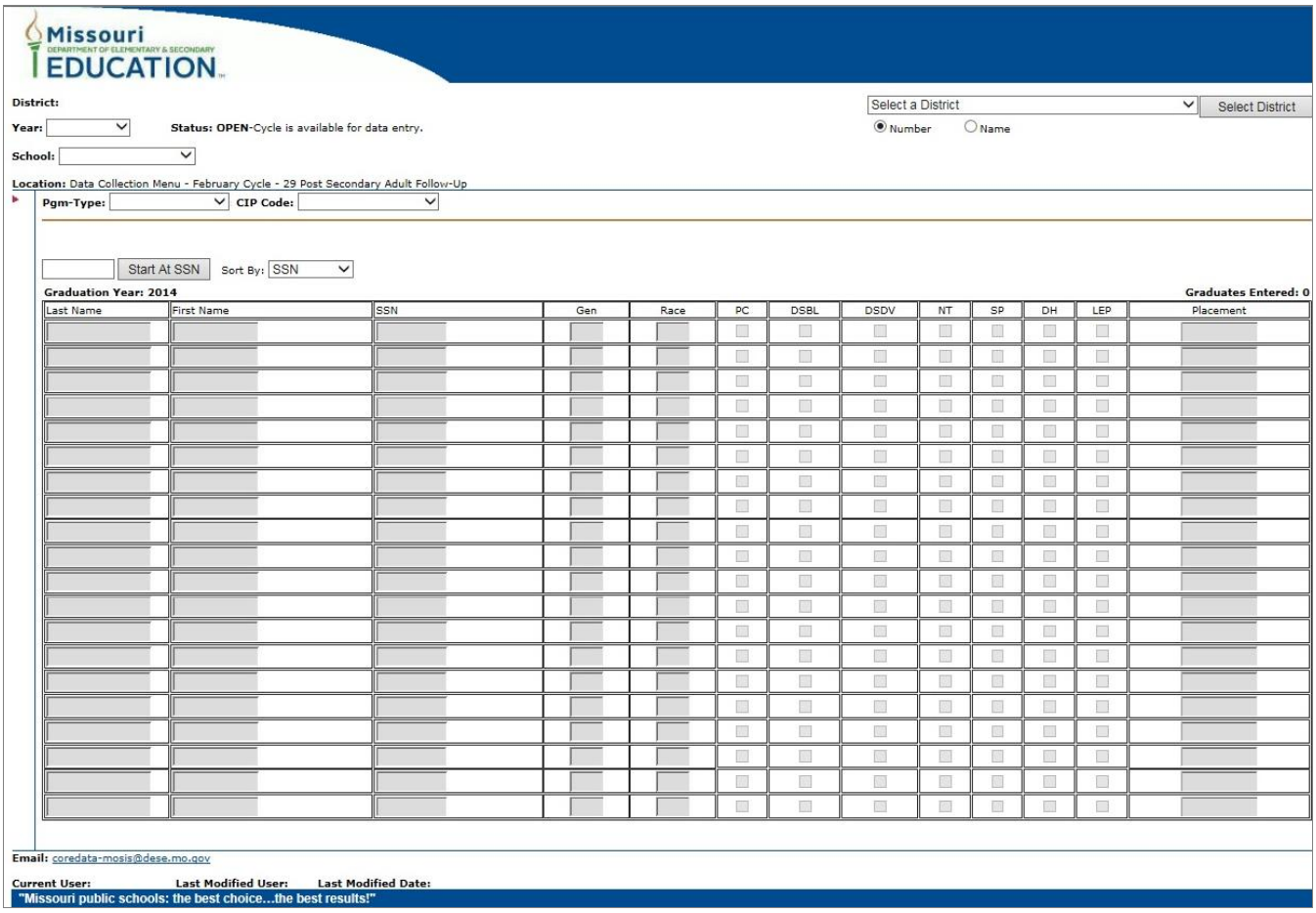
Core Data Screen 29 – Post Secondary Adult Follow-Up

The Postsecondary Adult Follow-Up screen displays follow-up data for graduates of adult and postsecondary career education programs. Each graduate from the prior school year is listed by name and Social Security Number. The gender, race, special population designation and placement of data of each graduate are also displayed on this screen.

Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days following graduation for secondary education.

All data are displayed from the MOSIS Student Graduate Follow-Up file.



Item Definitions – Screen 29-Post Secondary Adult Follow-Up

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Prgm Type – Career education program code, type and abbreviation displayed from district's previous year's approved vocational programs (*see Exhibit 9*). *(Select from drop-down list.)*

CIP Code – Six-digit federal Classification of Instructional Programs (CIP) code and abbreviation of that code's title (*see Exhibit 30*). *(Select from drop-down list.)*

Start At SSN – Social Security Number used to begin list of student data displayed.

Sort By – Select SSN or Last Name to determine order in which students are listed.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

<<Previous<< – Click button to display previous set of 20 students entered under a specific CIP code.

>>Next>> – Click button to display next set of 20 students entered under a specific CIP code.

Graduation Year – The year graduates completed the career education program which is always the previous school year. *(Item is system displayed.)*

Graduates Entered – The count of students entered under this CIP code. *(Item is system displayed.)*

Last Name – Last name of the student.

First Name – First name of the student.

SSN – Social Security Number of the student. (Use 999999991, 999999992, etc. for graduates with unknown Social Security Numbers.)

Gen – Gender of the student (Male, Female). *(Select from drop-down list.)*

Race – Race/ethnicity of the student (*see Exhibit 2*). *(Select from drop-down list.)*

PC – Perkins Concentrator. A student who has achieved Perkins Concentrator status. A Postsecondary Perkins Concentrator is a student earning 75 percent of the total number of credit hours required to complete a degree in an approved career education subject area. An Adult Perkins Concentrator is a student in an adult program that has completed a minimum of five hundred (500) clock hours. (Check box.)

DSBL – Disabled. Classification is defined as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment or being regarded as having such an impairment. (Check box.)

DSDV – Economically Disadvantaged. Classification is defined as families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce. Other indicators include Temporary Assistance to Needy Families (TANF); Food Stamps; Title I, Elementary and Secondary Education Act (ESEA); free or reduced lunch, National School Lunch Act; Pell Grant; or Workforce Investment Act (WIA) eligibility. (Check box.)

NT – Nontraditional Student. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75 percent of one gender is considered traditional. (Check box.)

SP – Single Parent. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. (Check box.)

DH – Displaced Homemaker. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Social Security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (Check box.)

LEP – Limited English Proficiency. Classification is defined as an individual who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language. (Check box.)

Placement – Placement status of the student.

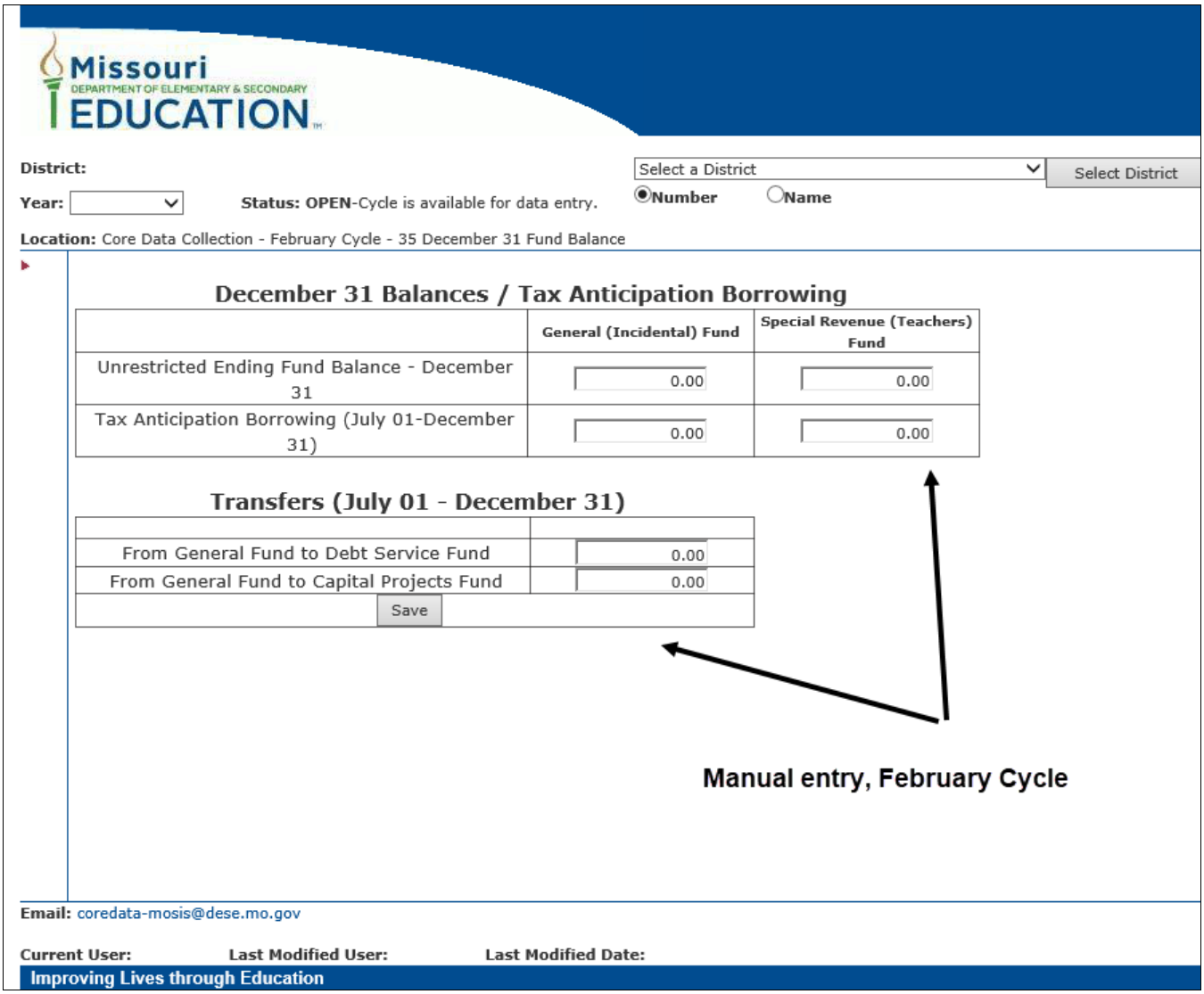
> **EMP REL** – Employed Related. Students who are employed full-time in the field or closely related field for which they were trained.
>
> **EMP N-R** – Employed Not Related. Students known to have been available for placement and who are employed in an occupation not related to the training received.
>
> **CED REL** – Continuing Education Related. Students who are known to be unavailable for placement and are unemployed because of continuing their education (full- or part-time) in the field for which they were trained.
> Exception: Students attending school (full- or part-time) in a field for which they were trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related.
>
> **CED N-R** – Continuing Education Not Related. Students who are known to be unavailable for placement and are unemployed because of continuing their education (full- or part-time) in a field for which they were not trained.
> Exception: Students attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related.
> Exception: Students attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were not trained, are reported as Employed Not Related.
>
> **MIL REL** – Military Related. Students who have entered the military in a field for which they were trained.
>
> **MIL N-R** – Military Not Related. Students who have entered the military in a field for which they were not trained.
>
> **NOT EMP** – Not Employed or Continuing Education. Students who are known to be available for employment and who are unemployed, but have been seeking employment within four weeks prior to the submission of this report. Students who are continuing their education (full- or part-time) are not reported.
>
> **NAV PLC** – Not Available for Placement. Students who are known to be unavailable for placement. Possible reasons include illness, disability, death, loss of work permit (green card) or individual choice.
>
> **STS UNK** – Status Unknown. Students who cannot be located.

Zip Code – Five-digit Postal Zip Code for the student's placement status. Employed students are reported using the Zip Code of their place of employment. Continuing education students are reported using the Zip Code of their institution of continued education. Military students are reported using the Zip Code closest to their military station. Unemployed students are reported using their home Zip Code. Students located outside the United States or Status Unknown are reported using Zip Code 99998.

Del **X** – Click button to delete row.

Core Data Screen 35 – December 31 Fund Balance
Core Data Screen 35A – Charter Non LEA December 31 Fund Balance

The December 31 Fund Balance screen is used to report the unrestricted ending fund balances in General (Incidental) and Special Revenue (Teachers) Funds as of December 31 of the year selected. Information is also reported for tax anticipation note borrowing and fund transfers made from July 1 to December 31 of the year selected.



Item Definitions – Screen 35-December 31 Fund Balance & 35A-Charter Non LEA December 31 Fund Balance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

December 31 Balances/Tax Anticipation Borrowing

Unrestricted Ending Fund Balance – December 31 – General (Incidental) Fund – The unrestricted fund balance in General (Incidental) Fund as of December 31 of the year selected.

Unrestricted Ending Fund Balance – December 31 – Special Revenue (Teachers) Fund – The unrestricted fund balance in the Special Revenue (Teachers) Fund as of December 31 of the year selected.

Tax Anticipation Borrowing (July 01 – December 31) – General (Incidental) Fund – The amount of money from tax anticipation note borrowing placed in the General (Incidental) Fund from July 1 to December 31 of the year selected.

Tax Anticipation Borrowing (July 01 – December 31) – Special Revenue (Teachers) Fund – The amount of money from tax anticipation note borrowing placed in the Special Revenue (Teachers) Fund from July 1 to December 31 of the year selected.

Transfers (July 01-December 31)

From General Fund to Debt Service Fund – The total amount of money transferred from the General Fund to the Debt Service Fund from July 1 to December 31 of the year selected.

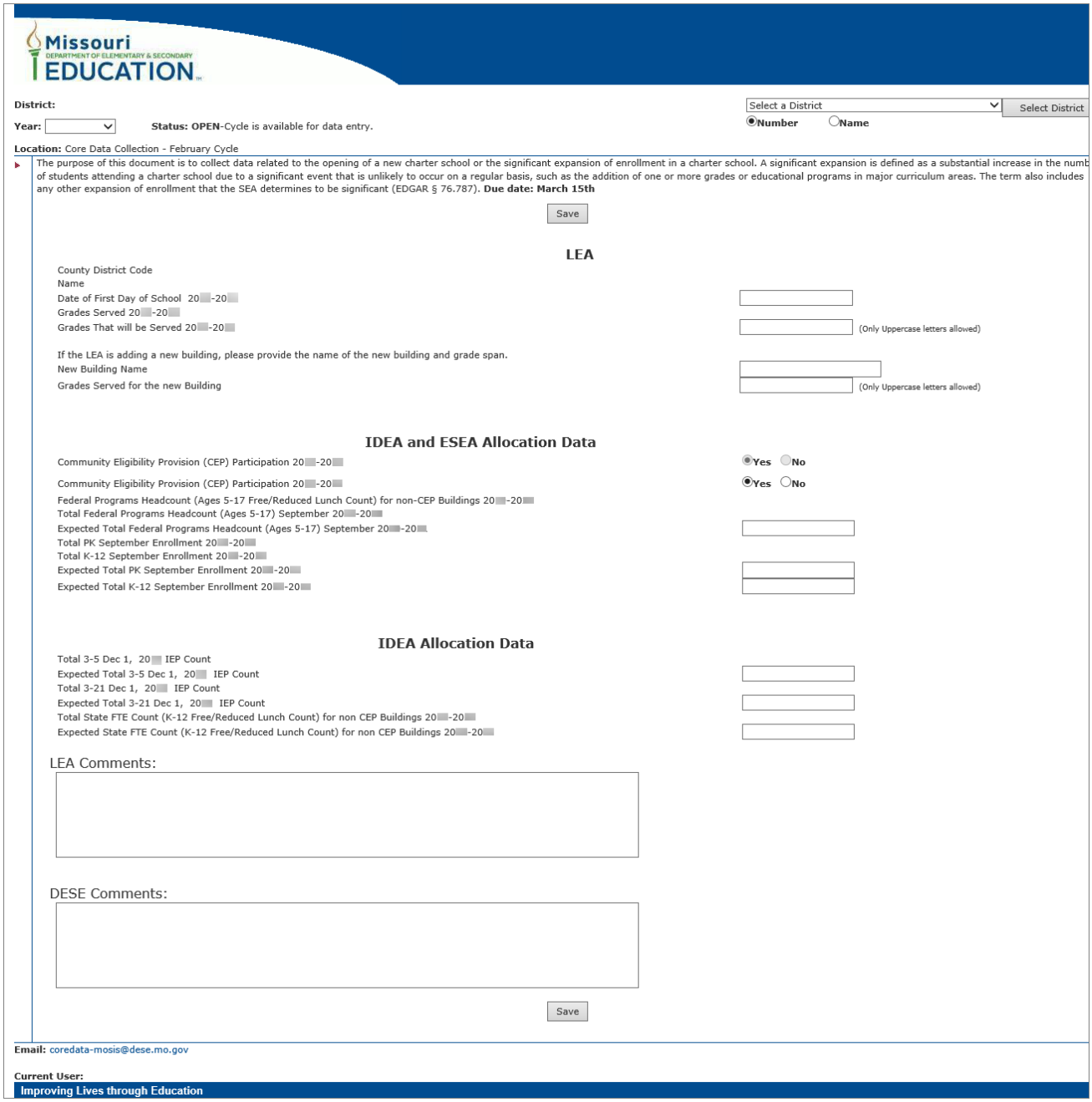
From General Fund to Capital Projects Fund – The total amount of money transferred from the General Fund to the Capital Projects Fund from July 1 to December 31 of the year selected.

Save – Click button to save all data on screen.

Core Data Screen 37 – New and Expanding Charter School Data

The New and Expanding Charter School Data screen is used is to collect data related to the opening of a new charter school or the significant expansion of enrollment in a charter school. A significant expansion is defined as a substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas. The term also includes any other expansion of enrollment that the LEA determines to be significant (EDGAR § 76.787). **Due date: March 15th**.

The New and Expanding Charter School Data is used for allocations of federal grant funds under Elementary and Secondary Education Act (ESEA), https://dese.mo.gov/financial-admin-services/esea-finance/allocations, and Individuals with Disabilities Education Act (IDEA), https://dese.mo.gov/financial-admin-services/special-education-finance/part-b-funding-and-allocations.



Item Definitions – Screen 37-New and Expanding Charter School Data

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Date of First Day of School – Enter the first day of the school year that instruction/services are provided to students.

Grades Served – List the entire range of grades that the LEA will serve in the upcoming school year.

New Building Name – If the LEA is adding a building, provide the new building name.

Grades Served for the new Building – If the LEA is adding a building, provide the new building grades served.

Community Eligibility Provision (CEP) – Select yes or no to indicate if the LEA will have any Community Eligibility Provision (CEP) buildings in the upcoming school year.

Federal Programs Headcount (Ages 5-17 Free/Reduced Lunch Count) for Non-CEP Buildings – *Populated by October Cycle, Screen 15.*

Total Federal Programs Headcount (Ages 5-17) September – *Populated by October Cycle, Screen 15.*

Expected Total Federal Programs Headcount (Ages 5-17) September – Enter the expected Federal Programs Headcount of children ages 5-17 (as of October 1) who reside in the LEA and whose eligibility had been documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process (to be reported on Screen 15, October Cycle).

Total PK September Enrollment – *Populated by October Cycle, Screen 16.*

Total K-12 September Enrollment – *Populated by October Cycle, Screen 16.*

Expected Total PK September Enrollment – Enter the expected count of all resident and non-resident students in grades PK enrolled in the attendance center that will be reported on Screen 15, October Cycle.

Expected Total K-12 September Enrollment – Enter the expected count of all resident and non-resident students in grades K-12 enrolled in the attendance center that will be reported on Screen 15, October Cycle.

Total 3-5 December 1 IEP Count – *Populated by December Cycle, Screen 11.*

Expected Total 3-5 December 1 IEP Count – Enter the expected count of students with disabilities ages 3-5 (as of December 1) to be reported on Screen 11, December Cycle.

Total 2-21 December 1 IEP Count – *Populated by December Cycle, Screen 11.*

Expected Total 3-12 December 1 IEP Count – Enter the expected count of students with disabilities ages 3-21 (as of December 1) to be reported on Screen 11, December Cycle.

Total State FTE Count (K-12 Free/Reduces Lunch Count) for Non-CEP Building – *Populated by February Cycle, Screen 15.*

Expected State FTE Count (K-12 Free/Reduced Lunch Count) for Non-CEP Buildings – Enter the expected count of resident students enrolled in grades K-12 by the last Wednesday in January of the upcoming school year and in attendance one of the 10 preceding school days and whose eligibility has been documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process (to be reported on Screen 15, February Cycle).

Save – Click button to save all data on screen.

MOSIS February Student Core

The February Student Core file requires a single record for each student that enrolled or was a member of a public school district on the last Wednesday in January. This file collects student enrollment and school of attendance data in order to determine membership and state free/reduced lunch counts. All students, pre-kindergarten through grade 12, are reported in the February Student Core file.

February Cycle – File Quick Notes

Collection Name:	February Student Core
Abbreviation:	Student Core (STC)
Availability Date:	January 5
Due Date:	February 15
Count Date:	Last Wednesday in January
File Pair:	None
Collection Version:	2020Feb1.0StuCore

February Student Core data are used to populate the State FTE (Free and Reduced Lunch data) on Core Data Screen 15. The Home School information on Screen 15 is not provided through MOSIS and must be entered manually on the screen. Student Core data are used to populate part of Core Data Screen 16 – Enrollment, Membership and Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

February Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April and June – but the fields required may be different.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by CTE program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the Department. Students sent to other public schools will be reported by those schools.

File Layout: February Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Feb1.0StuCore' for the 2020 Student Core February Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	Teacher Name (Pre-Code Sort)	O	Used for sort order. Can be teacher/examiner/class name.	
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
090	County	O	County in which the student resides.	County_Codes
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Gender	O	Gender.	Gender_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
105	Race/Ethnicity	O	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Lunch Status	R	DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process.	Lunch_Status_Codes
115	Gifted	O	Gifted status of student.	Gifted_Codes
120	Homeless	R	The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.	Homeless_Codes
125	Migrant	O	A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry or pork processing plant.	Migrant_Codes
130	In building less than a year	O	Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
135	In district less than a year	O	Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
140	Voluntary Transfer Student	O	Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement.	Yes_No
145	A+ Student	O	Required if student is in grade12 in February. DESE-assigned A+ codes that designate if a student is an A+ participate or completer.	APlus_Codes
150	Number of Months in USA	O	This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them.	
155	Immigrant	O	Designation for students who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.	Immigrant_Codes
160	ELL Primary Language	O	The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC).	ISO_Language_Codes
165	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
170	ELL Exit **No data is required to be reported in this field.**	O	Method used to re-classify the student as non-LEP. **No data is required to be reported in this field.**	LEP_ELL_Exit_Codes
175	ELL Exit Test	O	English Proficiency Assessment used to re-classify the student as non-LEP.	LEP_ELL_Exit_Test_Codes
180	ESOL Instructional Model	O	Required if student is reported as ELL/LEP receiving services (RCV). Most frequent LEP Instructional Model used.	ESOL_Model_Codes
185	Missouri Option Program	O	Student who has or is participating in the Missouri Option Program.	Yes_No
190	H.S. Career Ed Student	O	Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE.	HS_CareerED_Codes
195	Title I	R	This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I.	Yes_No
200	Title III	O	This identifies an ELL student who is receiving services funded through Title III-LEP.	Yes_No
205	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
210	Membership FTE	C	Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week.	
215	One Prior 10 Day Attendance	C	Required for students with residency status of R1, R2, FL or DI. Enter "N" if the student attended at least one of the 10 days prior to the count date. Enter "Y" if the student was absent from all 10 days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January.	Yes_No
220	Enrolled On Count Date	R	Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January.	Yes_No
225	Enrolled All Year	O	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.	Yes_No
230	First Year Freshman	O	Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students.	Yes_No
235	GPA	O	Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places.	
240	GPA Scale	O	Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student.	GPAScale_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
245	8th Grade Tech Literacy **No data is required to be reported in this field.**	O	Student meets or exceeds ESEA eighth grade technology literacy requirements. **No data is required to be reported in this field.**	Tested_Codes
250	Aerobic Capacity	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk.	Physical_Fit_Assessment_Codes
255	Abdominal Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence) or (3) partial curl-ups.	Physical_Fit_Assessment_Codes
260	Upper Body Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups or (4) flexed arm hang.	Physical_Fit_Assessment_Codes
265	Flexibility	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach.	Physical_Fit_Assessment_Codes
270	IEP Disability	R	Report most dominant disability.	Disability_Codes
275	MAP-Alternate	O	Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment.	Yes_No
280	Special Education Placement	O	Required for students with an IEP. Code that identifies special education placement category.	SPED_Placement_Codes
285	SPED Program Exit Code	O	Code that identifies status of exiter using Special Education exit categories.	SPED_Program_Exit_Codes
286	Truant	O	Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence.	Yes_No
288	Supplemental Education Service	O	Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day.	Supple_ED_Services_Codes
290	Career Cluster	O	Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path.	CTE_Cluster_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
292	Nontraditional Student (Secondary)	O	Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
294	Single Parent (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
296	Displaced Homemaker (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
298	CTE Technical Skills Attainment	O	Required for secondary, postsecondary and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment.	CTE_TSA_Testing_Codes
300	K-8 Graduate District Code	C	Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district.	K-8District Codes
302	ECO Entry Date	O	Date of entry into ECSE program.	
304	ECO Entry Indicator 1	O	Rating at entry into ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
306	ECO Entry Indicator 2	O	Rating at entry into ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
308	ECO Entry Indicator 3	O	Rating at entry into ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
310	ECO Exit Date	O	Date of exit from ECSE program.	
312	ECO Exit Indicator 1	O	Rating at exit from ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
314	ECO Exit Indicator 2	O	Rating at exit from ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
316	ECO Exit Indicator 3	O	Rating at exit from ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
318	CTE Program Code	O	The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
320	Title III LEP	C	Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
321	Title III Immigrant	O	Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
322	First Freshman Year	O	Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12.	
323	Zip Code	O	Five- or nine-digit Postal Zip Code for the primary residence of the student.	
324	Industry Recognized Credential	N	The Department approved industry-recognized credential/certification received by student.	Industry_Recognized_Credential_Codes
325	Military	R	Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.	Military_Codes
326	MPP	C	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.	Yes_No
327	Foster Care	R	Report as of time of submission. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Yes_No
328	PK Eligible State Aid	R	Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population.	Yes_No
329	Kindergarten Readiness	O	Kindergarten readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).	Yes_No
330	High Need Student	N	An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA).	Yes_No
331	Dyslexia	O	Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3.	Dyslexia_Codes

Student Core – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
332	Neglected or Delinquent	O	Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days.	Neglected_or_DelinquentCodes
333	CTE Certificate	O	Only CTE Concentrators that graduate and meet all the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate.	Yes_No

MOSIS February Student Graduate Follow-Up

The Student Graduate Follow-Up file collects one record for each student reported as graduating the previous year. This file also includes students reported as an IEP dropout or a CTE Concentrator GED dropout. Most of the information is required for reporting on Perkins and Career Technical programs.

Student Graduate Follow-Up is collected for both high school and post-secondary/adult students.

February Cycle – File Quick Notes

Collection Name:	February Student Graduate Follow-Up
Abbreviation:	Student Graduate Follow-Up (GRD)
Availability Date:	January 15
Due Date:	February 15
File Pair:	None
Collection Version:	2020Feb1.0StuGradFllw

Student Graduate Follow-Up data are used to populate portions of Core Data screens 08 – Attendance Center, 26 – Career Education Follow-Up, 27 – Career Education Follow-Up Sending School and 29 – Post Secondary Adult Follow-Up. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Graduate Follow-Up Data

Student Graduate Follow-Up records are reported by the district or the post-secondary institution where the student graduated. This file also includes records reported by the district where the student was an IEP dropout or a CTE Concentrator GED dropout.

Linkages Between Files

One record should be submitted for every secondary student that was reported as a graduate, IEP dropout or a CTE Concentrator GED dropout in the previous year's June Student Core/Enrollment and Attendance file. Postsecondary institutions should submit one record for every postsecondary student that completed a career and technical education program in a postsecondary education program during the previous school year.

File Layout: February Cycle Student Graduate Follow-Up

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Graduate Follow-Up – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Feb1.0StuGradFllw' for the 2020 Student Graduate Follow-up February Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code for the school reporting.	DESE_School_Codes
035	CTE Attending District Code	C	DESE-assigned six-digit county-district code of the district where the student received career technical education if applicable.	DESE_District_Codes
040	CTE Attending School Code	C	DESE-assigned four-digit school code of the school where the student received career technical education if applicable.	DESE_School_Codes
045	MOSIS Student ID	R	State-assigned student identifier.	
050	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
055	Legal Last Name	C	Legal last name.	
060	Legal First Name	C	Legal first name.	
065	Legal Middle Name	O	Legal middle name.	
070	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
075	Date of Birth	R	Date of birth.	
080	Social Security Number	C	Required for adult student taking special adult programs. Social Security Number. Formats allowed (999999999) or (999-99-9999).	
085	Gender	R	Gender.	Gender_Codes
090	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	PAP_Race_Ethnicity

Student Graduate Follow-Up – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
095	Perkins Concentrator	C	A student who has achieved Perkins Concentrator status. Secondary student in grade 9-12 who completed three units of credit in an approved career education program. Postsecondary student earning 75% of the total number of credit hours required to complete a degree in an approved career education subject area. An Adult Perkins Concentrator is a student in an adult program that has completed a minimum of five hundred (500) clock hours.	Yes_No
100	IEP/Disabled	R	Classification is defined as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.	Yes_No
105	Disadvantaged	C	Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants.	Yes_No
110	Nontraditional Student	C	Only collected for adult student taking special adult programs. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
115	Single Parent	C	Only collected for adult student taking special adult programs. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
120	Displaced Homemaker	C	Only collected for adult student taking special adult programs. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
125	Other Barriers	O	Only collected for adult student taking special adult programs. Classification is defined as individuals who under previous career education legislation were considered educationally disadvantaged. Educationally disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary grades are below 2.0 on a 4.0 scale (where the grade “A” equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities.	Yes_No
130	LEP/ELL	C	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes
135	Follow-Up Status	R	Follow-up status for end-of-year graduates.	Followup_Status_Codes

Student Graduate Follow-Up – February Cycle				
Item	**Item Name**	**Feb**	**Definition**	**Code Set**
140	CTE Placement Relation	C	CTE Placement relation. The relationship between Vocational education and Follow-Up Status. Required for all students who have a career status code of CHS or CNP (Perkins Concentrator). Not required for students who have an NHS, LTO or PHS career status code.	Followup_Placement_ Relation_Codes
145	CIP Code	C	Classification of Instructional Programs Code. Required for all students who have a career status code of CHS or CNP (Perkins Concentrator). Not required for students who have an NHS, LTO or PHS career status code.	Followup_Placement_ Codes
150	CTE Program Code	O	Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
155	Placement Zip Code	O	Only collected for postsecondary and adult students taking special adult programs. Five-digit Postal Zip Code for the students' placement status. Employed students should report the Zip Code of their place of employment. Continuing Education students should report the Zip Code of their institution of continued education. Military students should report the Zip Code closest to their military station. Unemployed students should report their home Zip Codes. Students located outside the United States or Status Unknown should report Zip Code 99998.	
160	Educator SSN	O	Educator's Social Security Number.	
162	SPED Follow-up Definition Met	C	Required if IEP/Disabled is Y and Followup-Status is a type of Continuing education or Employment. Report (Y)es or (N)o Meets the Special Education definition related to follow-up status: Enrolled for at least one complete term (Continuing education) or Worked for a period of 20 hours a week for at least 90 days (Employment).	Yes_No
165	NSC Comment	C	Required if student was not found or does not match follow-up status in National Student Clearinghouse.	

April Cycle

The **April Cycle MOSIS** submission is due April 30. **MOSIS** includes student demographic data that will be linked to the student's state assessment records. Data are reported in the Student Core file.

MOSIS File	Student Core	Due by April 30

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MOSIS April Student Core

The April Student Core file requires a single record for each student that has taken a state assessment. This file collects student demographic data. All students, kindergarten through grade 12, are reported in the April Student Core file. ***(There is no count date for April; however, each student who has taken a state assessment needs to be included.)***

April Student Core data does not populate any Core Data screens for this cycle.

April Cycle – File Quick Notes

Collection Name:	April Student Core
Abbreviation:	Student Core (STC)
Availability Date:	April 1
Due Date:	April 30
File Pair:	None
Collection Version:	2020Apr1.0StuCore

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: April Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Included below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation. *Code sets may be referenced in MOSIS Exhibit 38.*

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Apr1.0StuCore' for the 2020 Student Core April Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	Teacher Name (Pre-Code Sort)	O	Used for sort order. Can be teacher/examiner/class name.	
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
090	County	O	County in which the student resides.	County_Codes

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Lunch Status	R	DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process.	Lunch_Status_Codes
115	Gifted	R	Gifted status of student at time of submission.	Gifted_Codes
120	Homeless	R	The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.	Homeless_Codes
125	Migrant	R	A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry or pork processing plant.	Migrant_Codes
130	In building less than a year	R	Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
135	In district less than a year	R	Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
140	Voluntary Transfer Student	R	Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement.	Yes_No
145	A+ Student	O	Required if student is in grade 09, 10, 11 or 12. DESE-assigned A+ codes that designate if a student is an A+ participate or completer.	APlus_Codes
150	Number of Months in USA	C	Required if student is LEP/ELL. This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If the student has been in the US for less than 36 months report the actual cumulative months in the US, otherwise report 36 for months in USA for them.	
155	Immigrant	O	Designation for students who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.	Immigrant_Codes
160	ELL Primary Language	O	The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC).	ISO_Language_Codes

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
165	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes
170	ELL Exit **No data is required to be reported in this field.**	O	Method used to re-classify the student as non-LEP. **No data is required to be reported in this field.**	LEP_ELL_Exit_Codes
175	ELL Exit Test	O	English Proficiency Assessment used to re-classify the student as non-LEP.	LEP_ELL_Exit_Test_Codes
180	ESOL Instructional Model	O	Required if student is reported as ELL/LEP receiving services (RCV). Most frequent LEP Instructional Model used.	ESOL_Model_Codes
185	Missouri Option Program	O	Student who has or is participating in the Missouri Option Program.	Yes_No
190	H.S. Career Ed Student	O	Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE.	HS_CareerED_Codes
195	Title I	R	This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I.	Yes_No
200	Title III	O	This identifies an ELL student who is receiving services funded through Title III-LEP.	Yes_No
205	Residency Status	O	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
210	Membership FTE	O	Report student's average hours per week divided by total possible hours the student could attend in a week.	
215	One Prior 10 Day Attendance	N	Required for students with residency status of R1, R2, FL or DI. Enter "N" if the student attended at least one of the 10 days prior to the count date. Enter "Y" if the student was absent from all 10 days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January.	Yes_No
220	Enrolled On Count Date	N	Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January.	Yes_No
225	Enrolled All Year	O	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.	Yes_No
230	First Year Freshman	O	Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students.	Yes_No

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
235	GPA	O	Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places.	
240	GPA Scale	O	Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student.	GPAScale_Codes
245	8th Grade Tech Literacy **No data is required to be reported in this field.**	O	Student meets or exceeds ESEA eighth grade technology literacy requirements. **No data is required to be reported in this field.**	Tested_Codes
250	Aerobic Capacity	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk.	Physical_Fit_Assessment_Codes
255	Abdominal Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence) or (3) partial curl-ups.	Physical_Fit_Assessment_Codes
260	Upper Body Strength	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups or (4) flexed arm hang.	Physical_Fit_Assessment_Codes
265	Flexibility	O	Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach.	Physical_Fit_Assessment_Codes
270	IEP Disability	R	Report most dominant disability.	Disability_Codes
275	MAP-Alternate	R	Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment.	Yes_No
280	Special Education Placement	O	Required for students with an IEP. Code that identifies special education placement category.	SPED_Placement_Codes
285	SPED Program Exit Code	O	Code that identifies status of exiter using Special Education exit categories.	SPED_Program_Exit_Codes
286	Truant	O	Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence.	Yes_No

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
288	Supplemental Education Service	O	Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day.	Supple_ED_Services_Codes
290	Career Cluster	O	Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path.	CTE_Cluster_Codes
292	Nontraditional Student (Secondary)	O	Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
294	Single Parent (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
296	Displaced Homemaker (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
298	CTE Technical Skills Attainment	O	Required for secondary, postsecondary and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment.	CTE_TSA_Testing_Codes
300	K-8 Graduate District Code	C	Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district.	K-8District Codes
302	ECO Entry Date	O	Date of entry into ECSE program.	
304	ECO Entry Indicator 1	O	Rating at entry into ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
306	ECO Entry Indicator 2	O	Rating at entry into ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes

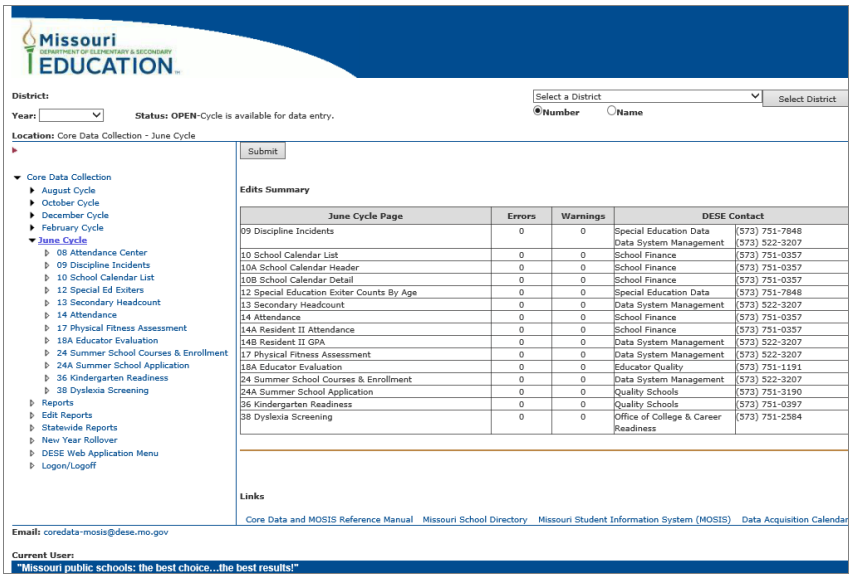
Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
308	ECO Entry Indicator 3	O	Rating at entry into ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
310	ECO Exit Date	O	Date of exit from ECSE program.	
312	ECO Exit Indicator 1	O	Rating at exit from ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
314	ECO Exit Indicator 2	O	Rating at exit from ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
316	ECO Exit Indicator 3	O	Rating at exit from ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
318	CTE Program Code	O	The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
320	Title III LEP	C	Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
321	Title III Immigrant	O	Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
322	First Freshman Year	O	Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12.	
323	Zip Code	O	Five- or nine-digit Postal Zip Code for the primary residence of the student.	
324	Industry Recognized Credential	N	The Department approved industry-recognized credential/certification received by student.	Industry_Recognized_ Credential_Codes
325	Military	R	Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.	Military_Codes
326	MPP	O	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.	Yes_No_Codes
327	Foster Care	R	Report as of time of submission. Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Yes_No_Codes

Student Core – April Cycle				
Item	**Item Name**	**Apr**	**Definition**	**Code Set**
328	PK Eligible State Aid	O	Reported if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district's 5-18 year old FRL population.	Yes_No_Codes
329	Kindergarten Readiness	O	Kindergarten readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning.)	Yes_No_Codes
330	High Need Student	N	An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA).	Yes_No
331	Dyslexia	O	Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3.	Dyslexia_Codes
332	Neglected or Delinquent	O	Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days.	Neglected_or_Delinquent_Codes
333	CTE Certificate	O	CTE Concentrators that graduate and meet all the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate.	Yes_No

June Cycle

The **June Cycle Core Data** and **MOSIS** submissions are due June 30. **Core Data** end-of-year data are reported on screens 08 – Attendance Center, 10 – Actual School Calendar List and Actual Calendar Header, 18A – Educator Evaluation, 36 – Kindergarten Readiness and 38 – Dyslexia Screening. Screens 09 – Discipline Incidents, 12 – Special Education Exiter Counts by Age, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II GPA, 17 – Physical Fitness Assessment and 24 – Summer School Courses & Enrollment are populated from MOSIS. **MOSIS** includes end-of-year discipline incidents, special education exiter, secondary headcount, attendance, resident II attendance, resident II grade point average, physical fitness assessment, and summer school courses and enrollment. Data are reported in the Student Core, Student Enrollment and Attendance, Student Discipline Incident, Summer Course Assignment, Summer Student Assignment and Student Course Completion files.

Core Data Screens ***Screens bolded & italicized have items populated from MOSIS.***	08 – Attendance Center ***09 – Discipline Incidents*** 10 – Actual School Calendar List and Actual Calendar Header ***12 – Special Education Exiter Counts by Age*** ***13 – Secondary Headcount*** ***14 – Attendance*** ***14A – Resident II Attendance*** ***14B – Resident II GPA*** ***17 – Physical Fitness Assessment*** 18A – Educator Evaluation ***24 – Summer School Courses & Enrollment*** 24A – Summer School Application 36 – Kindergarten Readiness 38 – Dyslexia Screening	Due by June 30
MOSIS Files	Student Core Student Enrollment and Attendance Student Discipline Incident Summer Course Assignment Summer Student Assignment Student Course Completion Referrals Career Technical Student Organization (CTSO) ID Cleanup	



June Cycle Page	Errors	Warnings	DESE Contact	
09 Discipline Incidents	0	0	Special Education Data Data System Management	(573) 751-7848 (573) 522-3207
10 School Calendar List	0	0	School Finance	(573) 751-0357
10A School Calendar Header	0	0	School Finance	(573) 751-0357
10B School Calendar Detail	0	0	School Finance	(573) 751-0357
12 Special Education Exiter Counts By Age	0	0	Special Education Data	(573) 751-7848
13 Secondary Headcount	0	0	Data System Management	(573) 522-3207
14 Attendance	0	0	School Finance	(573) 751-0357
14A Resident II Attendance	0	0	School Finance	(573) 751-0357
14B Resident II GPA	0	0	Data System Management	(573) 522-3207
17 Physical Fitness Assessment	0	0	Data System Management	(573) 522-3207
18A Educator Evaluation	0	0	Educator Quality	(573) 751-1191
24 Summer School Courses & Enrollment	0	0	Data System Management	(573) 522-3207
24A Summer School Application	0	0	Quality Schools	(573) 751-3190
36 Kindergarten Readiness	0	0	Quality Schools	(573) 751-0397
38 Dyslexia Screening	0	0	Office of College & Career Readiness	(573) 751-2584

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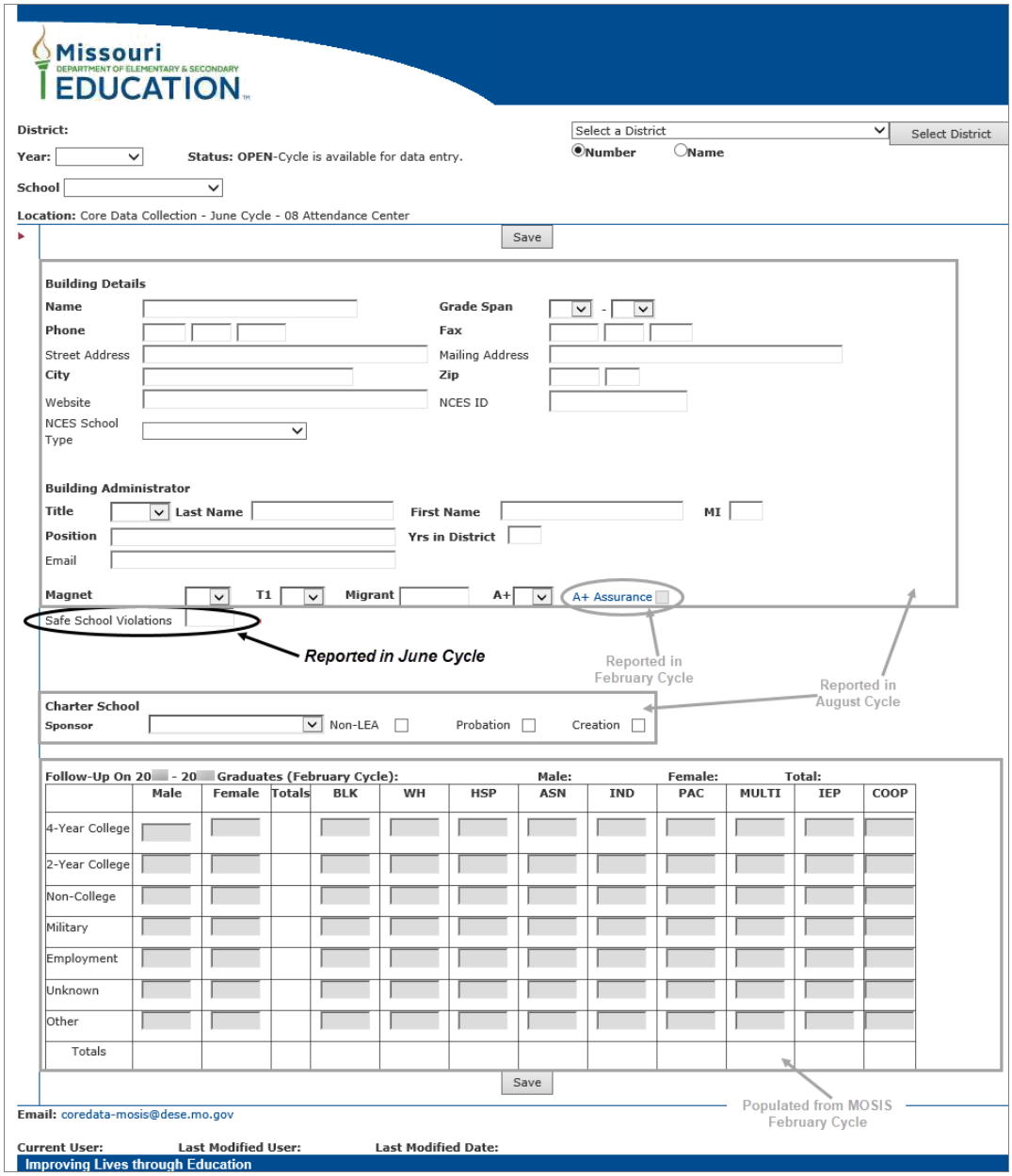
Core Data Screen 08 – Attendance Center

The Attendance Center screen has two parts – attendance center header data and previous year's graduates' follow-up data. The attendance center header data items are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-Up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-Up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*) and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS Graduate Follow-Up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.

The Safe School Violations are the number of safe school violations which occurred at an attendance center and are reported in the June Cycle.



Item Definitions – Screen 08-Attendance Center

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status and Location.

Building Data – Basic data entered in the August Cycle.

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled "A+ Assurance," to ensure your school agrees to the assurances on the form titled, "Notification of Assurances."
Please ensure that the contact information for the district's A+ Coordinator is correct on Core Data Screen 03 of the August Cycle. *(Display only.)*

- Once the SBOE has approved your school, the Commissioner's Office will send a designation letter to each approved district A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the current cycle.

A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled "Notification of Assurances", please check the A+ Assurance check box. *(Reported in February Cycle.)*

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations.*

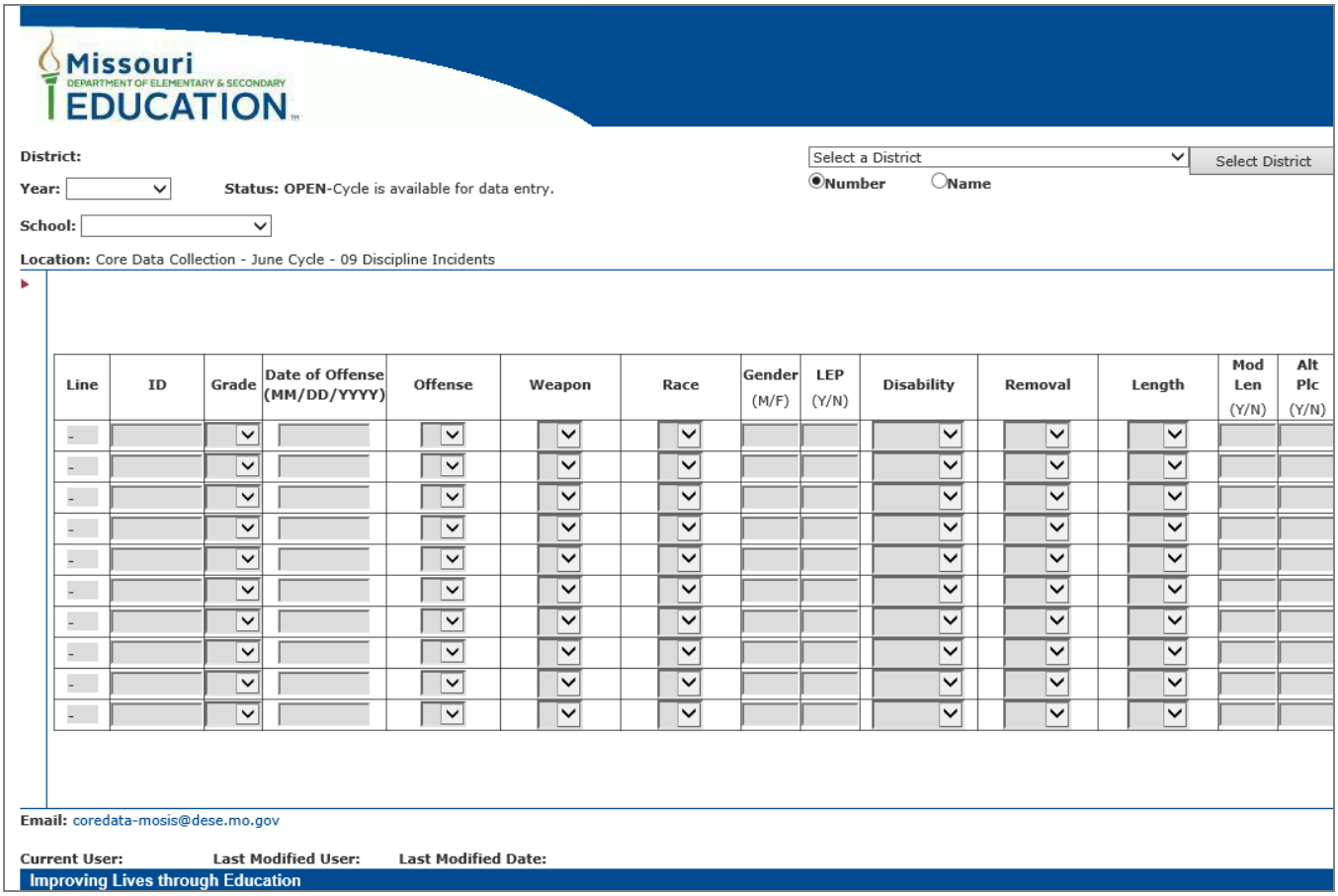
Follow-Up on Previous Year's Graduates – Data about previous year's graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18*). **Data are reported for all graduates regardless of the time of graduation during the school year.** *(Populated from MOSIS – February Cycle.)*

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 09 – Discipline Incidents

School districts receiving funds under ESEA and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension, expulsion or unilateral removal to an interim educational setting for one half day or more. The data submitted satisfies the discipline-related reporting requirements for school districts under the federal Gun-Free School Act, ESEA, IDEA and the state law Section 160.522, RSMo, concerning school district report cards. The Discipline Incidents screen displays data from the MOSIS Student Discipline Incident file.



Item Definitions – Screen 09-Discipline Incidents

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center in which student committing offense is enrolled. *(Select from drop-down list.)*

The following items are displayed from the MOSIS Student Discipline Incidents File:

Line – A sequential number for each line. (Assigned by the system.)

ID – A unique identification number for each student.

Grade – Grade level of student committing offense.

Date of Offense – Date (MM/DD/YYYY) of offense resulting in removal.

Offense – Nature of offense resulting in removal of student from regular school setting.

W – Weapon. Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2½ inches in length (18 U.S.C.§ 930).

A – Alcohol. Use, possession, sale or solicitation of intoxicating alcoholic beverages.

D – Drug. Use, possession, sale or solicitation of drugs. A list of drugs is identified in (21 U.S.C.§ 812). Does not include alcohol or tobacco.

N – Violent Act Without Injury. A violent act that does not result in a serious bodily injury.

T – Tobacco. Use, possession, sale or solicitation of tobacco.

E – E-Cigarettes. Vaping. Use, possession, sale or solicitation of e-cigarette products.

V – Violent Act With Injury. Act resulting in a serious bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious physical disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.

O – Other. Other offenses not listed above.

Weapon – Type of weapon involved in the offense. For further clarification on weapons, see (18 U.S.C.§ 921).

N – None. No weapon involved in offense.

K – Knife. Does not include a knife with a blade of less than 2 ½ inches in length. For further clarification, see (18 U.S.C.§ 930).

H – Handgun. For further clarification, see (18 U.S.C.§ 921).

R – Rifle/Shotgun. For further clarification, see (18 U.S.C.§ 921).

F – Other Firearm. Does not include BB guns or air rifles. For further clarification, see (18 U.S.C.§ 921).

W – Other Weapon. Other device or instrument, not listed above, capable of causing serious bodily injury. Does not include a knife with a blade of less than 2½ inches in length. For further clarification, see (18 U.S.C.§ 930).

Race – Race of student committing the offense. *See Exhibit 2 for the definition of each racial/ethnic category.*

A – Asian.

B – Black.

H – Hispanic.

I – Indian.

W – White.

P – Pacific Islander.

M – Multiracial.

Gender – Gender of student committing the offense. Valid entries are Male, Female.

LEP – Limited English Proficiency status of student committing the offense. Valid entries are "Y" – Yes and "N" – No.

Disability – Disability category, if any, of student committing the offense. If student has no Individualized Educational Program (IEP), valid entry is None. Report category of student receiving special education services as outlined in the student's IEP. *See Exhibit 18 for list of valid disability categories and definitions.*

Removal – Type of disciplinary action used to remove student committing the offense from current educational setting.

ISS – In School Suspension. Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed.

OSS – Out of School Suspension. Removal of student from regular school for a fixed amount of time with student automatically returning to school after the suspension is completed.

EXP – Expulsion. Removal of student from school and by local board action for an indefinite period of time until student is reinstated by local board of education.

UR – Unilateral Removal. School personnel (not IEP team) ordered removal of student with disabilities from current educational placement to an appropriate interim educational setting for same amount of time that a child without disabilities would be subject to discipline, but for not more than 45 days.

Length – Length of time student committing offense is removed from current educational placement.
1 – 1 Day. Report each removal of ½ day up to one full day.
2 – 2 Consecutive Days. Report each removal.
3 – 3 Consecutive Days. Report each removal.
4 – 4 Consecutive Days. Report each removal.
5 – 5 Consecutive Days. Report each removal.
6 – 6 Consecutive Days. Report each removal.
7 – 7 Consecutive Days. Report each removal.
8 – 8 Consecutive Days. Report each removal.
9 – 9 Consecutive Days. Report each removal.
10 – 10 Consecutive Days. Report each removal.
11^{+} – 11-45 Consecutive Days. Report each removal.
46^{+} – 46-89 Consecutive Days. Report each removal.
90^{+} – 90^{+} Days consecutively, but less than one year. Report each removal.
1 yr – One (1) Year. Report each removal.

Mod Len – Modified Length. Expelled student whose length of removal was modified (shortened) by chief administrative officer of the school district. Valid entries are “Y” – Yes and “N” – No.

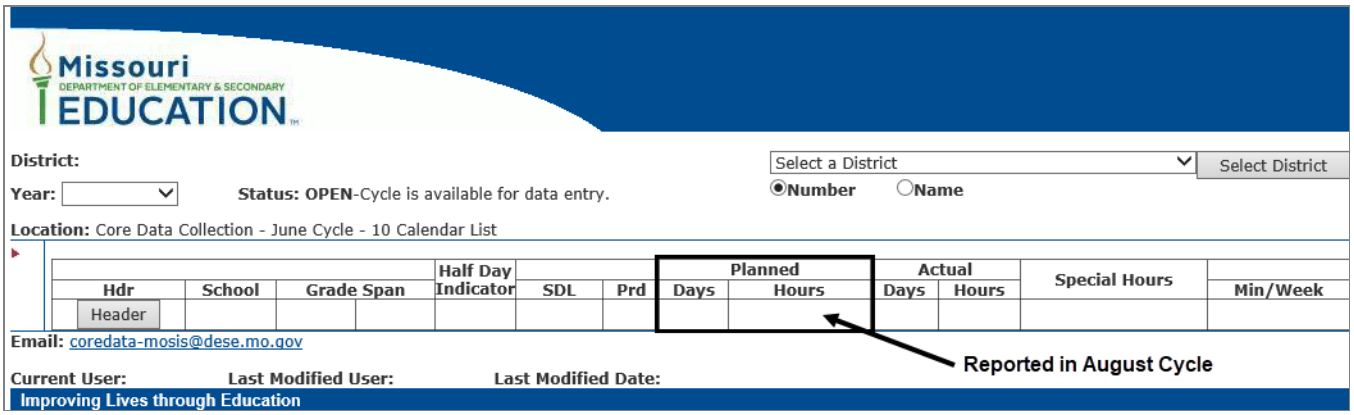
Alt Plc – Alternative Placement. Expelled student receiving educational services in an alternative educational setting. Valid entries are “Y” – Yes and “N” – No.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 10 – Actual School Calendar List

The School Calendar List screen displays the list of school calendars reported for the district and allows districts to access the Screen 10 – Calendar Header. Summary information from the Screen 10 – Calendar Header is also displayed for each calendar. No data entry is required on this screen.

Additional information regarding School Calendar Requirements and Inclement Weather Days is available on the School Finance website under Finance Topics & Procedures, which can be located at https://dese.mo.gov/financial-admin-services/school-finance/finance-topics-procedures.



Item Definitions – Screen 10-Actual School Calendar List

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Header – Click button to go to the Calendar Header (Screen 10).

School *(Optional Field)* – Four-digit school number and name of the attendance center. Used only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Reported in August Cycle.) [Display only.]*

Grade Span – Lowest and highest grade levels included in this calendar. *(Reported in August Cycle.) [Display only.]*

Half Day Indicator – "A" if calendar is for AM kindergarten or pre-K, "P" for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Reported in August Cycle.) [Display only.]*

SDL – Standard day length. Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. The standard day length is reported to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Reported in August Cycle.) [Display only.]*

Prd – Number of class periods each day (reported only for high schools and departmentalized middle schools and junior high schools). *(Reported in August Cycle.) [Display only.]*

Planned Days/Hours – Total days and hours of school calendar as it is planned at the beginning of the school year calculated from data entered on calendar header screen. *(Reported in August Cycle.) [Display only.]*

Actual Days/Hours – Total days and hours of school calendar as **actually** occurred during the school year calculated from data entered on calendar header screen. *(Display only.)*

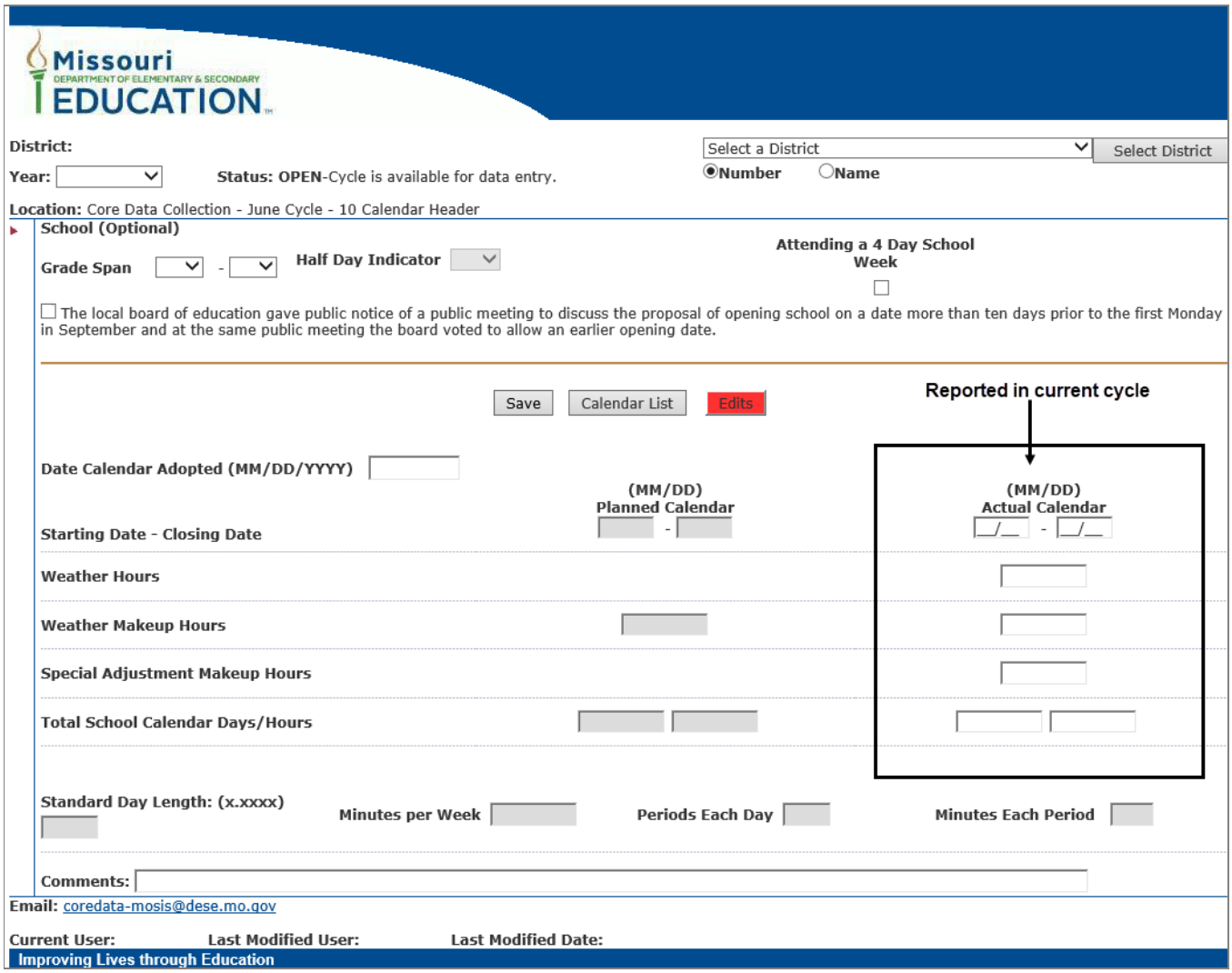
Special Hours – Special adjustment makeup hours. *(Display only.)*

Min/Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Reported in August Cycle.) [Display only.]*

Core Data Screen 10 – Actual Calendar Header

The Calendar Header screen summarizes information relative to the planned and actual calendar in terms of meeting statutory hours of attendance. The header screen accepts data entry for the date the calendar was adopted, starting and closing dates, actual weather hours, actual weather makeup hours, actual total school calendar days and hours, standard day length, number of periods per day and minutes per period.

Inclement weather makeup days reference: https://dese.mo.gov/sites/default/files/sf-CInclementWeatherMakeup.pdf.



Item Definitions – Screen 10-Actual Calendar Header

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School *(Optional Field)* – Four-digit school number and name of the attendance center. Use only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). (*Entered in the August Planned Calendar.)*

Grade Span – Lowest and highest grade levels included in this calendar. *(Entered in the August Planned Calendar.)*

Half Day Indicator – Enter "A" if calendar is for AM kindergarten or pre-K, "P" for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Entered in the August Planned Calendar.)*

Attending a 4 Day School Week – Indicator specifying that the district planned before the start of the school year to attend school four days a week. Section 171.029, RSMo, allows a school district board of education to establish a four-day school week or other calendar consisting of less than 174 days in lieu of a five-day school week. School districts establishing less than a 174-day/five-day-a-week school calendar shall operate on a four-hour day minimum/eight-hour day maximum. A school day less than four hours or more than eight hours does not count toward the minimum 142 days or 1,044 hours of actual student attendance requirements. *(Entered in the August Planned Calendar.)*

Start Date More Than 10 Days Prior to the First Monday in September – Indicator assuring that the district has complied with the requirements of Section 171.031, RSMo, regarding starting school more than 10 days prior to the first Monday in September. This does not apply to charter schools. *(Entered in the August Planned Calendar.)*

Date Calendar Adopted (MM/DD/YYYY) – Date the school calendar was adopted by the board of education. *(Entered in the August Planned Calendar.)*

ACTUAL CALENDAR – Reports the school calendar as it **actually** occurred during the school year.

> **Actual Starting/Closing** – Actual first day of school for students and actual last day of school for students (month/day format). The last day of school should represent the actual last day of student attendance.
>
> **Actual Weather Hours** – Number of hours school **was** canceled or shorted due to inclement weather as defined by Section 171.033, RSMo. *(See Exhibit 24B.)*
>
> **Actual Weather Makeup Hours** – Number of hours school was in session to makeup actual weather hours required per Section 171.033, RSMo. The non-standard day length is reported to four decimal places.
>
> **Actual Special Adjustment Makeup Days/Hours** – Total number of special adjustment makeup days/hours entered by School Finance staff. *(Department use only.)*
>
> **Actual Total School Calendar Days/Hours** – Total number of actual days school will be in session and total number of actual hours school will be in session. Section 171.029, RSMo.
>
> **Standard Day Length** –Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. The standard day length is reported to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Entered in the August Planned Calendar.)*
>
> **Minutes per Week** – Number of instructional minutes per week calculated from standard day length (SDL). *(Display only.)*

Periods Each Day – Number of class periods in each standard day (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Minutes Each Period – Average number of minutes each class period is held, **excluding** passing time (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Comments – Free-form commentary.

Save – Click button to save all data on screen.

Calendar List – Click button to display corresponding School Calendar List information.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Delete – Click button to delete.

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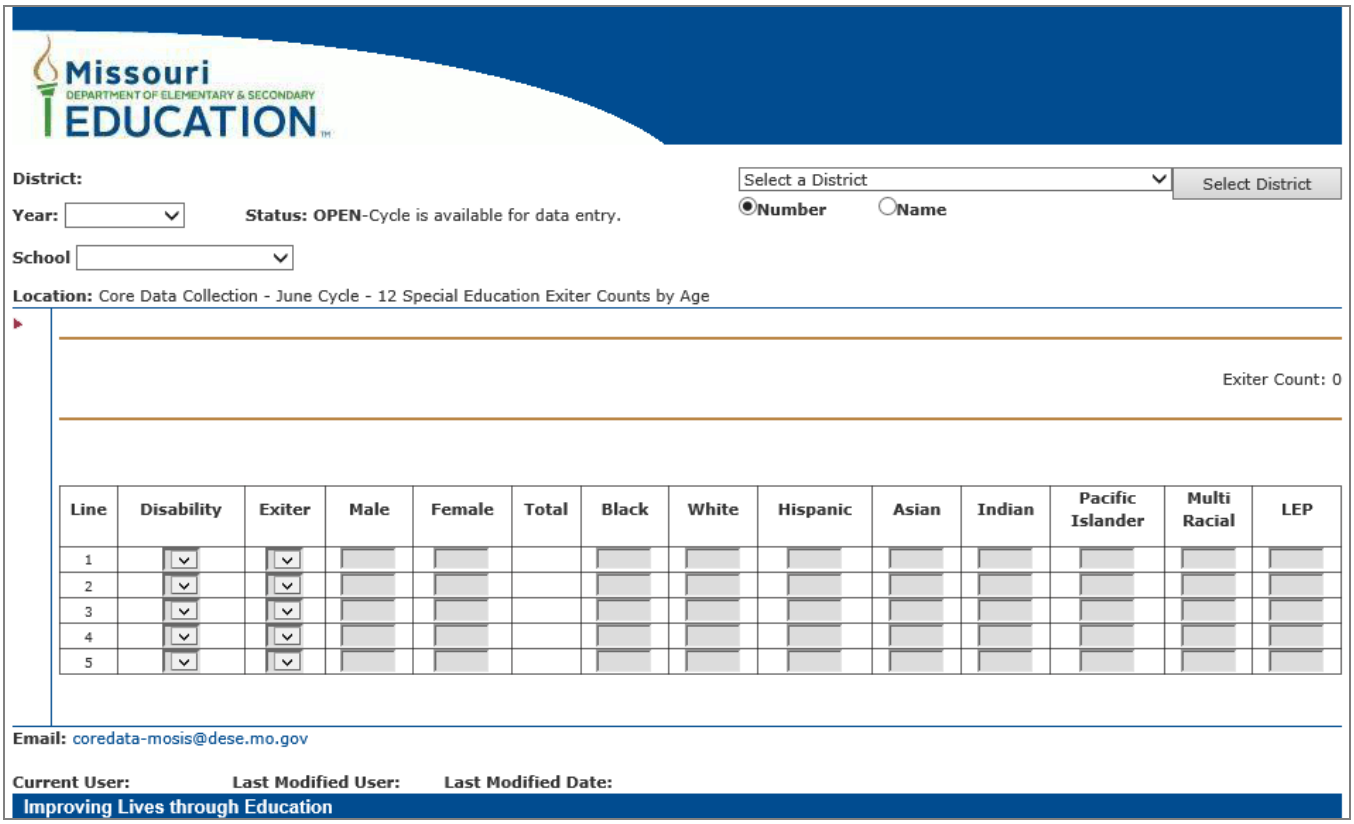
Core Data Screen 12 – Special Education Exiter Counts by Age

The Special Education Exiter Counts by Age screen **displays** the number of students with disabilities, reported under the IDEA, Part B child count that exited special education during the current school year. The count is an **unduplicated** count by building and age, disability category (Exhibit 18), exit category (Exhibit 20), gender and race/ethnicity (Exhibit 2). All data are reported from the MOSIS Student Enrollment and Attendance and Student Core files.



Item Definitions – Screen 12-Special Education Exiter Counts by Age

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Ages – Age of the student as of December 1. *(Select from drop-down list.)*

Exiter Count – Total number of students by age that exited special education during the school year. *(Item is system calculated and displayed.)*

Line – A sequential number for each line assigned by the system.

The following items are displayed from the MOSIS Student Core and Student Enrollment and Attendance Files:

Disability – Code that identifies disability reported (*see Exhibit 18*). Associated title is displayed.

Exiter – Code that identifies status of exiters. Associated exit category is displayed.

01 **Returned to Regular Education (valid ages 3-21)** – Students who were served in special education during the school year but returned to regular education as a result of having met the objectives of their IEP. These students no longer have an IEP and are receiving all of their educational services from the regular education program. (01 from SPED Program Exit Code)

02 **Graduated with a Diploma (valid ages 17-21)** – Students with disabilities who graduated by earning all required credits through regular or modified classes aligned with state standards. No credits were earned by meeting IEP goals. (G01)

03 **Received a Certificate (valid ages 17-21)** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age 21 or otherwise terminated their education and who have met the district's attendance requirements. (D03)

04 **Reached Maximum Age (valid ages 20-21)** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and <u>did not</u> receive a diploma <u>or</u> certificate of attendance. (D04)

05 **Died (valid ages 3-21)** – Students with disabilities who died during the school year. (T009)

06 **Moved, Known to be Continuing (valid ages 3-21)** – Students with disabilities who moved out of the district and are known to be continuing in another special or regular educational program. This includes students who previously received special education services from the district but left the district to attend a home school or private/parochial school. (T001, T003-T008)

07 **Moved, Not Known to be Continuing (valid ages 3-21)** – Students with disabilities who have moved out of the district and are <u>not</u> known to be continuing in any type of educational program, i.e., no records request from another educational program. (D06)

08 **Dropped Out (valid ages 14-21)** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through exit categories 01-07. This includes dropouts, runaways, expulsions, GED recipients and status unknown. (D01, D02, D05)

17 **Parent Withdrew Student from Special Education (valid ages 3-21)** – Students who had received special education services during the school year and whose parents withdrew the student from the special education program. (17 from SPED Program Exit Code)

20 **Graduated with a Diploma – Alternate Standards (valid ages 17-21)** – Students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals. This would generally be limited to those students with the most significant cognitive disabilities whose IEP teams have determined that this method of graduation provides FAPE to the individual student. (G03)

Male – Number of male students in specified age, disability and exit category.

Female – Number of female students in specified age, disability and exit category.

TOTAL – Total number of students in a specified age, disability and exit category. *(Item is system calculated and displayed.)*

Black – Number of Black students in specified age, disability and exit category.

White – Number of White students in specified age, disability and exit category.

Hispanic – Number of Hispanic students in specified age, disability and exit category.

Asian – Number of Asian students in specified age, disability and exit category.

Indian – Number of Indian students in specified age, disability and exit category.

Pacific Islander – Number of Pacific Islander students in specified age, disability and exit category.

Multiracial – Number of Multiracial students in specified age, disability and exit category.

LEP – Number of Limited English Proficiency students in a specified age, disability and exit category.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 13 – Secondary Headcount

The Secondary Headcount screen is used to collect headcount data by male/female, racial/ethnic (*see Exhibit 2*), disabled (IEP), free and reduced lunch (FRL) eligible, and Limited English Proficient (LEP) categories. High school graduates, transfers in, transfers out, dropouts and students enrolled all year are reported for grades 7-12 (*see Exhibit 6*). IEP includes **only** those students eligible under IDEA in the categories specified in Exhibit 18.

The number of dropouts and transfers reported the previous June Cycle may be amended when the transcript request or re-enrollment occurs on or before the enrollment count date of the following September. (Late transcript requests decrease dropouts and increase transfers out, while re-enrollments only decrease dropouts.) All data are displayed from the MOSIS Student Enrollment and Attendance and Student Core files.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District: Select a District | Select District

Year: **Status: OPEN**-Cycle is available for data entry. ◉**Number** ○**Name**

School: **Grade**

Location: Core Data Collection - June Cycle - 13 Secondary Headcount

A+ Students 0 (September Enrollment Male: Female:)

Head Counts	Total		Black		White		Hispanic		Asian		Indian		Pacific Islander		Multiracial		IEP	FRL	LEP
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Graduates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grad-Alt Standards	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students Retained	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dropouts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled All Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 13-Secondary Headcount

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

A+ Students – Number of students in ninth, 10th and 11th grade with a signed A+ agreement during the current school year. Grade 12 is the number of completers reported during the current school year. *(The data are displayed from MOSIS Student Core file.)*

September Enrollment

Male – Number of male students enrolled the last Wednesday in September for each attendance center by grade level. *(Displayed from Screen 16.)*

Female – Number of female students enrolled the last Wednesday in September for each attendance center by grade level. *(Displayed from Screen 16.)*

Head Counts – Counts of students for each attendance center by grade level (grades 7-12 only) reported in the following categories. All graduates are reported regardless of the time of graduation during the school year. Transfer in and transfer out counts are reported for the attendance center and/or grade level cohort (*see Exhibit 6*). IEP includes **only** those students eligible under IDEA in the categories specified in Exhibit 18.

The following items are displayed from the MOSIS Student Enrollment and Attendance File:

Graduates/Total/M – Number of male high school graduates (grade 12 only) for attendance center who have graduated since the previous reporting of graduates. *(Item is system calculated and displayed.)*

Graduates/Total/F – Number of female high school graduates (grade 12 only) for attendance center who have graduated since the previous reporting of graduates. *(Item is system calculated and displayed.)*

Graduates/Black/M – Number of Black male high school graduates for attendance center.

Graduates/Black/F – Number of Black female high school graduates for attendance center.

Graduates/White/M – Number of White male high school graduates for attendance center.

Graduates/White/F – Number of White female high school graduates for attendance center.

Graduates/Hispanic/M – Number of Hispanic male high school graduates for attendance center.

Graduates/Hispanic/F – Number of Hispanic female high school graduates for attendance center.

Graduates/Asian/M – Number of Asian male high school graduates for attendance center.

Graduates/Asian/F – Number of Asian female high school graduates for attendance center.

Graduates/Indian/M – Number of Indian male high school graduates for attendance center.

Graduates/Indian/F – Number of Indian female high school graduates for attendance center.

Graduates/Pacific Islander/M – Number of Pacific Islander male high school graduates for attendance center.

Graduates/Pacific Islander/F – Number of Pacific Islander female high school graduates for attendance center.

Graduates/Multiracial/M – Number of Multiracial male high school graduates for attendance center.

Graduates/Multiracial/F – Number of Multiracial female high school graduates for attendance center.

Graduates/IEP – Number of high school graduates with an Individualized Education Program (IEP) for attendance center.

Graduates/FRL – Number of free and reduced price lunch (FRL) eligible high school graduates for attendance center.

Graduates/LEP – Number of Limited English Proficient high school graduates for attendance center.

Grad-Alt Standards/Total/M – Number of male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Total/F – Number of female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Black/M – Number of Black male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Black/F – Number of Black female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/White/M – Number of White male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/White/F – Number of White female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Hispanic/M – Number of Hispanic male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Hispanic/F – Number of Hispanic female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Asian/M – Number of Asian male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Asian/F – Number of Asian female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Indian/M – Number of Indian male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Indian/F – Number of Indian female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Pacific Islander/M – Number of Pacific Islander male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Pacific Islander/F – Number of Pacific Islander female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Multiracial/M – Number of Multiracial male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Multiracial/F – Number of Multiracial female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/IEP – Number of IEP students with disabilities who graduated by earning some or all required credits though modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/FRL – Number of FRL students with disabilities who graduated by earning some or all required credits though modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/LEP – Number of LEP students with disabilities who graduated by earning some or all required credits though modified classes aligned with alternate state standards or by meeting IEP goals.

Transfers In/Total/M – Total number of times that male students transferred in to the attendance center and/or grade level cohort (grades 7-12). Students have transferred in when they are newly enrolled in grades 7-12 beginning with the seventh grade enrollment count made on the last Wednesday of September. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers In/Total/F – Total number of times that female students transferred in to the attendance center and/or grade level cohort (grades 7-12). Students have transferred in when they are newly enrolled in grades 7-12 beginning with the seventh grade enrollment count made on the last Wednesday of September. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers In/Black/M – Number of Black male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Black/F – Number of Black female students transferred in to the attendance center and/or grade level cohort.

Transfers In/White/M – Number of White male students transferred in to the attendance center and/or grade level cohort.

Transfers In/White/F – Number of White female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Hispanic/M – Number of Hispanic male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Hispanic/F – Number of Hispanic female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Asian/M – Number of Asian male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Asian/F – Number of Asian female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Indian/M – Number of Indian male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Indian/F – Number of Indian female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Pacific Islander/M – Number of Pacific Islander male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Pacific Islander/F – Number of Pacific Islander female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Multiracial/M – Number of Multiracial male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Multiracial/F – Number of Multiracial female students transferred in to the attendance center and/or grade level cohort.

Transfers In/IEP – Number of students transferred in with an Individualized Education Program (IEP) to the attendance center and/or grade level cohort.

Transfers In/FRL – Number of free and reduced price lunch (FRL) eligible students transferred in to the attendance center and/or grade level cohort.

Transfers In/LEP – Number of Limited English Proficient students transferred in to the attendance center and/or grade level cohort.

Transfers Out/Total/M – Total number of times that male students transferred out of an attendance center and/or grade level cohort (grades 7-12). Students have transferred out when their records have been transferred to another attendance center after the seventh grade enrollment count date. When a grade 7-12 student dies, report this student as transferred out. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers Out/Total/F – Total number of times that female students transferred out of an attendance center and/or grade level cohort (grades 7-12). Students have transferred out when their records have been transferred to another attendance center after the seventh grade enrollment count date. When a grade 7-12 student dies, report this student as transferred out. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers Out/Black/M – Number of Black male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Black/F – Number of Black female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/White/M – Number of White male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/White/F – Number of White female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Hispanic/M – Number of Hispanic male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Hispanic/F – Number of Hispanic female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Asian/M – Number of Asian male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Asian/F – Number of Asian female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Indian/M – Number of Indian male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Indian/F – Number of Indian female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Pacific Islander/M – Number of Pacific Islander male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Pacific Islander/F – Number of Pacific Islander female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Multiracial/M – Number of Multiracial male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Multiracial/F – Number of Multiracial female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/IEP – Number of students transferred out with an Individualized Education Program (IEP) of the attendance center and/or grade level cohort.

Transfers Out/FRL – Number of free and reduced price lunch (FRL) eligible students transferred out of the attendance center and/or grade level cohort.

Transfers Out/LEP – Number of Limited English Proficient students transferred out of the attendance center and/or grade level cohort.

Students Retained/Total/M – Total number of male students retained in the same grade next year. *(Item is system calculated and displayed.)*

Students Retained/Total/F – Total number of female students retained in the same grade next year. *(Item is system calculated and displayed.)*

Students Retained/Black/M – Number of Black male students retained in the same grade next year.

Students Retained/Black/F – Number of Black female students retained in the same grade next year.

Students Retained/White/M – Number of White male students retained in the same grade next year.

Students Retained/White/F – Number of White female students retained in the same grade next year.

Students Retained/Hispanic/M – Number of Hispanic male students retained in the same grade next year.

Students Retained/Hispanic/F – Number of Hispanic female students retained in the same grade next year.

Students Retained/Asian/M – Number of Asian male students retained in the same grade next year.

Students Retained/Asian/F – Number of Asian female students retained in the same grade next year.

Students Retained/Indian/M – Number of Indian male students retained in the same grade next year.

Students Retained/Indian/F – Number of Indian female students retained in the same grade next year.

Students Retained/Pacific Islander/M – Number of Pacific Islander male students retained in the same grade next year.

Students Retained/Pacific Islander/F – Number of Pacific Islander female students retained in the same grade next year.

Students Retained/Multiracial/M – Number of Multiracial male students retained in the same grade next year.

Students Retained/Multiracial/F – Number of Multiracial female students retained in the same grade next year.

Students Retained/IEP – Number of students with an Individualized Education Program (IEP) retained in the same grade next year.

Students Retained/FRL – Number of free and reduced price lunch (FRL) eligible students retained in the same grade next year.

Students Retained/LEP – Number of Limited English Proficient students retained in the same grade next year.

Dropouts/Total/M – Total number of male dropouts for attendance center (grades 7-12 only). *See definition in Exhibit 6*. *(Item is system calculated and displayed.)*

Dropouts/Total/F – Total number of female dropouts for attendance center (grades 7-12 only). *See definition in Exhibit 6*. *(Item is system calculated and displayed.)*

Dropouts/Black/M – Number of Black male dropouts for attendance center.

Dropouts/Black/F – Number of Black female dropouts for attendance center.

Dropouts/White/M – Number of White male dropouts for attendance center.

Dropouts/White/F – Number of White female dropouts for attendance center.

Dropouts/Hispanic/M – Number of Hispanic male dropouts for attendance center.

Dropouts/Hispanic/F – Number of Hispanic female dropouts for attendance center.

Dropouts/Asian/M – Number of Asian male dropouts for attendance center.

Dropouts/Asian/F – Number of Asian female dropouts for attendance center.

Dropouts/Indian/M – Number of Indian male dropouts for attendance center.

Dropouts/Indian/F – Number of Indian female dropouts for attendance center.

Dropouts/Pacific Islander/M – Number of Pacific Islander male dropouts for attendance center.

Dropouts/Pacific Islander/F – Number of Pacific Islander female dropouts for attendance center.

Dropouts/Multiracial/M – Number of Multiracial male dropouts for attendance center.

Dropouts/Multiracial/F – Number of Multiracial female dropouts for attendance center.

Dropouts/IEP – Number of dropouts with an Individualized Education Program (IEP) for attendance center.

Dropouts/FRL – Number of free and reduced price lunch (FRL) eligible dropouts for attendance center.

Dropouts/LEP – Number of Limited English Proficient dropouts for attendance center.

Enrolled All Year/Total/M – Total number of male students enrolled in the attendance center all year. See definition in Exhibit 6. *(Item is system calculated and displayed.)*

Enrolled All Year/Total/F – Total number of female students enrolled in the attendance center all year. See definition in Exhibit 6. *(Item is system calculated and displayed.)*

Enrolled All Year/Black/M – Number of Black male students enrolled in the attendance center all year.

Enrolled All Year/Black/F – Number of Black female students enrolled in the attendance center all year.

Enrolled All Year/White/M – Number of White male students enrolled in the attendance center all year.

Enrolled All Year/White/F – Number of White female students enrolled in the attendance center all year.

Enrolled All Year/Hispanic/M – Number of Hispanic male students enrolled in the attendance center all year.

Enrolled All Year/Hispanic/F – Number of Hispanic female students enrolled in the attendance center all year.

Enrolled All Year/Asian/M – Number of Asian male students enrolled in the attendance center all year.

Enrolled All Year/Asian/F – Number of Asian female students enrolled in the attendance center all year.

Enrolled All Year/Indian/M – Number of Indian male students enrolled in the attendance center all year.

Enrolled All Year/Indian/F – Number of Indian female students enrolled in the attendance center all year.

Enrolled All Year/Pacific Islander/M – Number of Pacific Islander male students enrolled in the attendance center all year.

Enrolled All Year/Pacific Islander/F – Number of Pacific Islander female students enrolled in the attendance center all year.

Enrolled All Year/Multiracial/M – Number of Multiracial male students enrolled in the attendance center all year.

Enrolled All Year/Multiracial/F – Number of Multiracial female students enrolled in the attendance center all year.

Enrolled All Year/IEP – Number of students enrolled with an Individualized Education Program (IEP) in the attendance center all year.

Enrolled All Year/FRL – Number of free and reduced price lunch (FRL) eligible students enrolled in the attendance center all year.

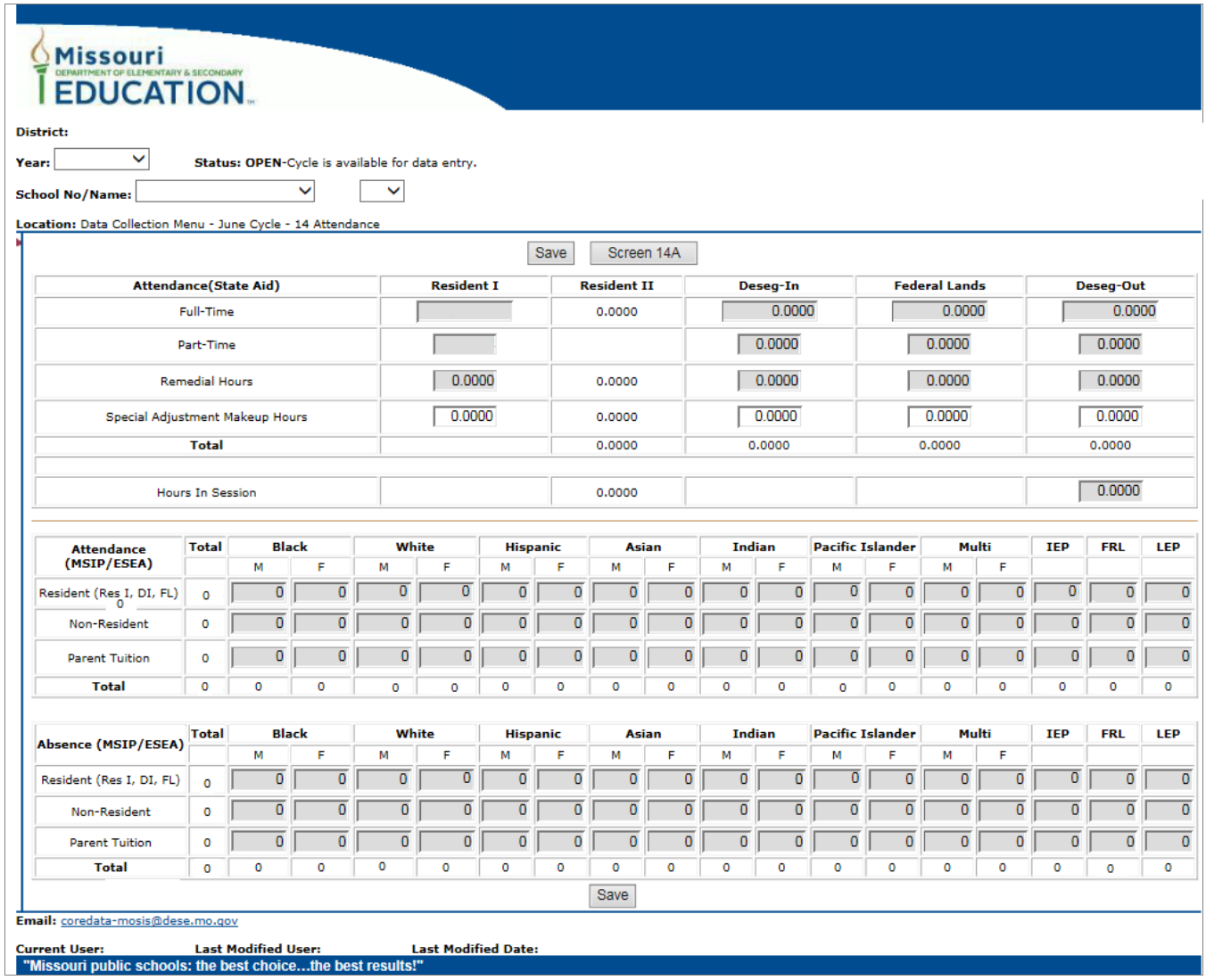
Enrolled All Year/LEP – Number of Limited English Proficient students enrolled in the attendance center all year.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 14 – Attendance

The Attendance screen is used to collect grade level attendance data. Attendance hours (State Aid data) are reported for each grade by full-time, part-time and remedial for Resident I students and students residing on federal land. Hours of absence are required to be reported in the MSIP/ESEA portion of this screen. Districts previously involved in desegregation court orders also report attendance data for students transferred in and transferred out of the district for use by the School Finance section. All data are displayed from the MOSIS Student Enrollment and Attendance file.

Additional information regarding attendance hour reporting is available on the School Finance website under Finance Topics & Procedures, which can be located at https://dese.mo.gov/financial-admin-services/school-finance/finance-topics-procedures.



Item Definitions – Screen 14-Attendance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

Attendance (State Aid)

Full-Time/Resident I – Number of full-time attendance hours for Resident I (students residing and attending school in the district) including students who attend an alternative school or an area vocational school part of the day.

Full-Time/Resident II – Number of full-time and part-time attendance hours for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition). *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Full-Time/Deseg-In – Number of full-time attendance hours for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Full-Time/Federal Lands – Number of full-time attendance hours for federal lands students.

Full-Time/Deseg-Out – Number of full-time attendance hours for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Part-Time/Resident I – Number of part-time attendance hours for Resident I (students residing and attending school in the district).

Part-Time/Deseg-In – Number of part-time desegregation attendance hours for students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Part-Time/Federal Lands – Number of part-time attendance hours for federal lands students.

Part-Time/Deseg-Out – Number of part-time desegregation attendance hours for students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Remedial Hours/Resident I – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, for Resident I (students residing and attending school in the district).

Remedial Hours/Resident II – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition). *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Remedial Hours/Deseg-In – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Remedial Hours/Federal Lands – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, for federal lands students.

Remedial Hours/Deseg-Out – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Special Adjustment Makeup Hours/Resident I – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for Resident I (students residing and attending school in the district).

Special Adjustment Makeup Hours/Resident II – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition).

Special Adjustment Makeup Hours/Deseg-In – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Special Adjustment Makeup Hours/Federal Lands – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for federal lands students.

Special Adjustment Makeup Hours/Deseg-Out – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

TOTALS/Resident I – Total attendance hours for full-time Resident I, part-time Resident I and remedial hours Resident I. *(Item is system calculated and displayed.)*

TOTALS/Resident II – Total attendance hours for full-time Resident II, part-time Resident II and remedial hours Resident II. *(Item is system calculated and displayed.)*

TOTALS/Deseg-In – Total attendance hours for full-time desegregation transfers in, part-time desegregation transfers in and remedial desegregation transfers in. *(Item is system calculated and displayed.)*

TOTALS/Federal Lands – Total attendance hours for full time federal lands, part-time federal lands and remedial hours federal lands students. *(Item is system calculated and displayed.)*

TOTALS/Deseg-Out – Total attendance hours for full-time desegregation transfers out, part-time desegregation transfers out and remedial desegregation transfers out. *(Item is system calculated and displayed.)*

Hours in Session/Resident I – Calendar attendance hours in session. *(Item is system calculated and displayed from Screen 10 – School Calendar.)*

Hours in Session/Resident II – Calendar attendance hours in session for the receiving district. *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Hours in Session/Deseg-Out – Calendar attendance hours in session for the receiving district. If students attend more than one district, convert to a single hours in session number.

Attendance (MSIP/ESEA) – Does not include Resident II or remedial hours.

Resident (Res I, DI, FL)/Total – *Item is system calculated and displayed.*

Resident (Res I, DI, FL)/Black/M – Number of attendance hours of resident Black male students.

Resident (Res I, DI, FL)/Black/F – Number of attendance hours of resident Black female students.

Resident (Res I, DI, FL)/White/M – Number of attendance hours of resident White male students.

Resident (Res I, DI, FL)/White/F – Number of attendance hours of resident White female students.

Resident (Res I, DI, FL)/Hispanic/M – Number of attendance hours of resident Hispanic male students.

Resident (Res I, DI, FL)/Hispanic/F – Number of attendance hours of resident Hispanic female students.

Resident (Res I, DI, FL)/Asian/M – Number of attendance hours of resident Asian male students.

Resident (Res I, DI, FL)/Asian/F – Number of attendance hours of resident Asian female students.

Resident (Res I, DI, FL)/Indian/M – Number of attendance hours of resident Indian male students.

Resident (Res I, DI, FL)/Indian/F – Number of attendance hours of resident Indian female students.

Resident (Res I, DI, FL)/Pacific Islander/M – Number of attendance hours of resident Pacific Islander male students.

Resident (Res I, DI, FL)/Pacific Islander/F – Number of attendance hours of resident Pacific Islander female students.

Resident (Res I, DI, FL)/Multiracial/M – Number of attendance hours of resident Multiracial male students.

Resident (Res I, DI, FL)/Multiracial/F – Number of attendance hours of resident Multiracial female students.

Resident (Res I, DI, FL)/IEP – Number of attendance hours of resident students with an Individualized Education Program (IEP).

Resident (Res I, DI, FL)/FRL – Number of attendance hours of resident free and reduced price lunch (FRL) eligible students.

Resident (Res I, DI, FL)/LEP – Number of attendance hours of resident Limited English Proficient students.

Non-Resident/Total – Number of attendance hours of non-resident students attending the district for which the district is receiving tuition from the sending district. These hours are not reported in the Attendance (State Aid) portion of the screen. *(Item is system calculated and displayed.)*

Non-Resident/Black/M – Number of attendance hours of non-resident Black male students.

Non-Resident/Black/F – Number of attendance hours of non-resident Black female students.

Non-Resident/White/M – Number of attendance hours of non-resident White male students.

Non-Resident/White/F – Number of attendance hours of non-resident White female students.

Non-Resident/Hispanic/M – Number of attendance hours of non-resident Hispanic male students.

Non-Resident/Hispanic/F – Number of attendance hours of non-resident Hispanic female students.

Non-Resident/Asian/M – Number of attendance hours of non-resident Asian male students.

Non-Resident/Asian/F – Number of attendance hours of non-resident Asian female students.

Non-Resident/Indian/M – Number of attendance hours of non-resident Indian male students.

Non-Resident/Indian/F – Number of attendance hours of non-resident Indian female students.

Non-Resident/Pacific Islander/M – Number of attendance hours of non-resident Pacific Islander male students.

Non-Resident/Pacific Islander/F – Number of attendance hours of non-resident Pacific Islander female students.

Non-Resident/Multiracial/M – Number of attendance hours of non-resident multiracial male students.

Non-Resident/Multiracial/F – Number of attendance hours of non-resident multiracial female students.

Non-Resident/IEP – Number of attendance hours of non-resident students with an Individualized Education Program (IEP).

Non-Resident/FRL – Number of attendance hours of non-resident free and reduced price lunch (FRL) eligible students.

Non-Resident/LEP – Number of attendance hours of non-resident Limited English Proficient students.

Parent Tuition/Total – Number of attendance hours of students attending the district whose parents/guardian or entity other than a Missouri public school district pay tuition to the district. These hours are not reported in the Attendance (State Aid) portion of the screen. *(Item is system calculated and displayed.)*

Parent Tuition/Black/M – Number of attendance hours of Black male students whose parents pay tuition.

Parent Tuition/Black/F – Number of attendance hours of Black female students whose parents pay tuition.

Parent Tuition/White/M – Number of attendance hours of White male students whose parents pay tuition.

Parent Tuition/White/F – Number of attendance hours of White female students whose parents pay tuition.

Parent Tuition/Hispanic/M – Number of attendance hours of Hispanic male students whose parents pay tuition.

Parent Tuition/Hispanic/F – Number of attendance hours of Hispanic female students whose parents pay tuition.

Parent Tuition/Asian/M – Number of attendance hours of Asian male students whose parents pay tuition.

Parent Tuition/Asian/F – Number of attendance hours of Asian female students whose parents pay tuition.

Parent Tuition/Indian/M – Number of attendance hours of Indian male students whose parents pay tuition.

Parent Tuition/Indian/F – Number of attendance hours of Indian female students whose parents pay tuition.

Parent Tuition/Pacific Islander/M – Number of attendance hours of Pacific Islander male students whose parents pay tuition.

Parent Tuition/Pacific Islander/F – Number of attendance hours of Pacific Islander female students whose parents pay tuition.

Parent Tuition/Multiracial/M – Number of attendance hours of multiracial male students whose parents pay tuition.

Parent Tuition/Multiracial/F – Number of attendance hours of multiracial female students whose parents pay tuition.

Parent Tuition/IEP – Number of attendance hours of students with an Individualized Education Program (IEP) whose parents pay tuition.

Parent Tuition/FRL – Number of attendance hours of free and reduced price lunch (FRL) eligible students whose parents pay tuition.

Parent Tuition/LEP – Number of attendance hours of Limited English Proficient students whose parents pay tuition.

Total/Total – *Item is system calculated and displayed.*

Total/Black/M – *Item is system calculated and displayed.*

Total/Black/F – *Item is system calculated and displayed.*

Total/White/M – *Item is system calculated and displayed.*

Total/White/F – *Item is system calculated and displayed.*

Total/Hispanic/M – *Item is system calculated and displayed.*

Total/Hispanic/F – *Item is system calculated and displayed.*

Total/Asian/M – *Item is system calculated and displayed.*

Total/Asian/F – *Item is system calculated and displayed.*

Total/Indian/M – *Item is system calculated and displayed.*

Total/Indian/F – *Item is system calculated and displayed.*

Total/Pacific Islander/M – *Item is system calculated and displayed.*

Total/Pacific Islander/F – *Item is system calculated and displayed.*

Total/Multiracial/M – *Item is system calculated and displayed.*

Total/Multiracial/F – *Item is system calculated and displayed.*

Total/IEP – *Item is system calculated and displayed.*

Total/FRL – *Item is system calculated and displayed.*

Total/LEP – *Item is system calculated and displayed.*

Absence (MSIP/ESEA) – Does <u>not</u> include Resident II.

Resident (Res I, DI, FL)/Total – *Item is system calculated and displayed.*

Resident (Res I, DI, FL)/Black/M – Number of hours of absence of resident Black male students.

Resident (Res I, DI, FL)/Black/F – Number of hours of absence of resident Black female students.

Resident (Res I, DI, FL)/White/M – Number of hours of absence of resident White male students.

Resident (Res I, DI, FL)/White/F – Number of hours of absence of resident White female students.

Resident (Res I, DI, FL)/Hispanic/M – Number of hours of absence of resident Hispanic male students.

Resident (Res I, DI, FL)/Hispanic/F – Number of hours of absence of resident Hispanic female students.

Resident (Res I, DI, FL)/Asian/M – Number of hours of absence of resident Asian male students.

Resident (Res I, DI, FL)/Asian/F – Number of hours of absence of resident Asian female students.

Resident (Res I, DI, FL)/Indian/M – Number of hours of absence of resident Indian male students.

Resident (Res I, DI, FL)/Indian/F – Number of hours of absence of resident Indian female students.

Resident (Res I, DI, FL)/Pacific Islander/M – Number of hours of absence of resident Pacific Islander male students.

Resident (Res I, DI, FL)/Pacific Islander/F – Number of hours of absence of resident Pacific Islander female students.

Resident (Res I, DI, FL)/Multiracial/M – Number of hours of absence of resident Multiracial male students.

Resident (Res I, DI, FL)/Multiracial/F – Number of hours of absence of resident Multiracial female students.

Resident (Res I, DI, FL)/IEP – Number of hours of absence of resident students with an Individualized Education Program (IEP).

Resident (Res I, DI, FL)/FRL – Number of hours of absence of resident free and reduced price lunch (FRL) eligible students.

Resident (Res I, DI, FL)/LEP – Number of hours of absence of resident Limited English Proficient students.

Non-Resident/Total – *Item is system calculated and displayed.*

Non-Resident/Black/M – Number of hours of absence of non-resident Black male students.

Non-Resident/Black/F – Number of hours of absence of non-resident Black female students.

Non-Resident/White/M – Number of hours of absence of non-resident White male students.

Non-Resident/White/F – Number of hours of absence of non-resident White female students.

Non-Resident/Hispanic/M – Number of hours of absence of non-resident Hispanic male students.

Non-Resident/Hispanic/F – Number of hours of absence of non-resident Hispanic female students.

Non-Resident/Asian/M – Number of hours of absence of non-resident Asian male students.

Non-Resident/Asian/F – Number of hours of absence of non-resident Asian female students.

Non-Resident/Indian/M – Number of hours of absence of non-resident Indian male students.

Non-Resident/Indian/F – Number of hours of absence of non-resident Indian female students.

Non-Resident/Pacific Islander/M – Number of hours of absence of non-resident Pacific Islander male students.

Non-Resident/Pacific Islander/F – Number of hours of absence of non-resident Pacific Islander female students.

Non-Resident/Multiracial/M – Number of hours of absence of non-resident multiracial male students.

Non-Resident/Multiracial/F – Number of hours of absence of non-resident multiracial female students.

Non-Resident/IEP – Number of hours of absence of non-resident students with an Individualized Education Program (IEP).

Non-Resident/FRL – Number of hours of absence of non-resident free and reduced price lunch (FRL) eligible students.

Non-Resident/LEP – Number of hours of absence of non-resident Limited English Proficient students.

Parent Tuition/Total – *Item is system calculated and displayed.*

Parent Tuition/Black/M – Number of hours of absence of Black male students whose parents pay tuition.

Parent Tuition/Black/F – Number of hours of absence of Black female students whose parents pay tuition.

Parent Tuition/White/M – Number of hours of absence of White male students whose parents pay tuition.

Parent Tuition/White/F – Number of hours of absence of White female students whose parents pay tuition.

Parent Tuition/Hispanic/M – Number of hours of absence of Hispanic male students whose parents pay tuition.

Parent Tuition/Hispanic/F – Number of hours of absence of Hispanic female students whose parents pay tuition.

Parent Tuition/Asian/M – Number of hours of absence of Asian male students whose parents pay tuition.

Parent Tuition/Asian/F – Number of hours of absence of Asian female students whose parents pay tuition.

Parent Tuition/Indian/M – Number of hours of absence of Indian male students whose parents pay tuition.

Parent Tuition/Indian/F – Number of hours of absence of Indian female students whose parents pay tuition.

Parent Tuition/Pacific Islander/M – Number of hours of absence of Pacific Islander male students whose parents pay tuition.

Parent Tuition/Pacific Islander/F – Number of hours of absence of Pacific Islander female students whose parents pay tuition.

Parent Tuition/Multiracial/M – Number of hours of absence of multiracial male students whose parents pay tuition.

Parent Tuition/Multiracial/F – Number of hours of absence of multiracial female students whose parents pay tuition.

Parent Tuition/IEP – Number of hours of absence of students with an Individualized Education Program (IEP) whose parents pay tuition.

Parent Tuition/FRL – Number of hours of absence of free and reduced price lunch (FRL) eligible students whose parents pay tuition.

Parent Tuition/LEP – Number of hours of absence of Limited English Proficient students whose parents pay tuition.

Total/Total – *Item is system calculated and displayed.*

Total/Black/M – *Item is system calculated and displayed.*

Total/Black/F – *Item is system calculated and displayed.*

Total/White/M – *Item is system calculated and displayed.*

Total/White/F – *Item is system calculated and displayed.*

Total/Hispanic/M – *Item is system calculated and displayed.*

Total/Hispanic/F – *Item is system calculated and displayed.*

Total/Asian/M – *Item is system calculated and displayed.*

Total/Asian/F – *Item is system calculated and displayed.*

Total/Indian/M – *Item is system calculated and displayed.*

Total/Indian/F – *Item is system calculated and displayed.*

Total/Pacific Islander/M – *Item is system calculated and displayed.*

Total/Pacific Islander/F – *Item is system calculated and displayed.*

Total/Multiracial/M – *Item is system calculated and displayed.*

Total/Multiracial/F – *Item is system calculated and displayed.*

Total/IEP – *Item is system calculated and displayed.*

Total/FRL – *Item is system calculated and displayed.*

Total/LEP – *Item is system calculated and displayed.*

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Screen 14A – Click button to move to Screen 14A.

Screen 14B – Click button to move to Screen 14B.

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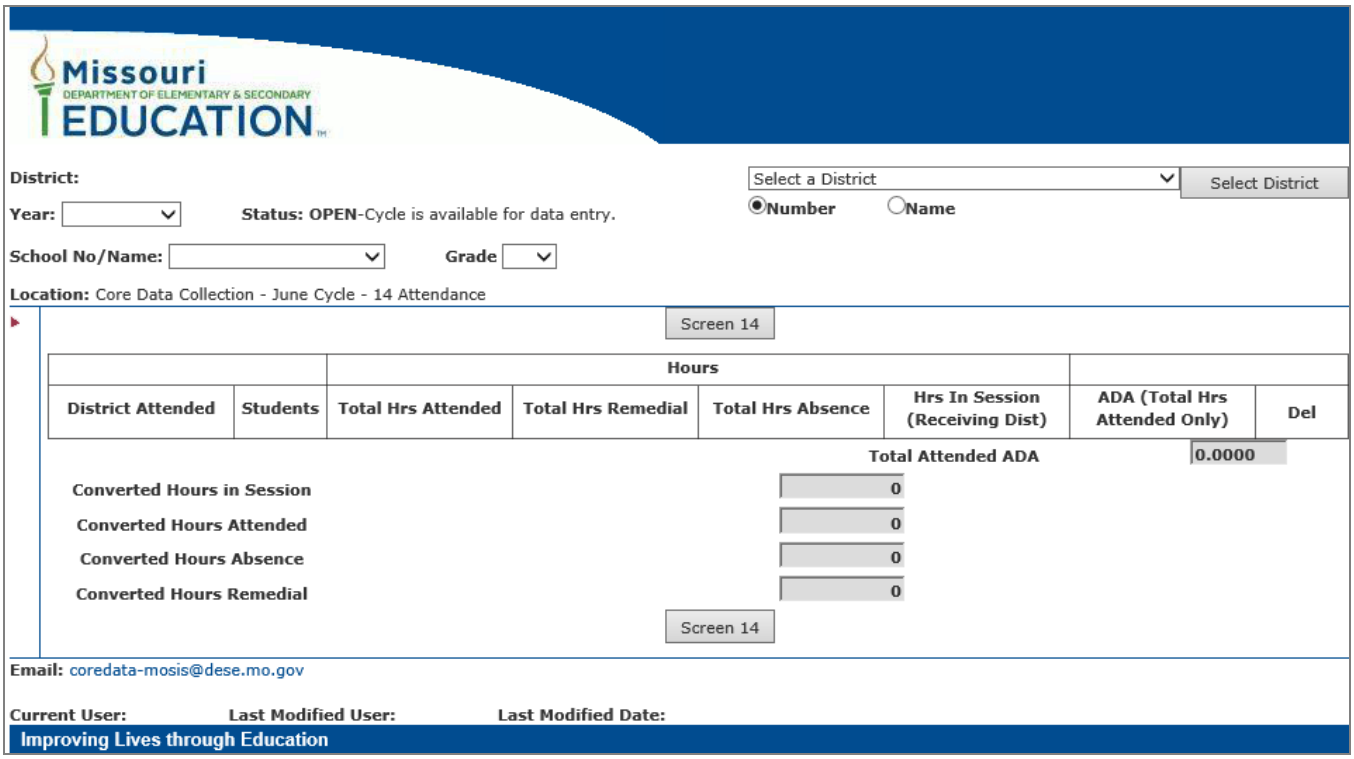
Core Data Screen 14A – Resident II Attendance

Attendance hours are reported for each grade for Resident II students, those students for which the district pays full tuition (not just local tax effort). Data for students attending schools in more than one district which have different hours in session are converted to one hours-in-session number. Data automatically transfer from this screen to Screen 14. Full-time and part-time attendance data for a grade are to be combined. All data are displayed from the MOSIS Student Enrollment and Attendance file.



Item Definitions – Screen 14A-Resident II Attendance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

Resident II – Students residing in the district and legally attending school in another district for which the resident district pays full tuition (not just local tax effort).

District Attended – Six-digit county-district code for each district where students in that grade attended. *See Exhibit 5 for a listing of code numbers assigned to attendance sites other than public school districts.*

Students – Number of students sent to the district listed under District Attended.

Total Hrs Attended – Number of hours of full-time and part-time attendance of students sent to the district listed under District Attended for whom the resident district paid full tuition (not just local tax effort).

Total Hrs Remedial – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, of students sent to the district listed under District Attended for whom the resident district paid full tuition (not just local tax effort).

Total Hrs Absence – Number of hours of absence of students sent to the district listed under District Attended.

Hrs in Session (Receiving Dist) – Total number of actual hours school was in session in the building the student attended in the district listed under District Attended.

ADA (Total Hrs Attended Only) – Total regular hours of attendance divided by hours in session. *(Item is system calculated and displayed.)*

Converted Hours in Session – Hours in session of first district listed; used to calculate converted hours in attendance. *(Item is system calculated and displayed.)*

Converted Hours in Attendance – Converted hours in session multiplied by the total Average Daily Attendance (ADA). *(Item is system calculated and displayed on Screen 14A and Screen 14.)*

Converted Hours in Absence – Converted hours in session multiplied by the total Average Daily Absence. *(Item is system calculated and displayed on Screen 14A and Screen 14.)*

Converted Hours in Remedial – Converted hours in session multiplied by the total remedial ADA (not displayed). *(Item is system calculated and displayed on Screen 14A and Screen 14.)*

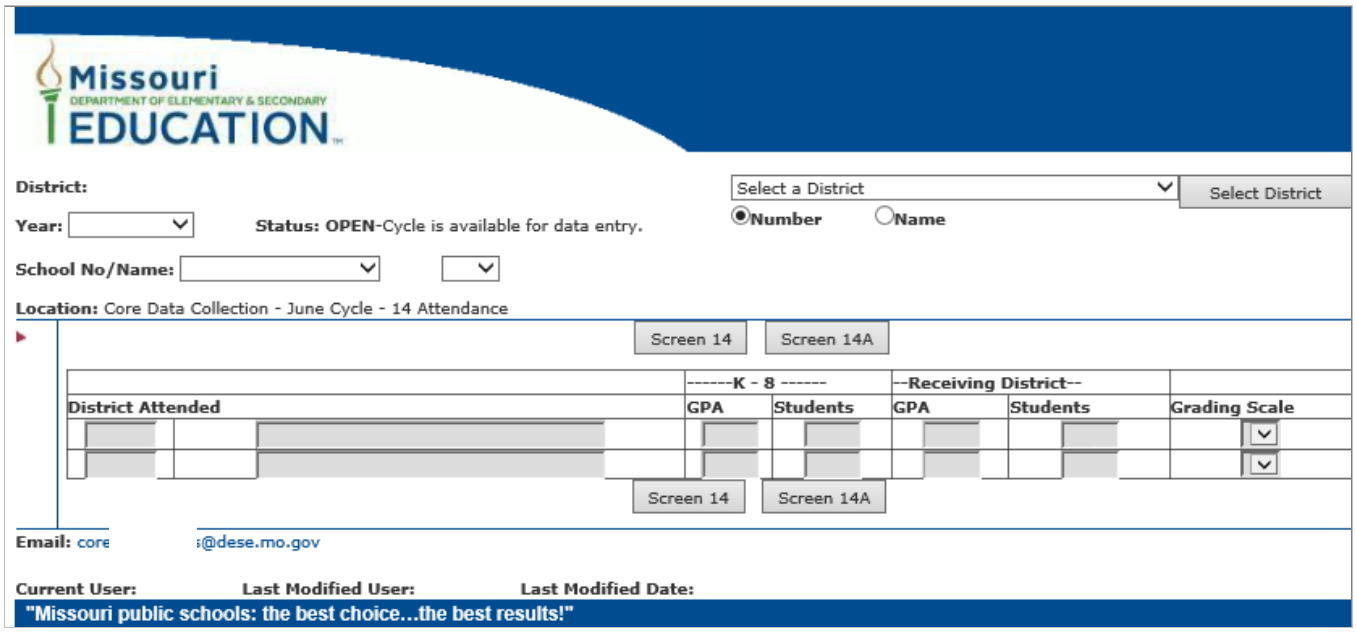
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Screen 14 – Click button to move to Screen 14.

Screen 14B – Click button to move to Screen 14B.

Core Data Screen 14B – Resident II GPA

The Resident II Grade Point Average (GPA) screen is used by K-8 elementary districts to report the number of students and the grade point average for students in grades nine and 10 for both Resident II (tuition) students and receiving district students. Only Resident II ninth and 10th grade students who graduated from the K-8 district prior to attending high school should be included in the GPA for the K-8 district. The grading scales used for the GPAs are also reported on this screen. All data are displayed from the MOSIS Student Enrollment and Attendance file.



Item Definitions – Screen 14B-Resident II Grade Point Average

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the students for which data are reported. Valid selections are 09 and 10. *(Select from drop-down list.)*

District Attended – Six-digit county-district code for each district where students in that grade attended. *See Exhibit 5 for a listing of code numbers assigned to attendance sites other than public school districts.*

K-8/GPA – Grade point average (GPA) of students sent to the district listed under District Attended for this grade. Only Resident II ninth and 10th grade students who graduated from the K-8 district prior to attending high school should be included in the GPA for the K-8 district.

K-8/Students – Number of students sent to the district listed under District Attended for this grade. *(Displayed from Screen 14A.)*

Receiving District/GPA – Grade point average of resident students attending the district listed under District Attended. Students attending the high school district from other K-8 districts should not be included in this calculation.

Receiving District/Students – Number of resident students attending the district listed under District Attended. Students attending the high school district from other K-8 districts should not be included in this calculation.

Grading Scale – Grading scale (11 or 4) used by district listed under District Attended. *(Select from drop-down list.)*

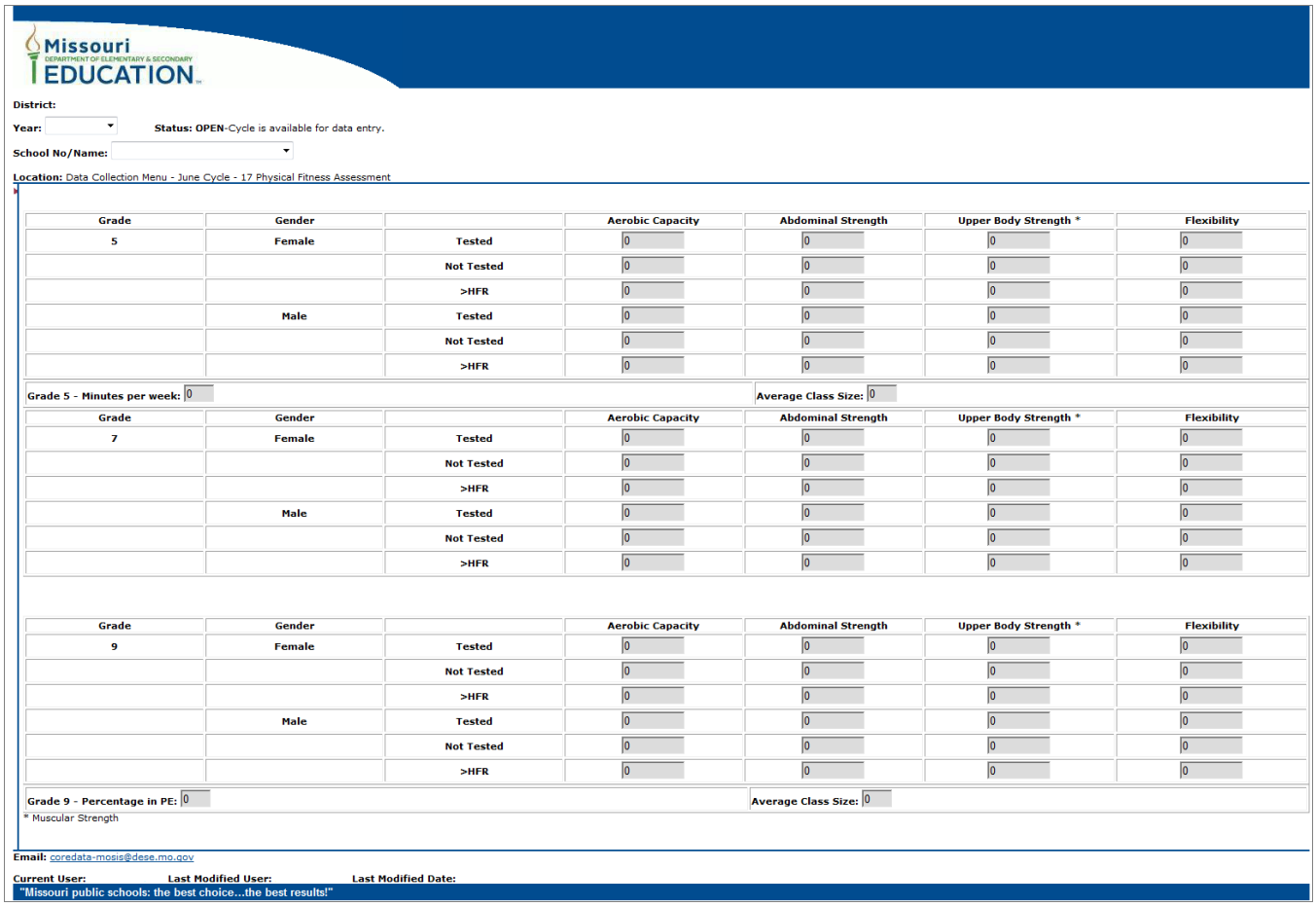
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Screen 14 – Click button to move to Screen 14.

Screen 14A – Click button to move to Screen 14A.

Core Data Screen 17 – Physical Fitness Assessment

The Physical Fitness Assessment screen is used to collect the results of the locally administered physical fitness assessment data – the number of students tested, number not tested and number meeting or exceeding the healthy fitness range (HFR). These numbers are reported by school for grades five, seven and nine. In addition, the number of minutes per week that fifth grade students are scheduled for physical education (PE) and the average class size for fifth grade PE classes, and the percentage of ninth grade students enrolled in PE and the average class size for PE classes that enroll ninth grade students are reported by the school. All data are displayed from the MOSIS Student Core and Course Assignment files.



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District:

Year: **Status: OPEN**-Cycle is available for data entry.

School No/Name:

Location: Data Collection Menu - June Cycle - 17 Physical Fitness Assessment

Grade	Gender		Aerobic Capacity	Abdominal Strength	Upper Body Strength *	Flexibility
5	Female	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0
	Male	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0

Grade 5 - Minutes per week: 0 **Average Class Size:** 0

Grade	Gender		Aerobic Capacity	Abdominal Strength	Upper Body Strength *	Flexibility
7	Female	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0
	Male	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0

Grade	Gender		Aerobic Capacity	Abdominal Strength	Upper Body Strength *	Flexibility
9	Female	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0
	Male	Tested	0	0	0	0
		Not Tested	0	0	0	0
		>HFR	0	0	0	0

Grade 9 - Percentage in PE: 0 **Average Class Size:** 0

* Muscular Strength

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

"Missouri public schools: the best choice...the best results!"

Item Definitions – Screen 17-Physical Fitness Assessment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Refer to the FITNESSGRAM protocols found on the Presidential Youth Fitness Program website for a complete description of the assessment components, testing options and scoring criteria. The four physical fitness assessment components (column headings) to be reported are:

Aerobic Capacity – Scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run), (2) one mile run/walk or (3) walk test – to be used for students ages 13 and older.

Abdominal Strength – Scoring results as measured through administration of curl-ups.

Upper Body Strength – Scoring results representing muscular strength measured through administration of (1) 90°push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang.

Flexibility – Scoring results as measured through administration of back-saver sit and reach.

The number of students in the four assessment components are reported by:

Grade 5 - Female/Tested* – Number of fifth grade female students at this school tested in each of the physical fitness assessment components.

Grade 5 - Female/Not Tested – Number of fifth grade female students at this school not tested in each of the physical fitness assessment components.

Grade 5 - Female/> HFR – Number of fifth grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 5 - Male/Tested* – Number of fifth grade male students at this school tested in each of the physical fitness assessment components.

Grade 5 - Male/Not Tested – Number of fifth grade male students at this school not tested in each of the physical fitness assessment components.

Grade 5 - Male/> HFR – Number of fifth grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 5 - Minutes per Week – Number of minutes per week fifth grade students at this school are scheduled for physical education class.

Grade 5 - Average Class Size – Average physical education class size for fifth grade students at this school.

Grade 7 - Female/Tested* – Number of seventh grade female students at this school tested in each of the physical fitness assessment components.

Grade 7 - Female/Not Tested – Number of seventh grade female students at this school not tested in each of the physical fitness assessment components.

Grade 7 - Female/> HFR – Number of seventh grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 7 - Male/Tested* – Number of seventh grade male students at this school tested in each of the physical fitness assessment components.

Grade 7 - Male/Not Tested – Number of seventh grade male students at this school not tested in each of the physical fitness assessment components.

Grade 7 - Male/> HFR – Number of seventh grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Female/Tested* – Number of ninth grade female students at this school tested in each of the physical fitness assessment components.

Grade 9 - Female/Not Tested – Number of ninth grade female students at this school not tested in each of the physical fitness assessment components.

Grade 9 - Female/> HFR – Number of ninth grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Male/Tested* – Number of ninth grade male students at this school tested in each of the physical fitness assessment components.

Grade 9 - Male/Not Tested – Number of ninth grade male students at this school not tested in each of the physical fitness assessment components.

Grade 9 - Male/> HFR – Number of ninth grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Percentage in PE – Percentage of ninth grade students enrolled in a physical education class at this school.

Grade 9 - Average Class Size – Average class size for physical education classes at this school that include ninth grade students.

*This count includes HFR tested students.

Edits – Click button to display list of potential errors and/or warnings related to data displayed.

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Core Data Screen 18A – Educator Evaluation

The Educator Evaluation screen is used to report the evaluation of teachers and principals. The data are reported at the school level.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District:

Select a District — Number — Name — Select District

Year: — Status: OPEN-Cycle is available for data entry.

School:

Location: Core Data Collection - June Cycle - 18a Educator

Save

Evaluation Model Used by District: (check only one)

- Missouri Model Evaluation System
- Revised version of the Missouri Model Evaluation System
- NEE Model (University of Missouri)
- Marzano Model
- Danielson Model
- District-created model based on Missouri Teacher and Leader Standards
- District-created model based on district-created standards
- Other
- No Evaluation System Implemented

TEACHER EVALUATION SYSTEM:

Number of Teachers by Performance Level: (Number of Teachers reported in MOSIS = 0)

List the number of teachers in each performance level. (Performance Level 1 is the lowest level)

Number of Performance Levels used to evaluate Teachers

Performance Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Number of Teachers	0	0	0	0	0	0	0

In compliance with the Every Student Succeeds Act (ESSA), Section 1111(g)(1)(B), low-income and minority students enrolled in this school cannot be taught at disproportionate rates by ineffective, out of field, or inexperienced teachers. Data submitted in the section "Number of Teachers by Performance Level" above, is used to complete the Ensuring Teacher Quality for All, Section 1112(b)(2), of the consolidated plan in regards to reporting on ineffective teachers.

PRINCIPAL EVALUATION SYSTEM:

Number of Principals by Performance Level: (Number of Principals reported in MOSIS = 0)

List the number of principals in each performance level. (Performance Level 1 is the lowest level)

Number of Performance Levels used to evaluate Principals

Performance Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Number of Principals	0	0	0	0	0	0	0

EFFECTIVE EVALUATION INDICATORS:

Directions: Check each criteria below that is included in the educator evaluation system of the school

T = Teacher Evaluation Process P = Principal Evaluation Process

1. Research-based performance targets are aligned with state model teacher and leader standards.

T	P	
☐	☐	Educator performance targets are research-based and proven
☐	☐	Performance targets align to appropriate state and national standards
☐	☐	Performance targets articulate essential practices
☐	☐	Performance targets are clearly articulated
☐	☐	Performance targets of the educator link to improvements in student learning

2. Indicators of performance are articulated across differentiated levels with standards specifying expectations at all levels of practice.

T	P	
☐	☐	Includes a minimum of 3 differentiated levels
☐	☐	Includes clear statements of performance at each level
☐	☐	Each level allows for discrete, independent, measurable performance targets
☐	☐	Each level reliably describes practice
☐	☐	Levels provide clear direction for growth and development in practice

3. The probation period for the educator as specified in state law provides for the accurate and appropriate accumulation of performance data.

T	P	
☐	☐	Includes required mentoring as a component of a comprehensive induction process
☐	☐	Complies with Missouri statute regarding the probationary period
☐	☐	Is informed by the state's mentor standards
☐	☐	Includes confidential, non-evaluative support linked to the district's overall plan for professional development
☐	☐	Focuses on essential practices of particular significance for novice practitioners

4. Measures of student growth in learning are a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures.

T	P	
☐	☐	Is a significant contributing component of the overall evaluation process
☐	☐	Uses multiple measures of student performance including both formative and summative assessments
☐	☐	Includes multiple years of comparable data
☐	☐	Highlights growth in student learning across two points in time as opposed to simple measures of status
☐	☐	Includes the state assessment where available and appropriate as well as additional district and school determined common assessments

5. Performance is assessed on a regular basis, including timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement.

T	P	
☐	☐	Is delivered effectively and is meaningful to the improvement of practice
☐	☐	Focuses on the impact of professional practice to increase student learning
☐	☐	Is offered at least once annually to everyone either formally, informally or both
☐	☐	Occurs in close proximity to the data gathering process (ie. observation, survey, artifact review, etc.)
☐	☐	Occurs within the context of a professional, collaborative culture

6. Evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate, and reliable.

T	P	
☐	☐	Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state
☐	☐	Training includes conducting observations focused on the quality of instruction
☐	☐	Training includes assessing student data, analyzing artifacts and interpreting survey information
☐	☐	Training includes the effective delivery of meaningful feedback
☐	☐	Training is offered initially and periodically to those who evaluate educator performance

7. The evaluation process guides district decisions regarding determinations of status, recognition, development, interventions, and policies that impact student learning in the system.

T	P	
☐	☐	Guides district employment policies and procedures
☐	☐	Guides district decisions regarding employment determinations
☐	☐	Informs in particular those policies that impact the extent of student learning
☐	☐	Encourages the recognition and utilization of highly effective educators
☐	☐	Informs strategies for providing targeted interventions and support

Save

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

"Missouri public schools: the best choice...the best results!"

Item Definitions – Screen 18A-Educator Evaluation

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)* ***This will be the building level at which the teacher or principal were evaluated. Therefore, nothing should be entered in building 1000-Central Office.***

Evaluation Model Used by District – Choose the system that is used to evaluate the performance of educators (check only one). Systems include the following:

- Missouri Model Evaluation System
- Revised version of the Missouri Model Evaluation System
- NEE Model (University of Missouri)
- Marzano Model
- Danielson Model
- District-created model based on Missouri Teacher and Leader Standards
- District-created model based on district-created standards
- Other _____ *(If "Other" is marked, please describe in the space provided.)*
- No Evaluation System Implemented

Number of Teachers – Number of teachers (position code 60) reported on Screen 18. (*Displayed from MOSIS*.)

All teachers and principals employed during the school year are reported on Screen 18A. Staff members must be given an evaluation rating (i.e., 1, 2, 3, 4, 5, 6 or 7). Use only the number of levels on Screen 18A that correspond to the number of levels in your evaluation process. If a teacher or principal does not undergo a formal evaluation during the reporting year, they retain and are reported at the same rating they received during the last formal evaluation.

Number of Performance Levels Used to Evaluate Teachers – In the box provided, tell us how many levels are used to evaluate teachers. *Note: Teacher Level 1 is the lowest rating level.*

Teachers Level 1 Number – Number of teachers at performance level 1.

Teachers Level 2 Number – Number of teachers at performance level 2.

Teachers Level 3 Number – Number of teachers at performance level 3.

Teachers Level 4 Number – Number of teachers at performance level 4.

Teachers Level 5 Number – Number of teachers at performance level 5.

Teachers Level 6 Number – Number of teachers at performance level 6.

Teachers Level 7 Number – Number of teachers at performance level 7.

In compliance with the Every Student Succeeds Act (ESSA), Section 1111(g)(1)(B), low-income and minority students enrolled in this school cannot be taught at disproportionate rates by ineffective, out-of-field or inexperienced teachers. Data submitted through this screen is used to complete the Ensuring Teacher Quality for All, Section 1112(b)(2), of the consolidated plan.

Number of Principals – Number of principals (position code 20) reported on Screen 18. (*Displayed from MOSIS*.)

Number of Performance Levels Used to Evaluate Principals – In this box provided, tell us how many levels are used to evaluate principals. *Note: Principal Level 1 is the lowest rating level.*

Principals Level 1 Number – Number of principals at performance level 1.

Principals Level 2 Number – Number of principals at performance level 2.

Principals Level 3 Number – Number of principals at performance level 3.

Principals Level 4 Number – Number of principals at performance level 4.

Principals Level 5 Number – Number of principals at performance level 5.

Principals Level 6 Number – Number of principals at performance level 6.

Principals Level 7 Number – Number of principals at performance level 7.

Alignment to the Seven Principals of Effective Evaluation
For each of the five criteria listed for each of the seven principals, check each box which identifies a component of the current evaluation system for teachers (T) and principals (P). Alignment to each principle is determined by implementation of at least three of the five criteria regarding the evaluation process in each school.

Principles and Criteria:

1. **Research-based performance targets are aligned with state model teacher and leader standards.**
   Educator performance targets are research-based and proven.
   Performance targets align to appropriate state and national standards.
   Performance targets articulate essential practices.
   Performance targets are clearly articulated.
   Performance targets of the educator link to improvements in student learning.

2. **Indicators of performance are articulated across differentiated levels with standards specifying expectations at all levels of practice.**
   Includes a minimum of three differentiated levels.
   Includes clear statements of performance at each level.
   Each level allows for discrete, independent, measureable performance targets.
   Each level reliably describes practice.
   Levels provide clear direction for growth and development in practice.

3. **The probation period for the educator as specified in state law provides for the accurate and appropriate accumulation of performance data.**
   Includes required mentoring as a component of a comprehensive induction process.
   Complies with Missouri statute regarding the probationary period.
   Is informed by the state's mentor standards.
   Includes confidential, non-evaluative support linked to the district's overall plan for professional development.
   Focuses on essential practices of particular significance for novice practitioners.

4. **Measures of student growth in learning are a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures.**
   Is a significant contributing component of the overall evaluation process.
   Uses multiple measures of student performance including both formative and summative assessments.
   Includes multiple years of comparable data.
   Highlights growth in student learning across two points in time as opposed to simple measures of status.
   Includes the state assessment where available and appropriate as well as additional district and school determined common assessments.

5. **Performance is assessed on a regular basis, including timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement.**
   Is delivered effectively and is meaningful to the improvement of practice.
   Focuses on the impact of professional practice to increase student learning.
   Is offered at least once annually to everyone either formally, informally or both.
   Occurs in close proximity to the data gathering process (i.e., observation, survey, artifact review, etc.).
   Occurs within the context of a professional, collaborative culture.

6. **Evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable.**
   Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state.
   Training includes conducting observations focused on the quality of instruction.
   Training includes assessing student data, analyzing artifacts and interpreting survey information.
   Training included the effective delivery of meaningful feedback.
   Training is offered initially and periodically to those who evaluate educator performance.

7. **The evaluation process guides district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.**
   Guides district employment policies and procedures.
   Guides district decisions regarding employment determinations.
   Informs in particular those policies that impact the extent of student learning. Encourages the recognition and utilization of highly effective educators.
   Informs strategies for providing targeted interventions and support.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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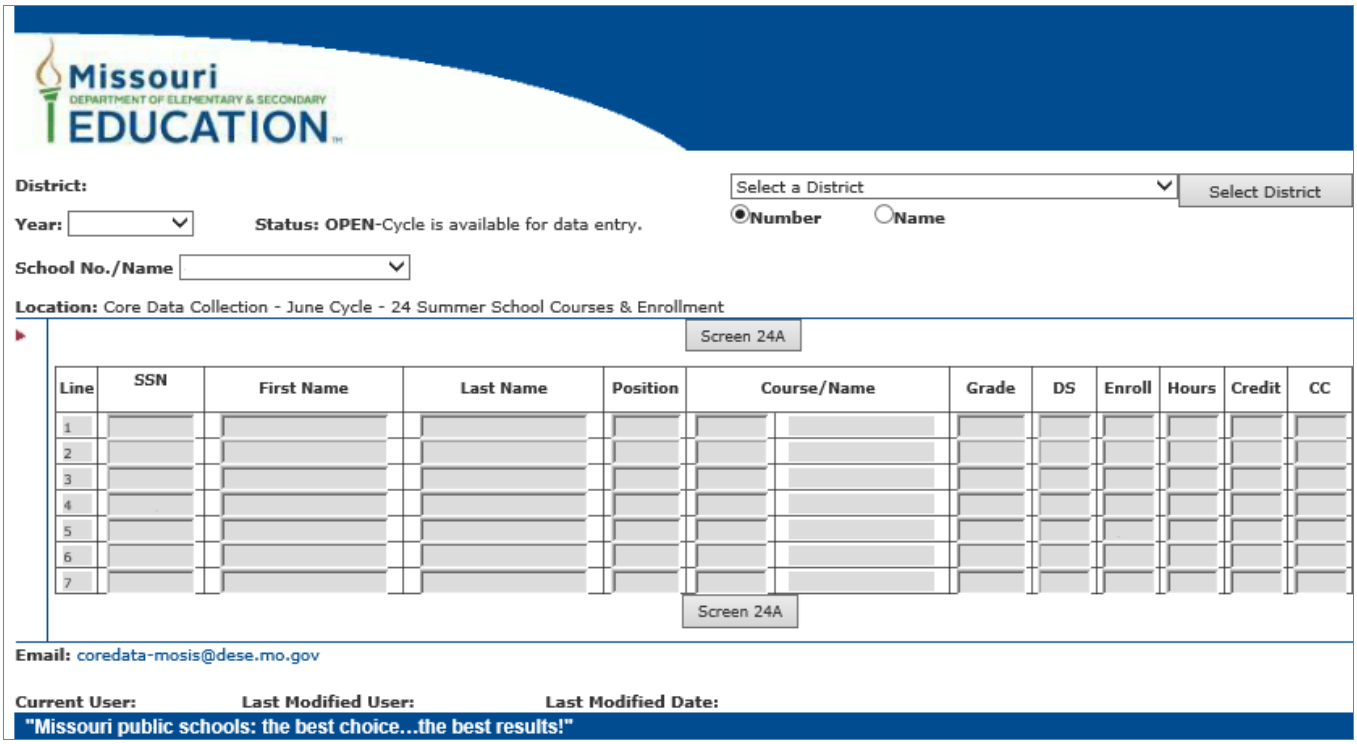
Core Data Screen 24 – Summer School Courses & Enrollment

The Summer School Courses & Enrollment screen is used to report specific information for each class that is included in the state-funded summer school program, and each certificated staff person as well as each specially funded aide participating in the program. These data, along with information entered directly on Screen 24A – Summer School Application will be reviewed to determine the status of the state-funded summer school program. All data are displayed from the MOSIS Summer Course Assignment and Summer Student Assignment files.



Item Definitions – Screen 24-Summer School Courses & Enrollment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

School No./Name – Four-digit number and name of attendance center where instruction is given for this program. *(Select from drop-down list.)*

Line – A sequential number for each line assigned by the system.

SSN – Social Security Number of educator. If an educator has multiple assignments, each assignment should be listed on a separate line in consecutive order. Group each educator's assignments together.

First Initial/Last Name – First initial and last name of educator, specially funded aide or special education ancillary personnel.

Position – Position code and name of educator's assignment (*see Exhibit 3*). *(Select from drop-down list.)*

Course/Name – Course code that identifies assignment (*see Exhibit 10*). Every assignment must be identified by a course code except kindergarten and elementary classes in self-contained classrooms. *(Course name is system displayed.)*

Grade – Grade level at which curriculum is designed to be taught (*see Exhibit 12*). *(Select from drop-down list.)*

Enroll – Enrollment. Number of students served in each assignment.

Hours – Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours).

Credit – Units of high school credit granted for assignment (complete for grades 9-12 only). Enter the units of credit in decimal form, i.e., 0.25, 0.50, 1.00.

Del **X** – Click button to delete row.

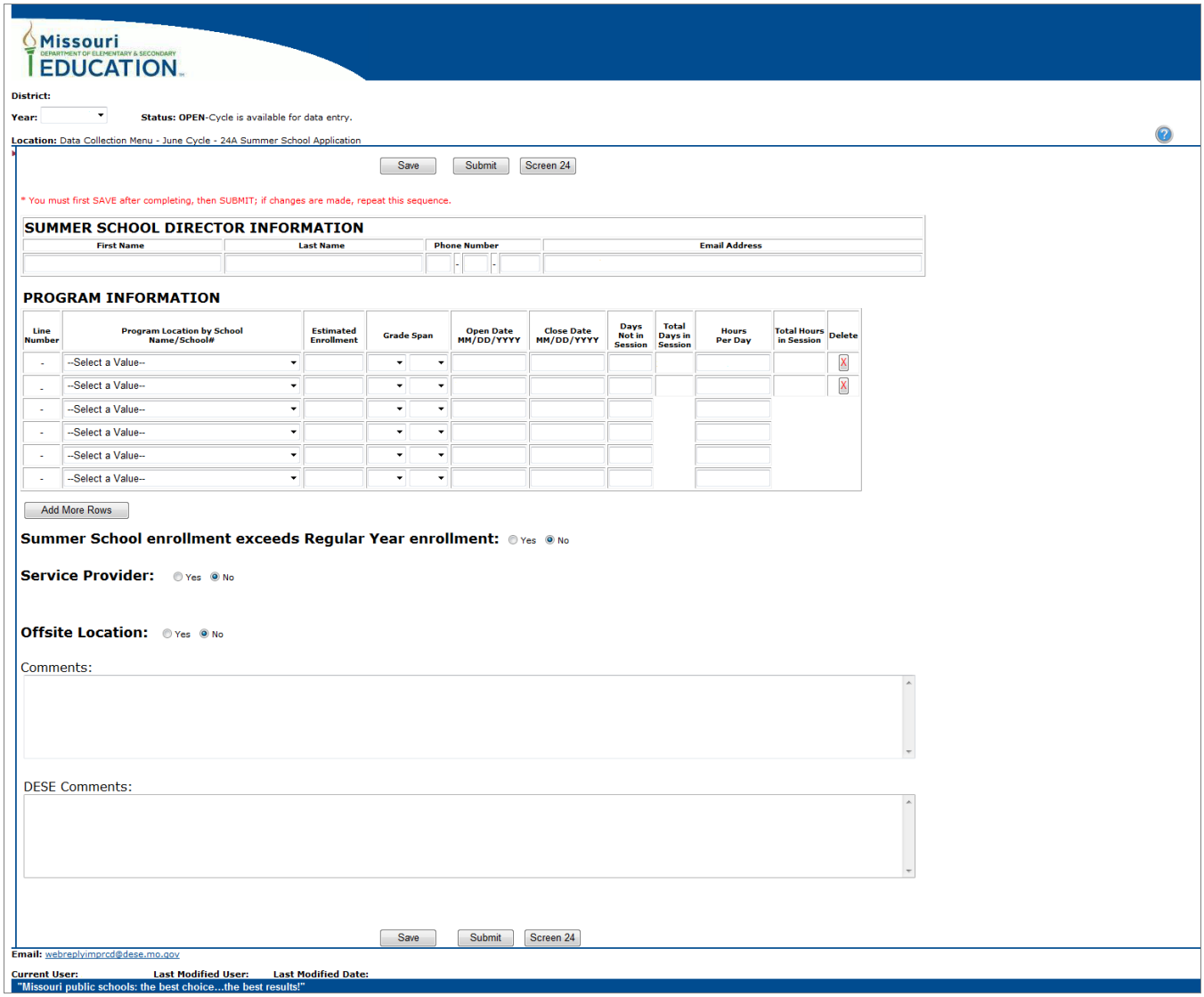
Save – Click button to save all data on screen.

Add More Rows – Click button to add more rows.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 24A – Summer School Application

The Summer School Application screen is used to apply for approval to operate a state-funded summer school program.



Item Definitions – Screen 24A-Summer School Application

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

SUMMER SCHOOL DIRECTOR INFORMATION

First Name – First name of the educator that directs the summer school program.

Last Name – Last name of the educator that directs the summer school program.

Phone Number – Phone number of individual that directs the summer school program.

Email Address – Email of individual who directs the summer school program.

PROGRAM INFORMATION

Line Number – A sequential number for each line assigned by the system.

Program Location by School Name/School # – Four-digit name and number of attendance center where instruction is given for this program. *(Select from drop-down list.)*

Estimated Enrollment – The number of students estimated to be enrolled in the summer program at each program location.

Grade Span – Lowest and highest grades of the attendance center; valid selections are K and 1-12. *(Select from drop-down list.)*

Open Date MM/DD/YYYY – The day the summer school program begins.

Close Date MM/DD/YYYY – The day the summer school program closes.

Days Not in Session – Total number of planned days school will **not** be in session between the starting and closing dates.

Total Days in Session – The total number of planned days that school will be in session between the starting and closing dates.

Hours Per Day – Total number of hours between the starting time of the first class and the dismissal time of the last class, excluding break and lunch period.

Total Hours in Session – Total number of planned hours that school will be in session between the starting and closing dates.

Summer School Enrollment Exceeds Regular Year Enrollment – If the estimated summer enrollment exceeds the enrollment reported during the traditional school year, the LEA must select the yes button. The comment box must include rationale and capacity to serve the excess enrollment.

PROVISION OF SERVICES

Service Provider – Organization utilized to operate and provide the LEA's summer school program (if the LEA's summer school program is operated by a Service Provider, the LEA must select the yes button and provide the Service Provider's contact information).

Company Name – Organization utilized to operate and provide the LEA's summer school program. (Service Provider.)

First Name – First name of the contact for the company that operates the LEAs summer school program.

Last Name – Last name of the contact for the company that operates the LEAs summer school program.

Phone Number – Phone number of the contact for the company that operates the LEAs summer school program.

Email Address – Email of contact for the company that operates the LEAs summer school program.

Offsite Location – Service Provider operates summer school program in a facility not owned by LEA. (If the LEA's summer school program is operated by a Service Provider in a facility not owned by the LEA, the LEA must sect the yes button and provide all Service Provider offsite locations in comment box. If the LEA operates a joint program the information must be provided in the comments box.)

Comments – Required LEA response(s) to Y/N questions/Free-form commentary.

DESE Comments – DESE Response/Free-form commentary

Del **X** – Click button to delete row.

Save – Click button to save all data on screen

Add More Rows – Click button to add more rows.

Screen 24 – Click button to move to Screen 24 Summer School Course and Enrollment.

Submit – Click button to submit the Summer School Application for review/approval.

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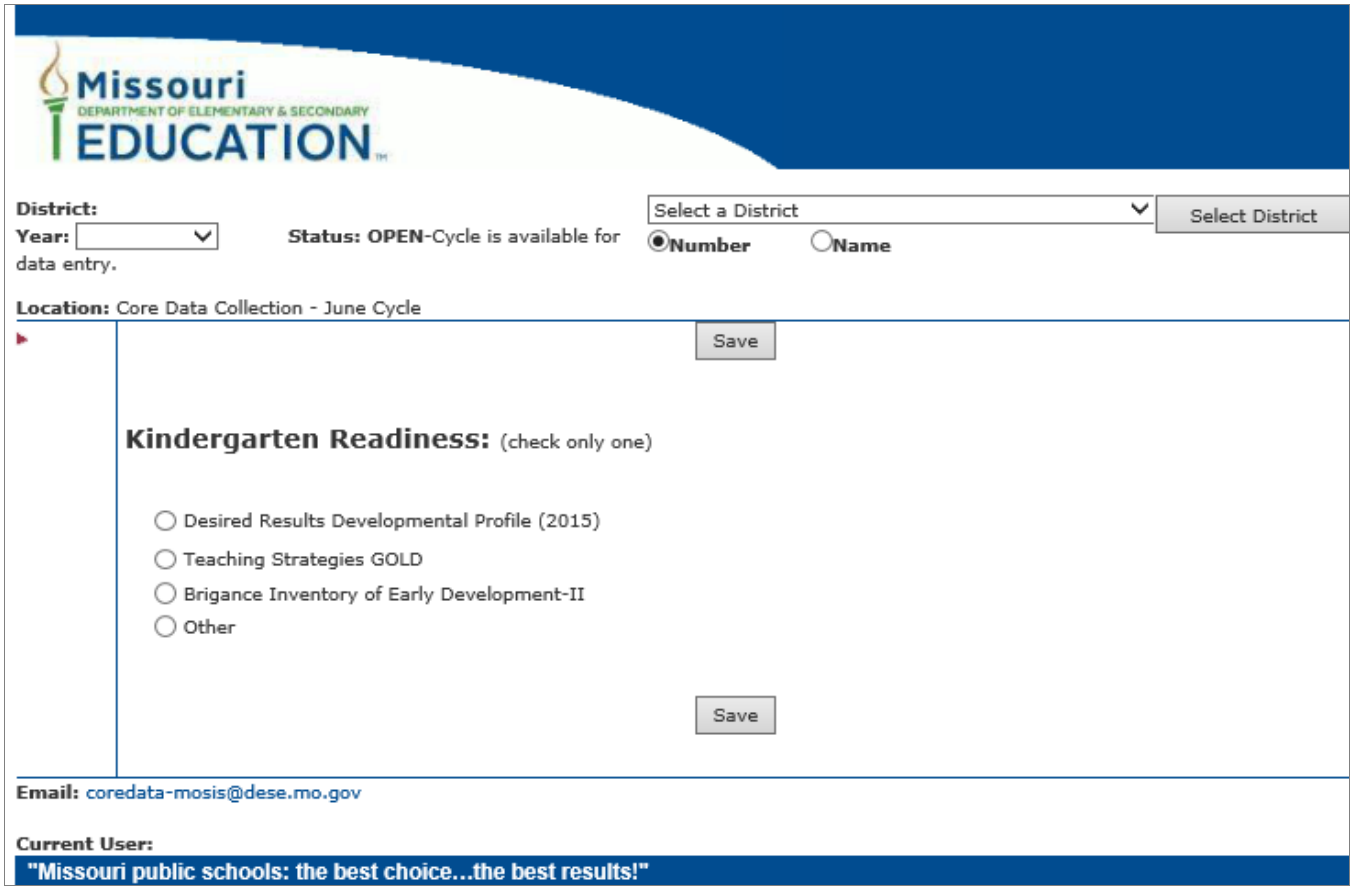
Core Data Screen 36 – Kindergarten Readiness

The Kindergarten Readiness screen allows school districts to choose the method used to test kindergarten readiness.



Item Definitions – Screen 36-Kindergarten Readiness

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

The instruments listed below function as both preschool formative and summative assessments. The summative assessment documented at the end of the preschool year may be used as an approximation for kindergarten readiness.

Kindergarten Readiness Options:

- Desired Results Developmental Profile (2015)
- Teaching Strategies GOLD
- Brigance Inventory of Early Development – II
- Other *(If "Other" is marked, please describe in the space provided.)*

Save – Click button to save all data on screen.

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Core Data Screen 38 – Dyslexia Screening

Screen 38 – Dyslexia Screening allows school districts to choose the method used to test dyslexia.

Item Definitions – Screen 38-Dyslexia Screening

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location and Help.

Dyslexia Screening Options:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- AimsWeb Plus
- FAST
- Other *(If "Other" is marked, please describe in the space provided.)*

Save – Click button to save all data on screen.

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MOSIS June Student Core

The June Student Core file requires a single record for each student that was enrolled at some point during the school year in the district or had dropped out or moved during the prior summer. The June Student Core collects all categories of student data in order to derive several end-of-year statistics. This includes the demographic data for graduates, dropouts and transfers as well as data about A+ and physical fitness. All students, pre-kindergarten through grade 12, are reported in the June Student Core file.

June Cycle – File Quick Notes

Collection Name:	June Student Core
Abbreviation:	Student Core (STC)
Availability Date:	May 6
Due Date:	June 30
File Pair:	Student Enrollment and Attendance (SEA)
Collection Version:	2020Jun1.0StuCore

Student Core data are used to populate Core Data screens 12 – Special Education Exiter Counts by Age, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II GPA and 17 – Physical Fitness Assessment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a nonpublic or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

June Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April and June – but the fields required may be different.
- MOSIS Student Core data are used for populating the Core Data system and for other state and federal reporting, accountability and funding purposes.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by CTE program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the Department. Students sent to other public schools will be reported by those schools.

Linkages Between Files

Student Core to Student Enrollment and Attendance: In the June Cycle the Student Core is reported along with the Student Enrollment and Attendance. These files are joined together by the MOSIS ID. The Student Core is reported with the most current information on the student, and that information is then used along with enrollment and attendance information to populate data in the Core Data System.

File Layout: June Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0StuCore' for the 2020 Student Core June Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	Teacher Name (Pre-Code Sort)	O	Used for sort order. Can be teacher/examiner/class name.	
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
090	County	O	County in which the student resides.	County_Codes

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level _Codes
100	Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Lunch Status	R	DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process.	Lunch_Status_Codes
115	Gifted	R	Gifted status of student (cumulative).	Gifted_Codes
120	Homeless	R	The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence.	Homeless_Codes
125	Migrant	R	A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry or pork processing plant.	Migrant_Codes
130	In building less than a year	O	Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
135	In district less than a year	O	Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration.	Yes_No
140	Voluntary Transfer Student	O	Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement.	Yes_No
145	A+ Student	C	Required if student is in grade 09, 10, 11 or 12. DESE-assigned A+ codes that designate if a student is an A+ participate or completer.	APlus_Codes
150	Number of Months in USA	O	This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them.	
155	Immigrant	O	Designation for students who are aged 3 through 21, were not born in any state and have not been attending one or more schools in any one or more states for more than three full academic years.	Immigrant_Codes
160	ELL Primary Language	O	The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC).	ISO_Language_Code s

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
165	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes
170	ELL Exit **No data is required to be reported in this field.**	O	Method used to re-classify the student as non-LEP. **No data is required to be reported in this field.**	LEP_ELL_Exit_Codes
175	ELL Exit Test	C	English Proficiency Assessment used to re-classify the student as non-LEP.	LEP_ELL_Exit_Test_Codes
180	ESOL Instructional Model	C	Required if student is reported as ELL/LEP receiving services (RCV). Most frequent LEP Instructional Model used.	ESOL_Model_Codes
185	Missouri Option Program	C	Student who has or is participating in the Missouri Option Program. Must be reported for students in grades (09, 10, 11, 12).	Yes_No
190	H.S. Career Ed Student	C	Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. Data element not allowed to be reported unless student is in the one of these grades (09, 10, 11, 12).	HS_CareerED_Codes
195	Title I	R	This identifies a student who has received Title I services during the school year. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I.	Yes_No
200	Title III	O	This identifies an ELL student who is receiving services funded through Title III-LEP.	Yes_No
205	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
210	Membership FTE	C	Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week.	
215	One Prior 10 Day Attendance	N	Required for students with residency status of R1, R2, FL or DI. Enter "N" if the student attended at least one of the 10 days prior to the count date. Enter "Y" if the student was absent from all 10 days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January.	Yes_No
220	Enrolled On Count Date	N	Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January.	Yes_No
225	Enrolled All Year	R	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.	Yes_No

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
230	First Year Freshman	O	Designates the current school year as the student's first high school freshman year. Only report for grade nine students.	Yes_No
235	GPA	C	Required if student is in grade 09 or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places.	
240	GPA Scale	C	Required if student is in grade 09 or 10. Grading scale (11 or 4) used by the district attended by the student.	GPAScale_Codes
245	8th Grade Tech Literacy **No data is required to be reported in this field.**	O	Student meets or exceeds ESEA eighth grade technology literacy requirements. **No data is required to be reported in this field.**	Tested_Codes
250	Aerobic Capacity	C	Required for students in grade five, seven and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run), (2) one mile run/walk or (3) walk test—to be used for students ages 13 and older.	Physical_Fit_Assessment_Codes
255	Abdominal Strength	C	Required for students in grade five, seven and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of curl-up.	Physical_Fit_Assessment_Codes
260	Upper Body Strength	C	Required for students in grade five, seven and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing muscular strength measured through administration of (1) 90°push-ups, (2) pull-ups, (3) modified pull-ups or (4) flexed arm hang.	Physical_Fit_Assessment_Codes
265	Flexibility	C	Required for students in grade five, seven and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of the back-saver sit and reach.	Physical_Fit_Assessment_Codes
270	IEP Disability	R	Report most dominant disability. In June IEP should be reported if the student had an IEP at any time during the school year. Other cycles report the most current IEP Status.	Disability_Codes
275	MAP-Alternate	O	Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment.	Yes_No
280	Special Education Placement	O	Required for students with an IEP. Code that identifies special education placement category.	SPED_Placement_Codes
285	SPED Program Exit Code	C	Required if a student exited Special Education during the year by either returning to regular education or due to parent withdrawal from special education services.	SPED_Program_Exit_Codes

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
286	Truant	C	Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence.	Yes_No
288	Supplemental Education Service	O	Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day.	Supple_ED_Services_Codes
290	Career Cluster	C	Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path.	CTE_Cluster_Codes
292	Nontraditional Student (Secondary)	C	Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional.	Yes_No
294	Single Parent (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.	Yes_No
296	Displaced Homemaker (Secondary)	O	Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	Yes_No
298	CTE Technical Skills Attainment	O	Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment.	CTE_TSA_Testing_Codes
300	K-8 Graduate District Code	C	Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district.	K-8District Codes
302	ECO Entry Date	O	Date of entry into ECSE program.	

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
304	ECO Entry Indicator 1	C	Rating at entry into ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
306	ECO Entry Indicator 2	C	Rating at entry into ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
308	ECO Entry Indicator 3	C	Rating at entry into ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
310	ECO Exit Date	O	Date of exit from ECSE program.	
312	ECO Exit Indicator 1	C	Rating at exit from ECSE for Positive social-emotional skills.	ECO_Indicator_Codes
314	ECO Exit Indicator 2	C	Rating at exit from ECSE for Acquisition and use of knowledge and skills.	ECO_Indicator_Codes
316	ECO Exit Indicator 3	C	Rating at exit from ECSE for Use of appropriate behaviors to meet needs.	ECO_Indicator_Codes
318	CTE Program Code	C	The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual.	CTE_Program_Codes
320	Title III LEP	C	Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
321	Title III Immigrant	O	Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding.	Title_3_Fund_Codes
322	First Freshman Year	C	Required for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. Report the four digit school year in which the student first attended the ninth grade.	
323	Zip Code	O	Five- or nine-digit Postal Zip Code for the primary residence of the student.	
324	Industry Recognized Credential	O	The Department approved industry-recognized credential/certification received by student.	Industry_Recognized_ Credential_Codes
325	Military	R	Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty.	Military_Codes
326	MPP	C	Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program.	Yes_No_Codes

Student Core – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
327	Foster Care	R	Report for foster care any time during the school year. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Yes_No_Codes
328	PK Eligible State Aid	R	Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population.	Yes_No_Codes
329	Kindergarten Readiness	O	Kindergarten readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).	Yes_No_Codes
330	High Need Student	O	An IEP student whose educational costs exceed three times the LEA’s current expenditure per Average Daily Attendance (ADA).	Yes_No
331	Dyslexia	C	Required for students in grades K-3. Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3.	Dyslexia_Codes
332	Neglected or Delinquent	R	Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days.	Neglected_or_Delinquent_Codes
333	CTE Certificate	C	Only CTE Concentrators that graduate and meet all the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate.	Yes_No

MOSIS June Student Enrollment and Attendance

The June Student Enrollment and Attendance file contains one or more record(s) for every student served in the regular school year or students who transferred out or dropped out over the summer. These records must include entry/exit information and attendance information for each entry/exit segment. A record is required for each time a student enters or exits a school, changes grade or changes residency status.

June Cycle – File Quick Notes

Collection Name:	June Student Enrollment and Attendance
Abbreviation:	Student Enrollment Attendance (SEA)
Availability Date:	May 6
Due Date:	June 30
File Pair:	Student Core (STC)
Collection Version:	2020Jun1.0StuEnrlAttnd

The data collected in the June Student Enrollment and Attendance file populates Core Data screens 13 – Secondary Headcount, 14 – Attendance and 14A – Resident II Attendance. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Enrollment and Attendance

Generally, the district that is providing instruction reports Student Enrollment and Attendance records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Enrollment and Attendance record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: June Cycle Student Enrollment and Attendance

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Enrollment and Attendance – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0StuEnrlAttnd' for the 2020 Student Enrollment Attendance June Cycle file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district being exited.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school being exited.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the "Attending District Code" populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	MOSIS Student ID	R	State-assigned student identifier.	
050	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
055	Legal Last Name	O	Legal last name.	
060	Legal First Name	O	Legal first name.	
065	Legal Middle Name	O	Legal middle name.	
070	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
075	Date of Birth	R	Date of birth.	
080	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
090	Residency Status	R	DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident.	Resident_Status_Codes
095	Regular Hrs Attended	C	Required if student is not grade PK and did not enter and exit on the same day. Number of full-time and part-time hours the student spent in attendance at the attending district.	

Student Enrollment and Attendance – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
100	Regular Hrs Absent	R	Required if student is not grade PK and did not enter and exit on the same day. Number of hours the student was absent at the attending district.	
105	Remedial Hrs Attended	R	Number of remedial hours outside the normal school day in accordance with Sections 167.340, 167.640, 167.645 RSMo, the student spent in attendance at the attending district.	
110	Hours in Session	C	Required for resident II students. Total number of actual hours student could have attended at the attending school.	
115	Summer Attendance	N	Hours student attended summer school.	
120	Summer Membership	N	Total hours available for student to attend.	
125	Entry Date	R	Date student entered the attending school.	
130	Entry Code	R	Type of Entry corresponding to the date the student entered the attending school.	Entry_Codes
135	Exit Date	R	Date student left the attending school.	
140	Exit Code	R	Type of Exit corresponding to the date the student left the attending school.	Exit_Codes
145	Exit Destination District Code	C	DESE-assigned six-digit county-district code of the district the student was confirmed to be transferred too. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.)	DESE_District_Codes
150	Exit Destination School Code	C	DESE-assigned four-digit school code of the school the student was confirmed to be transferred too. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.)	DESE_School_Codes
155	Exit Destination Comment	C	Detailed comment describing students exit from the school or district.	
156	School Choice	O	Identify if a student is eligible, has been offered, applied for but was denied, or received School Choice. Children enrolled in a Title I school are eligible for school choice when their school is in the first and subsequent years of school improvement, corrective action or restructuring. Any child attending such a school must be offered the option of transferring to a public school in the district not identified for school improvement, unless such an option is prohibited by state law. ESEA requires that in some circumstances priority in providing school choice be given to the lowest achieving children from low-income families.	School_Choice_Codes
157	Extended School Hours	N	Number of extended school year hours of special education and related services provided to a child with a disability. These hours are beyond the normal school year of the public agency, are in accordance with the child's IEP, are at no cost to the parents of the child and meet the standards of the State Education Agency.	

Student Enrollment and Attendance – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
158	Chronic Absent	R	Report the number of days the student was absent for more than 50 percent of the school day between the begin date and the end date. Include those absences whether excused or unexcused.	

MOSIS June Student Discipline Incident

School districts receiving funds under ESEA and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension (regardless of duration), expulsion or unilateral removal to an interim educational setting. The data submitted in the June Cycle are used to satisfy the discipline-related reporting requirements for school districts under the federal Gun-Free School Act, ESEA, IDEA and the state law (Section 160.522) concerning school district report cards.

June Cycle – File Quick Notes

Collection Name:	June Student Discipline Incident
Abbreviation:	Student Discipline Incident (SDI)
Availability Date:	May 6
Due Date:	June 30
File Pair:	None
Collection Version:	2020Jun1.0StuDiscipline

The Student Discipline Incident file is only collected in the June Cycle. Student Discipline Incident data are used to populate portions of Core Data Screen 09 – Discipline Incidents. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Discipline Incident Data

All public school districts report incidents in which a student is removed from the regular classroom half a day or more.

File Layout: June Cycle Student Discipline Incident

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Discipline Incidents – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0StuDiscipline' for the 2020 Student Discipline June file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
045	MOSIS Student ID	R	State-assigned student identifier.	
050	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
055	Legal Last Name	O	Legal last name.	
060	Legal First Name	O	Legal first name.	
065	Legal Middle Name	O	Legal middle name.	
070	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
075	Date of Birth	R	Date of birth.	
080	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
085	Gender	R	Gender.	Gender_Codes
090	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes

Student Discipline Incidents – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
095	Offense Date	R	Date offense occurred.	
100	Offense Type	R	Nature of offense resulting in removal of student from regular school setting.	Discipline_Offense_Type_Codes
105	Weapon Type	R	Type of weapon involved in the offense. For further clarification on weapons, see (18 U.S.C.§ 921).	Discipline_Weapon_Type_Codes
110	Discipline Removal	R	Type of disciplinary action used to remove student committing the offense from current educational setting.	Discipline_Removal_Codes
115	Length Removed	R	Length of time student committing offense is removed from current educational placement.	Discipline_Length_Removed_Codes
120	Modified Length	C	Value is required if student was expelled. Expelled student whose length of removal was modified (shortened) by chief administrative officer of the school district.	Yes_No
125	Alternate Placement Indicator	C	Value is required if student was expelled. Expelled student receiving educational services in an alternative educational setting.	Yes_No
130	LEP/ELL	R	DESE-assigned LEP/ELL code set. This code set is used to declare if a student is LEP, ELL Receiving, first year monitoring, or second year monitoring.	LEP_Codes
135	IEP Disability	R	Report most dominant disability.	Disability_Codes

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MOSIS June Summer Course Assignment

The June Summer Course Assignment file requires a record for every educator assignment of position code 60 (teacher). In the June Cycle districts that conduct state-approved and state-funded summer school programs should report data on certified staff and students who participate in the program.

June Cycle – File Quick Notes

Collection Name:	June Summer Course Assignment
Abbreviation:	Summer Course Assignment (SCR)
Availability Date:	May 6
Due Date:	June 30
File Pair:	Summer Student Assignment (SSA)
Collection Version:	2020Jun1.0SumCrsAssign

The June Summer Course Assignment file along with the June Summer Student Assignment file make up the June Summer Assignment Collection. Together these files collect the assignments and data needed to determine the enrollment counts.

Summer Course Assignment data are used to populate portions of Core Data Screen 24 – Summer School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Summer Course Assignment Data

Districts and schools with approved summer school programs report Summer Course Assignment records when the educator provides instruction or services.

Summer Course Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Reporting Summer School Dual Credit/Dual Enrollment Completion

Dual credit/dual enrollment credit earned during summer school should be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection. This will ensure that dual credit/enrollment data is included in the following MSIP5 APR calculation.

For example, to report dual credit/dual enrollment:

1. Dual credit/enrollment courses completed in the summer of current school year, e.g., 2020, are reported in the same school year June Student Course Completion file submission **only**, e.g., 2020. Do not report summer school dual credit/enrollment in the June Summer Course/Student Assignment file or the October file.
2. Dual credit/dual enrollment students reported in the Course Completion file in this manner will receive an error message which will not allow the file to be certified and submitted.
3. Upon request, the Office of Data System Management (ODSM) will override the error to enable the reporting of dual credit/dual enrollment course completion files. Please contact ODSM at dsm@dese.mo.gov or 573-522-3207, option 2, with any questions.

Linkages Between Files

The Summer Course Assignment and Summer Student Assignment files are collected together as the Summer Assignment Collection. In the Summer Course Assignment file, if enrollment in a course is not reported, a caseload must be provided.

File Layout: June Cycle Summer Course Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Summer Course Assignment – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0SumCrsAssign' for the 2020 June Cycle Summer Course Assignment file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
050	ED SSN	R	Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'.	
060	Educator Last Name	R	Educator's legal last name.	
065	Educator First Name	R	Educator's legal first name.	
070	Position Code	R	Position code of educator's assignment.	Position_Codes
080	CTE Program Type	O	Program type code of CTE approved program.	CTE_Program_Type_ Codes
090	Assignment Number	R	The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course.	
100	Local Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	
110	Local Course Name	O	Course name abbreviation.	
120	Local Section Number	O	Local Section Number	
130	State Course Number	C	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	State_Course_Codes

Summer Course Assignment – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
140	Assignment Start Date	O	Date course is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original course educator after beginning of school year else null.	
150	Assignment End Date	O	Date course is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null.	
170	Course Sequence Number	O	Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank.	Course_Seq_Num_Codes
180	Course Grade Level	R	Grade level at which curriculum for the specific course is designed to be taught. Grade level should reflect the grade at which the course curriculum is meant to be offered; not necessarily describe the students in the classroom. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13).	Assignment_Grade_Level_Codes
190	Course Semester	O	Semester (blank - full year, 1 - first semester, 2 - second semester) else null.	Course_Semester_Codes
200	Course Delivery System	C	Delivery System. Instructional delivery method else null.	Course_Delivery_System_Codes
210	Course Program Code	C	Program code that identifies special funding or approval else null.	Course_Program_Codes
220	Course Minutes	O	Minutes per week for class/assignment. (Student passing time and “Channel One” are not included.)	
230	Course Credits	C	Credit. Units of high school credit granted for assignment else null.	
235	Caseload	C	Number of students served in an educational setting other than a regularly scheduled class.	
240	Course Total Hours	R	Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours). This item is not allowed to be reported in October.	
242	Assignment Comment	O	Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher, or (6) other nonstandard info.	
245	Combined Course	C	Combined classes are situations where students of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) are taught during the same time period by the same teacher.	

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MOSIS June Summer Student Assignment

The June Summer Student Assignment file requires one or more records for each student in a given educator's teaching assignment. This file collects assignments for summer school only.

The June Summer Student Assignment file identifies a student's enrollment in an assignment and collects the courses taken by a student for summer school.

June Cycle – File Quick Notes

Collection Name:	June Summer Student Assignment
Abbreviation:	Summer Student Assignment (SSA)
Availability Date:	May 6
Due Date:	June 30
File Pair:	Summer Course Assignment (SCR)
Collection Version:	2020Jun1.0SumStuAssign

Summer Student Assignment data are used to populate portions of Core Data Screen 24 – Summer School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Summer Student Assignment Data

Districts and schools with an approved summer school program report Summer Student Assignment records.

Summer Student Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Reporting Summer School Dual Credit/Dual Enrollment Completion

Dual credit/dual enrollment credit earned during summer school should be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection. This will ensure that dual credit/enrollment data is included in the following MSIP5 APR calculation. Please note: This may be changing in 2020.

For example, to report dual credit/dual enrollment:

1. Dual credit/enrollment courses completed in the summer of the current school year, e.g., 2020, are reported in the same school year June Student Course Completion file submission **only**, e.g., 2020. Do not report summer school dual credit/enrollment in the current June Summer Course/Student Assignment file or the October file.
2. Dual credit/dual enrollment students reported in the Course Completion file in this manner will receive an error message which will not allow the file to be certified and submitted.
3. Upon request, the Office of Data System Management (ODSM) will override the error to enable the reporting of dual credit/dual enrollment course completion files. Please contact ODSM at dsm@dese.mo.gov or 573-522-3207, option 2, with any questions.

Linkages Between Files

The Summer Student Assignment and Summer Course Assignment files are collected together as the Summer Assignment Collection. The Student Assignment file requires at least one student record for every teaching position (60) assignment reported in the Course Assignment file if caseload was not provided in the Summer Course Assignment file.

File Layout: June Cycle Summer Student Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Summer Student Assignment – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0SumStuAssign' for the 2020 June Cycle Summer Student Assignment file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
045	MOSIS ID	R	State-assigned student identifier.	
055	Student Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Student Legal Last Name	O	Legal last name as appears on certificate of birth.	
065	Student Legal First Name	O	Legal first name as appears on certificate of birth.	
070	Student Legal Middle Name	O	Legal middle name as appears on certificate of birth.	
075	Student Legal Name Suffix	O	Legal name suffix as appears on certificate of birth, e.g., Jr, Sr.	
080	Student Date of Birth	R	Date of birth as appears on certificate of birth.	
095	Student Grade Level	C	Required for all students who are not adults taking special adult programs. Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Student Gender	O	Gender.	Gender_Codes
105	Race/Ethnicity	O	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Assignment Number	R	The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course.	
120	Dual Credit Site	O	Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus, or ITV if instruction is provided by college through instructional television to students in district classroom, else null.	Dual_Credit_Site_Codes
126	Receiving Coll/Dist Code	O	Six-digit code for site at which instruction of normal or college credit (dual credit) course is given.	DESE_District_Codes

Summer Student Assignment – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
130	Sending District Code	O	Six-digit number and name of sending district else null.	DESE_District_Codes
140	Sending School Code	O	Four-digit number and name of sending high school else null.	
150	ED SSN	C	Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'.	
160	Position Code	R	Position code of educator's assignment.	Position_Codes
170	CTE Program Type	O	Program type code of CTE approved program.	CTE_Program_Type_ Codes
180	Disadvantaged	O	Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants.	Yes_No
270	IEP Disability (Primary)	O	Report most dominant disability.	Disability_Codes
280	Adult	O	Required if CTEProgramType is reported. Indicate if student is considered an adult student taking a special adult program.	Yes_No
282	Local Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	
284	Local Course Name	O	Course name abbreviation.	
286	Local Section Number	O	Local Section Number.	
288	State Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	State_Course_Codes

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MOSIS June Student Course Completion

The Student Course Completion file collects the final grade and credit earned by each student for each class taken. The Student Course Completion file is only collected in the June Cycle.

June Cycle – File Quick Notes

Collection Name:	June Student Course Completion
Abbreviation:	Student Course Completion (SCC)
Availability Date:	May 6
Due Date:	June 30
File Pair:	None
Collection Version:	2020Jun1.0StuCRSComp

Reporting Student Course Completion Data

A district reports the final grade and credit earned by the student for each class taken. All grade 7-12 students are required to be reported as long as they have one or more hours of attendance in the district's Certified June Student Core and Student Enrollment and Attendance files. Most students will be reported with more than one record (one per class) in the submission. Each record will contain the student's basic information such as MOSIS State ID and date of birth along with information linking the student to an instance of a course reported by the district in October.

Grades earned are to be reported using grade letters based on an 11-point grade scale. Districts which use a 4-point scale will report the grade letter earned in the 4-point scale and that will be converted to the 11-point scale at the Department. A grade of incomplete (IC) is available for those students who did not complete the course, and a grade of withdrew (WD) is available for those who withdrew from the course not receiving a grade or credit.

Reporting Summer School Dual Credit and/or Dual Enrollment

Summer school marks the beginning of the new school year. Summer school dual credit and dual enrollment are to be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection. This will ensure that dual credit/enrollment data is included in the MSIP5 APR calculation. For example, courses completed in the summer of 2020 are reported in the 2020 June Student Course Completion file submission only. Do not report summer school dual credit/enrollment in the October file. Please call the ODSM office at 573-522-3207, option 2, with any questions.

Please note: This may be changing in 2020.

Linkages Between June Course Completion and October Course Assignment Files

The June Course Completion and the October Course Assignment files are linked to each other using key fields. Every record in the June Course Completion file must have a match to a record in the October Course Assignment file. The following table shows the fields (keys) used in the matching process.

June Course Completion		**October Course Assignment**
Key Fields		**Key Fields**
Current School Year	=	Current School Year
Reporting District Code	=	Reporting District Code
Reporting School Code	=	Reporting School Code
EDSSN	=	EDSSN
PosCode	=	PosCode
CTEProgType	=	CTEProgType
AssignNum	=	AssignNum

File Layout: June Cycle Student Course Completion

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Student Course Completion – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0StuCRSComp' for the 2020 June Student Course Completion Collection.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
032	Receiving Coll/Dist Code	C	Required if student was sent to another institution. Six-digit code for site at which instruction of normal or college credit (dual credit) course is given.	DESE_District_Codes
034	Sending District Code	C	Required if student was sent to another institution. Six-digit number and name of sending district else null.	DESE_District_Codes
036	Sending School Code	C	Required if student was sent to another institution. Four-digit number and name of sending high school else null.	DESE_School_Codes
045	MOSIS ID	R	State-assigned student identifier.	
055	Student Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Student Legal Last Name	O	Legal last name as appears on certificate of birth.	
065	Student Legal First Name	O	Legal first name as appears on certificate of birth.	
070	Student Legal Middle Name	O	Legal middle name as appears on certificate of birth.	
075	Student Legal Name Suffix	O	Legal name suffix as appears on certificate of birth, e.g., Jr, Sr.	
080	Student Date of Birth	R	Date of birth as appears on certificate of birth.	
095	Student Grade Level	R	Required for all students who are not adults taking special adult programs. Grade level at the time of completion of the course.	Student_Grade_Level_Codes
111	ED SSN	C	Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'.	
113	Educator Last Name	O	Educator's legal last name.	

Student Course Completion – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
115	Educator First Name	O	Educator's legal first name.	
117	Position Code	R	Position code of educator's assignment.	Position_Codes
119	CTE Program Type	C	Required for approved career education courses. Program type code of CTE approved program.	CTE_Program_Type_Codes
120	Assignment Number	R	The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course.	
121	Local Section Number	O	Local Section Number.	
123	Local Course Number	O	Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	
125	Local Course Name	O	Course name abbreviation.	
130	State Course Number	R	Required if not a self-contained classroom. Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.	State_Course_Codes
190	Course Time Unit	R	The unit of time for which the grade and credit earned was for. (Q1, Q2, Q3, Q4, S1, S2, T1, T2, T3, YL)	Course_Time_Unit_Codes
191	Dual Credit Site	C	Required if ReceivingCollDistCode is not equal to ReportingDistrictCode and the ReceivingCollDistCode is a college. Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus, or ITV if instruction is provided by college through instructional television to students in district classroom, else null.	Dual_Credit_Site_Codes
192	Course Semester	O	Semester (0 - full year, 1 - first semester, 2 - second semester, 3 - third semester) else null. Superseded by Item 190 Course Time Unit.	Course_Semester_Codes
193	Student Credits Earned	R	The amount of credit earned by the student for the course in the unit of time specified in CourseTimeUnit.	
195	Student Credits Scheduled	R	The amount of credit the student was scheduled to earn. If the student signed up for one semester of a two-semester course and earned full credit from the one semester completed then credit earned and credit scheduled would have the same value.	
201	Student Grade Earned	R	Grade the student earned for the course in the unit of time specified in CourseTimeUnit.	Grade_Codes
205	Advanced Placement	R	Course is designated as an advanced placement course (AP).	Yes_No

Student Course Completion – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
207	Honors	O	Course is designated as an honors level course.	Yes_No
233	Course Completion Comment	O	Free-form notes.	
235	Course Sequence Number	C	Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank.	Course_Seq_Num_Codes
236	Credit Type	R	Credit awarded to a student for science or math in a computer science course.	Credit_Type_Codes

MOSIS June Student Referrals

The June Student Referrals file is voluntary. June Student Referrals collects the number of office discipline referrals, assistance referrals, referrals to special education and referrals to outside agencies at the student level. One record per student is allowed. All students, pre-kindergarten through grade 12, are reported in the June Student Referrals file.

June Cycle – File Quick Notes

Collection Name:	June Student Referrals
Abbreviation:	Referrals (REF)
Availability Date:	May 6
Due Date:	June 30
File Pair:	NA
Collection Version:	2020Jun1.0Referrals

Reporting Referrals

The district that is providing instruction reports Referral records.

June Cycle Referral Key Data Concepts

- The June Student Referrals file is a voluntary submission for school districts.
- Although these data have been reported by schools implementing SW-PBS and other initiatives, the Department encourages all schools that are implementing a state-supported program to report and analyze the data.
- The data elements in this collection are useful to schools in evaluating their programming and looking at student time spent out of the classroom and services/supports to students beyond the traditional classroom.
- One record per student is allowed. The record includes the number of referrals for each category of referral.

File Layout: June Cycle Student Referrals

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Referrals – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0Referrals' for the 2020 June Cycle Referrals file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
015	Attending District Code	R	DESE-assigned six-digit county-district code for the district of attendance.	DESE_District_Codes
020	Attending School Code	R	DESE-assigned four-digit school code for the school of attendance.	DESE_School_Codes
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Resident District Code	R	DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment.	DESE_District_Codes
040	Resident School Code	R	DESE-assigned four-digit school code for the school of residence.	DESE_School_Codes
050	MOSIS Student ID	R	State-assigned student identifier.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
110	Office Discipline Referrals	O	Number of referrals to the administrative office for disciplinary action.	

Referrals – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
115	Assistance Referrals	O	Number of referrals to general education team(s) within the school for academic, social or behavioral support. These referrals occur before the special education referral process. Teams may include a Student Support Team, Student Assistance Team, Problem-Solving Team, etc.	
120	Special Education Referrals	O	Number of referrals to special education for initial evaluation.	
125	Referrals Outside Agencies	O	Number of referrals to agencies or services outside of school for academic, social or behavioral support.	

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MOSIS June Career Technical Student Organizations (CTSO)

The June Career Technical Student Organizations (CTSO) collects the level of a student's participation in CTSOs. Districts are required to have the appropriate CTSOs as part of their Department-approved career education programs. CTSOs provide students with leadership skills, career competency, community service, and school service.

June Cycle – File Quick Notes

Collection Name:	June Career Technical Student Organizations
Abbreviation:	CTSO
Availability Date:	May 6
Due Date:	June 30
File Pair:	NA
Collection Version:	2020Jun1.0CTSO

Reporting CTSO

The district where the CTSO chapter is located is required to report the student. Students may be reported by more than one district if participating in organizations at different schools.

June Cycle CTSO Key Data Concepts

- The June CTSO file is a required submission for school districts.
- Report one record per student, only students participating in a student organization need to be reported.
- Reporting of this information is not tied to funding or MSIP5 accountability.
- Most CTSOs are 9-12. However, there are some districts that have CTSOs in the middle school, i.e., Technology Student Association (TSA). Those districts should report the middle school students as well.

File Layout: June Cycle CTSO

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Career Technical Student Organizations (CTSO) – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
005	Collection Version	R	Collection version should contain this value '2020Jun1.0CTSO' for the 2020 June Cycle Career and Technical Student Organization file layout.	
010	Current School Year	R	The ending year of the current school year. For example, use '2020' for the 2019-2020 school year.	
025	Reporting District Code	R	DESE-assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	DESE-assigned four-digit school code where the student is being reported from.	DESE_School_Codes
035	Sending District Code	C	Required if Reporting School Code begins with 11. Student was sent to another institution. Six-digit number and name of sending district else null.	
040	Sending School Code	C	Required if student was sent to another institution. Four-digit number and name of sending high school else null.	
050	MOSIS Student ID	R	State-assigned student identifier. See http://dese.mo.gov/MOSIS for more information.	
055	Local Student ID	O	Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems.	
060	Legal Last Name	R	Legal last name.	
065	Legal First Name	R	Legal first name.	
070	Legal Middle Name	O	Legal middle name.	
075	Legal Name Suffix	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	Date of birth.	
095	Student Grade Level	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Gender	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	DECA	R	Distributive Education Clubs of America.	Participation_Level_Codes
115	FBLA	R	Future Business Leaders of America.	Participation_Level_Codes
120	FCCLA	R	Family, Career and Community Leaders of America.	Participation_Level_Codes
125	HOSA	R	Health Occupations Students of America - Future Health Professionals.	Participation_Level_Codes

Career Technical Student Organizations (CTSO) – June Cycle				
Item	**Item Name**	**Jun**	**Definition**	**Code Set**
130	SkillsUSA	R	Technical, Skilled and Service Occupations and Health Sciences.	Participation_Level_Codes
135	TSA	R	Technology Student Association.	Participation_Level_Codes
140	FFA	R	Future Farmers of America.	Participation_Level_Codes
145	EdRising	R	Educators Rising.	Participation_Level_Codes
150	Pathways	R	Pathways to Prosperity.	Participation_Level_Codes

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MOSIS Assessment Precode

Assessment Precodes are collected five times throughout the year for five assessments. These collections allow districts to submit student information for the purpose of pre-population of assessment testing labels. The chart below provides the assessment, what grades are to be assessed, the certification due date for the assessment precoding, the testing window for the assessment, and the collection version that is to be supplied in the MOSIS Assessment Precode file. ***The most recent information can be found online at*** http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode.

Assessment	Grades	Certify Due Date	Test Windows	Collection Version
EOC Summer	Any HS Grade	Not Administered in 19-20	Not Administered in 19-20	
EOC Fall – First Window	Any HS Grade	09/11/2019	10/07/2019-01/24/2020	2020EOCFAL1.0AsmPre
EOC Fall – Second Window	Any HS Grade	11/13/2019	10/07/2019-01/24/2020	2020EOCFAL1.0AsmPre
EOC Spring – First Window	Any HS Grade	01/24/2020	02/17/2020-05/22/2020	2020EOCSPR1.0AsmPre
EOC Spring – Second Window	Any HS Grade	02/26/2020	02/17/2020-05/22/2020	2020EOCSPR1.0AsmPre
EOC Spring – Third Window	Any HS Grade	03/25/2020	02/17/2020-05/22/2020	2020EOCSPR1.0AsmPre
GLA Spring – First Window	03-08	01/31/2020	03/30/2020-05/22/2020	2020MAPSPR1.0AsmPre
GLA Spring – Second Window	03-08	02/28/2020	03/30/2020-05/22/2020	2020MAPSPR1.0AsmPre
GLA Spring – Third Window	03-08	03/15/2020	03/30/2020-05/22/2020	2020MAPSPR1.0AsmPre
WIDA ACCESS	K-12	10/31/2019	01/06/2020-02/28/2020	2020LEPELL1.0AsmPre
MAP – A Spring	3-11 ELA, MA, SCI	Precode directly with vendor	03/03/2020-05/15/2020	

Reporting Assessment Precode

The district in which the assessment is to be administered should submit the Assessment Precode.

File Layout: Assessment Precode

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found online at http://dese.mo.gov/data-system-management/core-datamosis/documentation**.** *Code sets may be referenced in Exhibit 38.*

Assessment Precode						
Item	**Item Name**	**EOC**	**MAP**	**WIDA ACCESS**	**Definition**	**Code Set**
005	Collection Version	R	R	R	Collection version should contain the appropriate value for the 2019 Assessment Precode.	
010	Current School Year	R	R	R	The ending year of the current school year. For example, use '2020' for the 2019-20 school year.	
025	Reporting District Code	R	R	R	Department assigned six-digit county-district code for the district reporting.	DESE_District_Codes
030	Reporting School Code	R	R	R	Department assigned four-digit school code where the student is being reported.	DESE_School_Codes
050	MOSIS Student ID	R	R	R	State-assigned student identifier.	
055	Local Student ID	O	O	O	Local student ID maintained by the district. Allows for data to be associated to local systems from Department source systems.	
060	Legal Last Name	R	R	R	Legal last name.	
065	Legal First Name	R	R	R	Legal first name.	
070	Legal Middle Name	O	O	O	Legal middle name.	
075	Legal Name Suffix	O	O	O	Legal name suffix, e.g., Jr, Sr.	
080	Date of Birth	R	R	R	Date of birth.	
095	Student Grade Level	R	R	R	Grade level as of the time data is being submitted unless otherwise specified.	Student_Grade_Level_Codes
100	Gender	R	R	R	Gender.	Gender_Codes
105	Race/Ethnicity	R	R	R	Pre-defined Race/Ethnic code.	Race_Ethnicity_Codes
110	Assessment	R	R	R	The assessment the student will be taking.	ASMNT_Type_Codes
115	Testing Method	C	C	C	Required for all students taking an EOC assessment. Testing method is the method used to administer the assessment.	ASMNT_Test_Method_Codes

Assessment Precode						
Item	**Item Name**	**EOC**	**MAP**	**WIDA ACCESS**	**Definition**	**Code Set**
130	Educator First Name	R	R	R	The first name of the educator who will be administering the assessment.	
135	Educator Last Name	R	R	R	The last name of the educator who will be administering the assessment.	
140	Subject	C	R	C	Required for all students taking an EOC assessment. Subject is the subject in which the student will be assessed.	ASMNT_Subject_Codes
145	Period	C	C	C	Required for all students taking an EOC assessment. Period is the period in which the instruction took place.	Period_Codes
150	Sort	C	C	C	Required for all students taking the MAP assessment. The final value in which the labels will be sorted.	
155	Examiner Email	R	R	R	This email address will receive a username and password for EOC assessment administration.	

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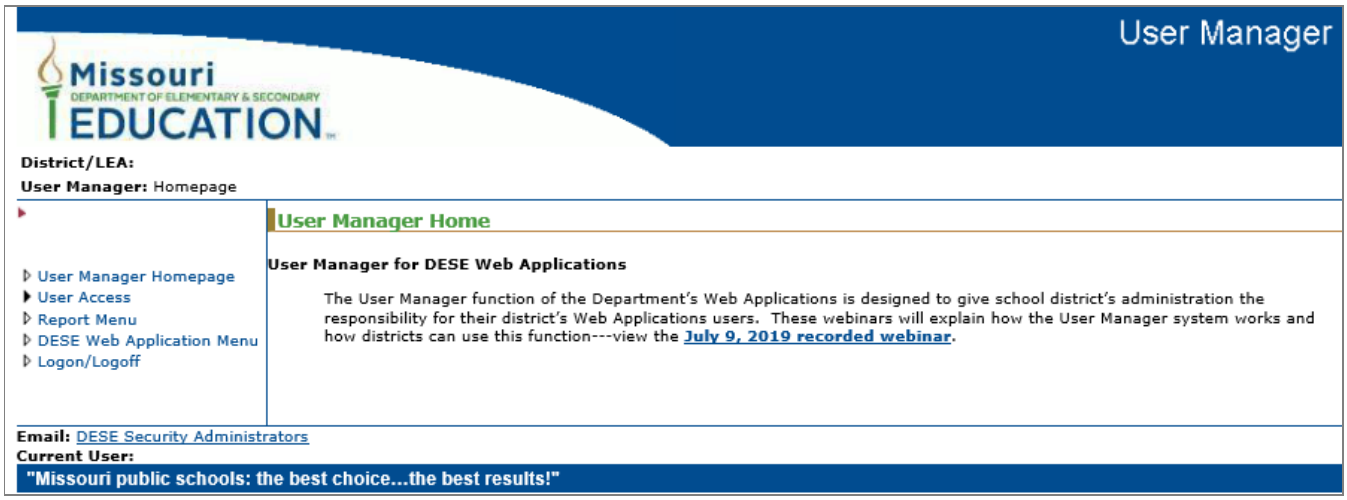
User Manager for Web Applications

The User Manager (UM) function of Web Applications gives the school district's administration control of their own Web Applications users. The User Manager will manage the user IDs at the district level for individuals who need access to data, to add data or to submit data through Web Applications.

The UM administers user IDs by three actions: Add User to District, Modify District User's Account and Remove User from District. The UM is able to grant or delete staff access at one of three levels: View, Data Entry or Authorized Representative. View allows the individual to view the data in the application(s). Data Entry allows the individual to view and enter data into the application(s). Authorized Representative has the ability to view, enter data and submit the application(s).

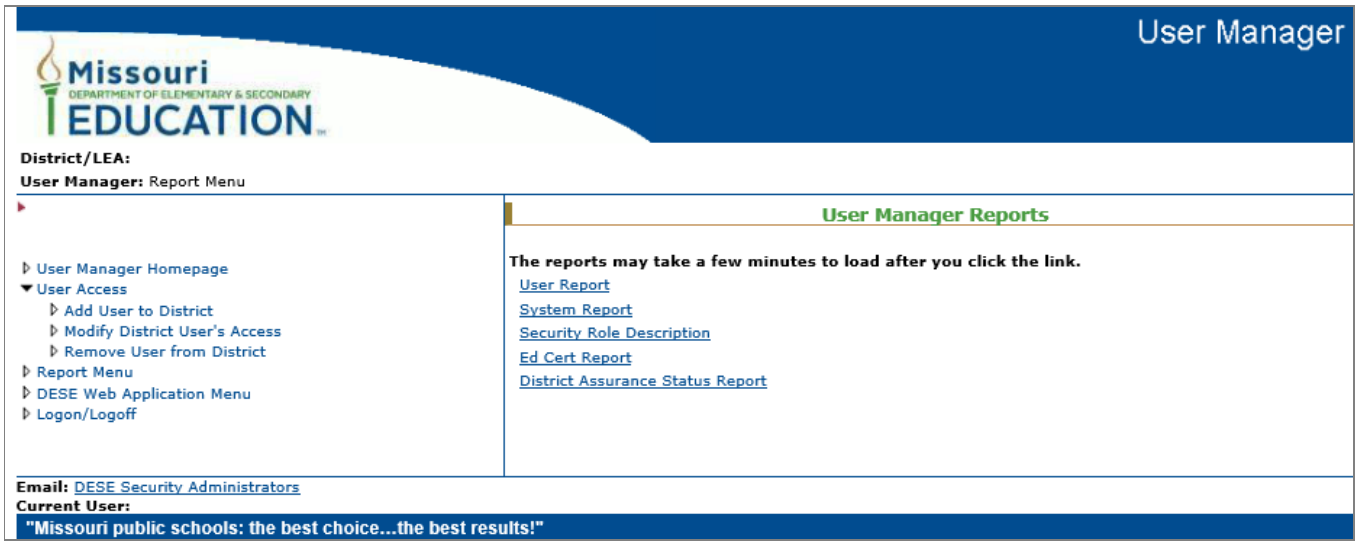


User Manager Report Menu

The User Manager (UM) Report Menu has two reports that the UM can access: the User Report and the System Report. These two reports list individuals in the district by name or by function, and display name, ID and access level. The reports are not used to edit information.

The User Report lists the system(s) an individual can access and their level of access (View, Data Entry or Authorized Representative).

The System Report is a list of each system available, which user can access the system and his or her role to access (View, Data Entry or Authorized Representative).



Contact Information

August Cycle		
Screens/Files	**Section**	**Telephone #**
2, 3, 4, 8	Core Data/MOSIS	573-522-3207, Opt. 2
6, 10, 10A, 16	School Finance	573-751-0357

October Cycle		
Screens/Files	**Section**	**Telephone #**
15	Federal Financial Mgmt.	573-751-8643
18, 20, 22	Core Data/MOSIS	573-522-3207, Opt. 2
18, 20, 22	Career Ed Data	573-526-4581
21	Educator Quality	573-751-1191
2 - LEP	Federal Programs Data	573-751-3543
25	Gifted Ed	573-751-7754
16	School Finance	573-751-0357
18, 20	Special Ed Data	573-751-7848

December Cycle		
Screens/Files	**Section**	**Telephone #**
11	Special Ed Data	573-751-7848

February Cycle		
Screens/Files	**Section**	**Telephone #**
8	Core Data/MOSIS	573-522-3207, Opt. 2
26, 27, 29	Career Ed Data	573-526-4581
15, 16, 35	School Finance	573-751-0357
8	Special Ed Data	573-751-7848
15 - Home School Count	Special Ed Finance	573-751-0622
37	Charter School Program Office, Spec Ed Finance, and ESEA Finance	573-751-8247 573-751-0622 573-751-2641

April Cycle		
Screens/Files	**Section**	**Telephone #**
	MOSIS	573-522-3207, Opt. 2

June Cycle		
Screens/Files	**Section**	**Telephone #**
18A	Educator Quality	573-751-1191
9, 18A, 13, 14B, 24	Core Data/MOSIS	573-522-3207, Opt. 2
17	Curriculum	573-751-7613
10, 10A, 10B, 14, 14A	School Finance	573-751-0357
24A	Quality Schools	573-751-3190
9, 12	Spec Ed Data	573-751-7848
36	Early Learning	573-751-2095

General Questions	
Section	**Telephone #**
Core Data/MOSIS	573-522-3207, Opt. 2

Career Education	
Section	**Telephone #**
Agricultural Education	573-522-6538
Business Education	573-751-3484
Career Ed Data	573-526-4581
Family Consumer Sciences	573-751-2644
Health Sciences	573-522-6001
Marketing and Cooperative Education	573-751-4367
Skilled Technical Sciences	573-522-5804
Technology & Engineering Education (Project Lead The Way)	573-751-7764

EXHIBITS

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Exhibit 1 – Technical Information

Browser Requirements to Use the Web Application System
The use of Internet Explorer with both JavaScript disabled and cookies enabled is strongly recommended. Effective July 1, 2001, Department began support of Internet Explorer only with its web applications with both JavaScript disabled and cookies enabled.

Forgotten or Unknown User IDs/Passwords
It is recommended that all districts have at least one designated security administrator responsible for user ID/password issues. This individual can assist district staff with user ID and password questions. Users may also click on appropriate buttons located on the DESE Secured Web Application Logon page for assistance: https://apps.dese.mo.gov/webLogin/login.aspx.

In order to strengthen security, accounts not accessed for 13 or more months may be disabled. Instructions on how to reactivate the account may be accessed from the DESE Secured Web Application Logon page.

Another security safeguard disables accounts for 30 minutes after five failed password attempts. Users must wait the 30 minutes then establish a new password by clicking on the “Forgot Username/Password?” button and following the instructions.

For additional help, please send questions to webappsloginassistance@dese.mo.gov or call 573-522-3207, providing name, user ID, school district name, county-district code and phone number with your request.

Blank Applications Menu With Access to Change Password Only
This may indicate that cookies are disabled. In Internet Explorer, go to Tools and then Internet Options. Select the Privacy tab and set the slider to Medium or below.

Drop-Down Menu Options do Not Work
Typically, this occurs when using a browser other than Internet Explorer. Ensure you use only Internet Explorer.

Use of the Back, Forward and/or Refresh Toolbar Buttons
Please **do not** use the Back, Forward and/or Refresh button when completing the Department web application information. Use of these buttons can cause unexpected results.

Disabling the Auto Fill-in Feature in Internet Explorer
It is strongly recommended to disable the auto fill-in feature for Internet Explorer 5.X when using the Department’s data collection applications. To disable, choose Tools, Internet Options and then the Content tab. Locate and cli the Settings button under AutoComplete. Uncheck the options for “Forms and Searches” and “User Names and Passwords on Forms” boxes (wording may vary). Click OK.

Web Accessibility for Users With Disabilities
Missouri websites follow the Missouri IT Accessibility Standard, which follows the federal 508 web accessibility standards with just a couple of exceptions.

Most assistive technology devices now have JavaScript capability, but in the event a user must disable the use of JavaScript, DESE will provide human assistance for these users. For assistance or questions on this, please contact the web manager at webmgr@dese.mo.gov.

For more browser technical notes, please visit https://apps.dese.mo.gov/WebLogin/TechNotes.aspx.

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Exhibit 1A – MOSIS Components

MOSIS currently has two components in which users interact: a MOSIS Student Identifier (MOSIS ID) component for managing the state ID of students and the MOSIS Data Collection component for the submission of data to the state. *A good practice for districts to follow is to update the MOSIS ID component before each MOSIS Data Collection cycle.*

MOSIS ID Component

The MOSIS ID component is a web-based application used by districts to create and maintain unique statewide student identification numbers for students. A state ID is required for **any** student served by the public school district. A MOSIS State ID is required for all MOSIS Data Collections that include the collection of individual student data. The complete MOSIS ID Manual is available online at http://dese.mo.gov/data-system-management/manuals.

The sole purpose of the MOSIS ID component is to maintain the state ID of the student. It is not used to associate that student with any entity and does not imply any type of ownership for the state ID. The MOSIS ID component captures a minimum set of data items about a student in order to ensure unique identification of the student. These fields are used to identify a student's MOSIS ID if one has already been assigned or assign a MOSIS ID to a student who is new to Missouri schools and districts.

MOSIS Data Collection verifies students against the MOSIS ID component. During this verification, the date of birth being submitted to the MOSIS Data Collection component is compared to the date of birth on file with the MOSIS ID component. Failure to match will result in an error message.

MOSIS Data Collection Component

The MOSIS Data Collection component is a web-based application that allows districts to submit, clean and certify data being reported to the Department. There are also files for submission of data by postsecondary institutions related to Career Education. The MOSIS Data Collection component has many collections geared toward collecting record level data in order to populate some of the current Core Data Collections such as attendance, discipline, special education exiter and educator.

MOSIS Data Collection is built on the following assumptions:

- The reporting institution identifies, collects and maintains data required by MOSIS locally and can report those data to MOSIS.
- Department has assigned unique identification codes for every district, school and public postsecondary institution in Missouri.
- Every student has a unique MOSIS ID.
- Data collected by MOSIS is used for multiple purposes based upon state and federal laws, rules and information needs.
- MOSIS data is used for populating portions of the Core Data System, state and federal reporting, accountability and funding purposes.
- Data items may be required, optional, conditional or not allowed. Conditional data items are dependent upon value of other data elements. If an optional data element is reported, it will be validated and must meet MOSIS business rules.

MOSIS Data Collection Files

A MOSIS Data Collection file is a set of data elements which are submitted to the MOSIS Data Collection System. A goal of MOSIS is to maintain as few file layouts as possible while still collecting the data needed. Some of these files are collected multiple times, but with different data elements required.

MOSIS Data Collection File Design

Part of the MOSIS Data Collection design was to keep the files collected from the districts as constant as possible. This resulted in collecting the same set of data elements across many cycles, but only requiring a subset of those data elements in each cycle. The subset is dependent on what data is needed in that time frame.

As an example, student demographic data (Student Core) are collected five times a year. Each time a district reports these data they will use the same exact file format with all the same elements, but rules will determine which elements are required, conditional or optional. Some of the data elements will not make sense at times of the year other than when they are required. If they are submitted, they must be in a format that can be validated.

MOSIS file layouts document the required data elements and the order they must appear in a file submitted to the MOSIS Data Collection System. This includes column name, required field, data type, field size, format and definitions. Some fields are required, optional, conditional or not allowed depending on cycle. Status definitions of the fields are:

Required – item must be submitted in current cycle.
Optional – item does not have to be submitted in current cycle.
Conditional – item may need to be submitted in current cycle if certain conditions exist.
Not Allowed – item cannot be submitted in current cycle.

The information provided about the files includes the item number and name, cycle collected and code set name, and a definition for the item. Excel workbooks containing more detailed file layouts, business rules and a change log can be found on the MOSIS website at http://dese.mo.gov/data-system-management/core-datamosis.

Basic Steps of MOSIS Data Collection

Some basic steps to follow when submitting data to the MOSIS Data Collection System are listed below:

- Identify, collect and enter data into local systems.
- Extract data from local systems for upload to MOSIS in the desired MOSIS formats.
- Validate data extracted from local systems.
- If necessary, merge extracted data into a district-level data set.
- Create trials by uploading data sets to the online MOSIS Data Collection System.
- Correct errors and review warnings in the MOSIS Data Collection trial(s).
- Certify or re-certify MOSIS Data Collection trial(s).

Districts using the MOSIS Data Collection System will upload information and resolve edits presented to them. Upon the resolution of the edits the district has the opportunity to certify the data.

Certification does the following:

- The trial is marked as the district's certified trial. Only one certified trial can exist per collection, but it can be overwritten as needed.
- Indicates the district wants the Department to use those data in fulfilling the collections data requirement.
- Upon certification an automated process will use the data to populate the Department data systems, i.e., Core Data.

These steps are based on the assumption that the user already has access to the MOSIS System.

Exhibit 2 – Racial/Ethnic Categories

(Screens 02, 08, 09, 11, 12, 13, 14, 16, 18, 20 and 29)

Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do **not** denote scientific definitions of anthropological origins. A pupil may be included in the group to which he or she appears to belong, identifies with or is regarded in the community as belonging to. However, **no person should be reported in more than one of these seven racial/ethnic reporting categories**. The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

School districts have the key role in collecting data using the race and ethnicity categories. It is essential for district and school personnel to establish policies and procedures. Self-identification is the preferred choice of selecting an individual's race and ethnicity, though it is not required by law for a person to make these selections. Students and parents who are reluctant to self-identify should be informed that observer identification will be used. The federal government requires the use of observer identification of elementary and secondary school students' race and ethnicity as a last resort if the information is not provided by the students and their parents.

ASN (A)	Asian (Not of Hispanic Origin): A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam. It includes Asian Indian, Chinese, Filipino, Korean, Japanese, Vietnamese and Other Asian.
BLK (B)	Black/African American (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.
HSP (H)	Hispanic/Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin – regardless of race.
IND (I)	American Indian or Alaska Native (Not of Hispanic Origin): A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
WH (W)	White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, Africa or the Middle East.
PAC (P)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin): A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. It includes people who indicate their race as Native Hawaiian, Guamanian or Chamorro, Samoan and Other Pacific Islander.
MULTI (M)	Multiracial (Not of Hispanic Origin): A person of more than one race and not of Hispanic origin.

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Exhibit 3 – Position Code/Description

(Screens 18, 20 and 24)

Code	Position Name	Abbreviation
10	Central Office Administration (Includes Career Education Administrators)	ADMIN
20	Building Principals	PRIN
30	Supervisors	SUPV
40	Media Personnel	MEDIA
50	Guidance Personnel/Placement Specialists	GUID
60	Teachers	TEACH
70	Other Pupil Services Personnel	PUPIL SERV
80	Aides/Paraprofessionals	AIDE
90	Ancillary Personnel	ANCIL

For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code.

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Exhibit 4 – Certification-Subject Area Codes

The codes listed below **and** on the following page represent the general subject areas of certification. They should not be confused with the position code or course code entered on the Educator/Assignment data screens.

Subject Area Code	Description	Subject Area Code	Description
106	ADULT EDU AND LITERACY	56	JOURNALISM 9-12
67	AGRICULTURE ED 5-9	19	LANGUAGE ARTS 5-9
41	ART	57	LATIN K-12
242	BIOLOGY 9-12	205	LIBRARY MEDIA SPECIALIST K-12
75	BLIND/PARTIALLY SIGHTED K-12	04	MARKETING
115	BUS ED – COOP	58	MATHEMATICS 5-12
343	BUSINESS EDUC	101	MILD/MODERATE: CROSS CATEGORICAL
43	BUSINESS EDUCATION 5-9	100	MUSIC-INST & VOC
246	CHEMISTRY 9-12	155	MUSIC-INSTRUMENTAL K-12
102	CHINESE	169	MUSIC-VOCAL K-12
104	COOP EDUC	200	PERS FINANCE
02	DANCE	60	PHYSICAL EDUCATION K-12
72	DEAF/HEARING IMPAIRED K-12	259	PHYSICS 9-12
171	DRIVER EDUCATION 9-12	18	PRINCIPAL K-12
25	EARLY CHILDHOOD B-3	62	RUSSIAN
09	EARLY CHILDHOOD SPECIAL EDUCATION B-3	79	SCHOOL COUNSELOR K-12
238	EARTH SCIENCE 9-12	78	SCHOOL PSYCHOLOGICAL EXAMINER K-12
47	ELEMENTARY EDUCATION 1-6	10	SCHOOL PSYCHOLOGIST K-12
48	ENGLISH 9-12	50	SCIENCE 5-9
34	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) K-12	08	SEVERELY DEVELOPMENTALLY DISORDERED
252	FAM/CONSUMER SCIENCE B-12	166	SOCIAL SCIENCE 5-12
49	FRENCH K-12	63	SPANISH K-12
250	GENERAL SCIENCE 9-12	11	SPECIAL ED ADMINISTRATOR K-12
51	GERMAN K-12	81	SPECIAL READING K-12
23	GIFTED EDUCATION K-12	164	SPEECH/LANGUAGE PATHOLOGIST B-12
01	GREEK	65	SPEECH/THEATER
53	HEALTH K-12	20	SUPERINTENDENT K-12
29	HEBREW K-12	142	US BIOLOGY 9-12
26	INSTR MEDIA TECH	146	US CHEMISTRY 9-12
30	ITALIAN K-12	138	US EARTH SCIENCE 9-12
24	JAPANESE	159	US PHYSICS 9-12

Certification-Career Education Subject Area Codes

Code	Description	Code	Description	Code	Description
800082	ADULT SUPV	510602	DENTAL HYGENIST	480501	MACHINIST
470608	AIRCRAFT MECH	510603	DENTAL LAB TECH VOC	470106	MAJ APP REPAIR
470607	AIRFRAME MECH	510910	DIAG MED SONOGRAPHY	150613	MANUF TECH
190900	APPAREL/TEXTILE	470605	DIESEL MECH	470616	MARINE MAINT
150101	ARCH TECH	151301	DRAFTING/GEN	460101	MASONRY
470603	AUTO BODY REP	190999	DRY-LAUD COMM	996802	MATH SPECIALIST
150803	AUTO ENG TECH VOC	470101	ELEC-ELCTRN GEN	150805	MECH ENG TECH
470604	AUTO MECH	460301	ELECT/TRANS GEN	510802	MED LAB ASST
150803	AUTO TECH	460302	ELECTRICIAN	511004	MED LAB TECH
490104	AVIATION MGMT	150403	ELECTROMEC TECH	510708	MED TRANSCRIPT
150401	BIO EQUIP TECH	510904	EMER MED TECH	510801	MEDICAL ASST
460401	BLDG MAINT	430107	ENF/POLICE SCI	470611	MOTORCYCLE MACH
343	BUSINESS EDUCATION	120504	FD/BEV/REST MGR	150701	OCC SAFETY
480703	CABINET MAKER	430201	FIRE & SAF TECH	510805	PHARMACY TECH
800081	CAREER ED DIR	430203	FIRE SCI/FTING	510806	PHYS THERAPY ASST
800083	CAREER ED SPEC NEEDS	190500	FOOD MNGMT/REL	460502	PIPEFIT
885000	CAREER EDUCATION COUNS.	100305	GRA-PRT EQP GEN	460503	PLUMBER VOC
885020	CAREER SERV COORD	100399	GRS-PRT EQP OTH	460508	PNTR-WALLCOVER
996804	CAREER TECH SUBSTITUTE	512601	HEALTH AIDE	511613	PRACT NURSING LPN
460201	CARPENTRY	519999	HEALTH PROF OTH	150702	QU CONT TECH
150202	CART	470302	HEAVY EQU MAINT/REP	100202	RADIO/TV BRDCST VOC
410301	CHEM TECH	10601	HORTICULTURE	510908	RESP THERAPY TECH
150201	CIVIL TECH	996806	HOSPITALITY ADMIN/MGMT	150405	ROBOTICS
500402	COMM ART	190600	HOUSING & HOME	161603	SHN LNG INTERPR
500406	COMM PHOT	470201	HT AC REF REP	470606	SMALL ENG REP
470104	COMP INST & RPR	190701	HUM. DEV. AD. AG	510909	SURG/OPER ROOM TECH
110201	COMP PROG/NET	190700	HUM. DEV./CHILD	470103	SYS INS & RPR
151202	COMP/MAINT TECH	500404	IND DESIGN	254	TECHNOLOGY AND ENGINEERING
460499	CONST/BLDG MGR	470105	IND ELECTRONICS	490205	TRUCK DRIV
151001	CONST/BLDG TECH	470303	IND MACH MAINT	480303	UPHOLSTERER
490202	CONSTR EQUIP OPER	150699	IND PROD TECH	470699	VEH-MOB MECH OT
120499	COSMETIC SERV	150612	IND TECH	150506	WATER/WSTEWATER TECH
120401	COSMETOLOGY	470399	INDUS EQUIP RPR	480508	WELDER
120503	CULINARY ARTS	150404	INSTRUM TECH	150506	WTR-WST TECH
510603	DENT LAB TECH	480509	IRONWORKER		
510601	DENTAL ASSIST	150304	LASER OPT TECH		

Exhibit 5 – Attendance Sites Other Than Public School Districts

The following list contains code numbers assigned to the approved attendance sites other than public school districts. The code numbers listed should be used in reporting data for these sites. Report a school code of “0000” for these sites.

Exhibit 5 – Other Attendance Sites				
Co-Dist Code	**Private Agency**	**City**	**State**	**Zip**
999-013	Ability KC Therapeutic Preschool	Kansas City	MO	64111
999-368	Accelerated Schools of Overland Park	Overland Park	KS	66211
999-043	Achievements Unlimited Inc.	St. Louis	MO	63132
999-359	AFA Academy/Howard Park Center	Ellisville	MO	63011
999-390	All Encompassing Education	Washington	MO	63090
999-388	Applied Behavior Services Therapeutic Education Center	Weldon Springs	MO	63304
999-353	Autism Concepts, Inc.	Overland Park	KS	66211
999-002	Barry-Lawrence County Develop	Monett	MO	65708
999-070	Belle Children's Services of St. Louis Arc	St. Louis	MO	63146
999-356	Bill & Virginia Leffen Center for Autism	Joplin	MO	64804
999-005	Capital City Area Council for Special Services	Jefferson City	MO	65109
999-354	Catholic Children's Home, Inc.	Alton	IL	62002
999-186	Center for Autism Education (The)	O'Fallon	MO	63366
115-648	Central Institute for the Deaf	St. Louis	MO	63110
999-194	Chaddock	Quincy	IL	62301
999-007	Champ Clark Association for Challenged Citizens dba The Learning Center	Bowling Green	MO	63334
066-601	Change Academy Lake of the Ozarks	Lake Ozark	MO	65049
999-012	Children's Center for the Visually Impaired	Kansas City	MO	64111
999-014	Children's Therapy & Early Education	Mexico	MO	65265
048-422	Cornerstones of Care – Blue Springs	Blue Springs	MO	64015
048-715	Cornerstones of Care – Ozanam	Kansas City	MO	64145
999-018	Developmental Center of the Ozarks	Springfield	MO	65802
999-389	Discovery Schools	St. Charles	MO	63301
999-187	Easter Seals Midwest	Pleasant Valley	MO	64068
096-562	ECH – Every Child's Hope	St. Louis	MO	63114
999-059	Emerson Academy	St. Louis	MO	63113
999-006	Empowering Youth & Communities	Chesterfield	MO	63017
999-071	Giant Steps of St Louis	Maplewood	MO	63143
048-471	Gillis Center	Kansas City	MO	64114
999-358	Great Circle – Independence Campus	Independence	MO	64057
999-048	Great Circle – Lebanon Campus	Lebanon	MO	65536
097-405	Great Circle – Tom Butterfield Campus, Marshall	Marshall	MO	65340
999-376	Great Circle of Columbia	Columbia	MO	65201

Exhibit 5 – Other Attendance Sites				
Co-Dist Code	**Private Agency**	**City**	**State**	**Zip**
081-401	Great Circle of St. James, MO	St. James	MO	65559
999-021	Great Circle, Edgewood	St. Louis	MO	63119
999-060	Heartspring School	Wichita	KS	67226
999-385	High Road School of Boone County	Columbia	MO	65202
999-063	High Road School of Wright City	Wright City	MO	63390
999-189	Horizon Academy	Roseland Park	KS	66205
999-072	Howard Park Center	Wildwood	MO	63040
999-381	JTC Academy (Adolescent Adjustment Center)	Centerville	IL	62207
999-030	Judevine Center for Autism	St. Louis	MO	63146
999-193	Kansas City Behavioral Health Holdco, LLC.	Kansas City	MO	64137
999-031	Laclede Early Education Program	Lebanon	MO	65536
999-073	Lakeland Regional School	Springfield	MO	65806
999-377	Lakemary Center, Inc.	Paola	KS	66071
999-015	Lead School (The)	O'Fallon	MO	63366
999-040	Learning Momentum	O'Fallon	MO	63366
999-075	Learning Momentum	Houston	MO	65483
999-077	Learning Momentum	Russellville	MO	65074
096-700	Logos School	Olivette	MO	63132
096-511	Marygrove Services, Inc.	Florissant	MO	63031
999-329	Menta Academy Belleville	Belleville	IL	62223
999-035	Merri Maze School Inc	Bolivar	MO	65613
999-036	Miriam Academy	St. Louis	MO	63131
096-572	Miriam School	St. Louis	MO	63119
096-579	Moog Center for Deaf Education-St. Louis	St. Louis	MO	63141
048-493	Niles Home for Children	Kansas City	MO	64127
999-278	Northland Early Education Center	Kansas City	MO	64155
048-423	Nova Center, Inc.	Independence	MO	64052
999-191	Plaza Academy (The)	Kansas City	MO	64171
048-641	Rainbow Center For Communicative Disorder	Blue Springs	MO	64015
999-185	Rivendale Institute of Learning	Springfield	MO	65807
048-403	Shelterwood Academy	Independence	MO	64058
048-634	Sherwood Autism Center	Kansas City	MO	64114
096-494	St. Joseph Institute for the Deaf	Brentwood	MO	63144
999-284	State of the Arts School for the Developmentally Disabled	St. Louis	MO	63115
999-045	Summit Achievement Center – Olathe	Olathe	KS	66062
999-001	Summit Achievement Center-Northland	Kansas City	MO	64118
999-047	Turning Point LLC	Wentzville	MO	63385
999-053	United Cerebral Palsy Center of Northwest MO	St. Joseph	MO	64506

Exhibit 6 – Graduate, Transfer and Dropout Data
(Screen 13)

Data displayed on Screen 13 accounts for the progression of students through the school system toward graduation. Transfers in and transfers out account for movement within the cohort. Students who enter or leave the district, school or grade are counted as transfers. Data comes from the June Student Core, Enrollment and Attendance MOSIS submission.

Graduates – A student who has met both the State Board of Education and the local board of education requirements and has been issued a high school diploma is reported as a graduate. Students who complete all requirements prior to June 30, are reported as graduates in their regular cohort.

Code Set	Name	Code	Definition
Exit Codes	Graduated	G01	Graduated by earning all required credits through regular or modified classes aligned with state standards. No credits were earned by meeting IEP goals.
Exit Codes	Graduated – Alternate Standards	G03	Graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals. This would generally be limited to those students with the most significant cognitive disabilities whose IEP teams have determined that this method of graduation provides FAPE to the individual student.

Transfers In – A student enrolling and attending a new district and/or school is reported as a transfer in.

Code Set	Name	Code	Definition
Entry Codes	Tfer from pub schl outside district in state	T101	Transfer from another public school district in state.
Entry Codes	Tfer from pub schl within district	T102	Transfer from another public school within the district. (This code is not intended to indicate natural progression of a student, e.g., moving from junior high school to high school.)
Entry Codes	Tfer from home schl in state	T103	Transfer from home schooled in state.
Entry Codes	Tfer from private schl in state	T104	Transfer from private school in state.
Entry Codes	Tfer from pub schl out of state	T105	Transfer from public school out of state.
Entry Codes	Tfer from private schl out of state	T106	Transfer from private school out of state.
Entry Codes	Tfer from home schl out of state	T107	Transfer from home schooled out of state.
Entry Codes	Tfer from dropout	T108	Transfer from dropout (non-recovered).
Entry Codes	Tfer from another country	T109	Transfer from another country.
Entry Codes	Tfer in from unknown	T100	(This code is temporary and will be removed in the future.) Use this code for students transferred in, only if you cannot populate one of the more detailed options.

Transfers Out – A student exiting and enrolling and attending in another district and/or school is reported as a transfer out.

Code Set	Name	Code	Definition
Exit Codes	Tfer to pub schl outside district in state	T001	Transfer to another public school district in state.
Exit Codes	Tfer to pub schl within district	T002	Transfer to another public school within the district. (This code is not intended to indicate natural progression of a student, e.g., moving from junior high school to high school.)
Exit Codes	Tfer to home schl in state	T003	Transfer to home schooled in state.
Exit Codes	Tfer to private schl in state	T004	Transfer to private school in state.
Exit Codes	Tfer to pub schl out of state	T005	Transfer to public school out of state.
Exit Codes	Tfer to private schl out of state	T006	Transfer to private school out of state.
Exit Codes	Tfer to home schl out of state	T007	Transfer to home schooled out of state.
Exit Codes	Tfer to another country	T008	Transfer to another country (assumed continuing).
Exit Codes	Deceased	T009	Deceased (transferred out).

Remained – A student enrolled and attending a district that remains in the district and is expected to return the following school year or changes statuses and/or grade during the school year.

Code Set	Name	Code	Definition
Exit Codes	Remained: Advanced	R001	Remained in same school and advanced grade and moved onto the next school following natural progression, e.g., moving from junior high school to high school.
Exit Codes	Remained: Retained*	R002	Remained in same school and was retained in the grade level.
Exit Codes	Remained: Other	R003	Student has remained in the building but has changed one or more the following statuses: Residency Status, Full-Time/Part-Time Status.
Exit Codes	Remained: Changed Grade	R004	Student remains in the same district and building, but changed grade.
Entry Codes	Remained: Advanced	R101	Remained in same school and advanced grade or advanced grade and moved onto the next school following natural progression, e.g., moving from middle school to junior high school.
Entry Codes	Remained: Retained	R102	Remained in same school and was retained in the grade level.
Entry Codes	Remained: Other	R103	Student has remained in the building but has changed one or more of the following statuses: Residency Status, Full-Time/Part-Time Status.
Entry Codes	Remained: Changed Grade	R104	Student remains in the same district and building, but changed grade.

*Used for Screen 13.

Dropouts – A student reported for the school year as a dropout is an individual who –

1. Was enrolled at the end of the previous school year, did not return to school after summer vacation and was not enrolled at any time during the school year; or
2. Was enrolled during the regular school term and was not enrolled on the last day of the same school term; and
3. Has not graduated from high school.

Code Set	Name	Code	Definition
Exit Codes	Dropped Out: Other	D01	Dropped Out: Other.
Exit Codes	Dropped Out: Expulsion	D02	Dropped Out: Expulsion.
Exit Codes	Dropped Out: Received Cert	D03	Dropped Out: Received Cert – students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age 21 or otherwise terminated their education and who have met the district's requirements.
Exit Codes	Dropped Out: Reached Max Age	D04	Dropped Out: Reached Max Age – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and did not receive a diploma or certificate of attendance.
Exit Codes	Dropped Out: GED Program	D05	Dropped Out: GED Program.
Exit Codes	Dropped Out: Moved not known continuing	D06	Dropped Out: Moved not known continuing.

Stopout – A student reported as a dropout that has returned or a student placed on regular or long-term suspension. A student's absence must exceed 20 consecutive calendar days in order to use the stopout code; otherwise the student is counted absent.

Used for students initially recorded as a dropout that have re-enrolled on or before the subsequent fall enrollment count date (last Wednesday in September) of the following year.

Code Set	Name	Code	Definition
Exit Codes	Stopout: Exit	S000	Used when a student initially recorded as a dropout returns to school prior to the fall count date (last Wednesday in September) of the subsequent school year. The initially recorded dropout code is changed to Stopout: Exit.
Exit Codes	Stopout Suspension: Exit	S001	Used when a student is placed on long term suspension and the student will not return to school until after the subsequent fall count date (last Wednesday in September).
Entry Codes	Stopout: Entry	S100	Used when a student initially recorded as a dropout returns to school prior to the fall count date (last Wednesday in September) of the subsequent school year.
Entry Codes	Stopout Suspension: Entry	S101	Used when a student initially recorded as exiting as a stopout due to a long term suspension (S001) returns to school after the fall count date (last Wednesday in September) of the subsequent school year. If the student returns before the fall count date do not use this code, they can be recovered from the dropout status by using the regular Stopout Entry code (S100).

Enrolled All Year – A student enrolled in the district since the last Wednesday in September until the final day of the school year.

Code Set	Name	Code	Definition
Yes No	Enrolled All Year	Y or N	Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year.

For the purposes of applying the dropout definition, the following additional definitions also apply:

1. A school year is the 12-month period including the regular school term and the preceding summer vacation. Each June Cycle should be treated as a benchmark and all students transferring, graduating or dropping out since this benchmark should be reported in the following June Cycle. The date for counting dropouts is assumed to be the first day after the end of the regular school term. A change in MOSIS may be submitted for re-enrollments on or before the enrollment count date the following September.

2. The previous school year is the school year prior to the school year being reported.

3. Students are counted as dropouts for the grade and school year for which they fail to report. The list of students enrolled at the beginning of the school year should be compared with the list of students at the end of the previous year to find changes that occurred during the summer.

4. Missouri High School Equivalency Certificate recipients are not counted as graduates, unless the student passed the Missouri High School Equivalency Exam through participation in a Missouri Option Program.

5. A student is counted as a dropout only once each school year. A student who dropped out during the school year, re-enrolled and was enrolled on the last day of the same school year, is not counted as a dropout.

6. Students in closing schools that merge into a new school and students who are required to change schools because of renovations or other reasons are not reported as transfers, but are considered remained. However, students who elect to change schools, e.g., apply for a permissive or hardship transfer, are counted as transfers.

7. Alternative school programs do not report graduates, transfers in, transfers out or dropouts. Students entering an alternative school program from either a school within the district or from another district are **not** transfers in to the alternative school program or transfers out of the sending district. Students returning to the school they were attending prior to attending the alternative school program are **not** transfers in to the receiving district. However, students who leave the alternative school program and do not return to the district they were attending immediately prior to the alternative school program are counted as transfers out of the school sending the students to the alternative school program and transfers in to the school receiving the student from the alternative school program. Dropouts are reported at the student's regular school in their home district (the district the student attended immediately prior to entering the alternative school program).

Exhibit 7 – List of Counties by County Number

(Screens 6, 15 and 16)

001	Adair	039	Greene	077	Ozark
002	Andrew	040	Grundy	078	Pemiscot
003	Atchison	041	Harrison	079	Perry
004	Audrain	042	Henry	080	Pettis
005	Barry	043	Hickory	081	Phelps
006	Barton	044	Holt	082	Pike
007	Bates	045	Howard	083	Platte
008	Benton	046	Howell	084	Polk
009	Bollinger	047	Iron	085	Pulaski
010	Boone	048	Jackson	086	Putnam
011	Buchanan	049	Jasper	087	Ralls
012	Butler	050	Jefferson	088	Randolph
013	Caldwell	051	Johnson	089	Ray
014	Callaway	052	Knox	090	Reynolds
015	Camden	053	Laclede	091	Ripley
016	Cape Girardeau	054	Lafayette	092	St Charles
017	Carroll	055	Lawrence	093	St Clair
018	Carter	056	Lewis	094	St Francois
019	Cass	057	Lincoln	095	Ste Genevieve
020	Cedar	058	Linn	096	St Louis
021	Chariton	059	Livingston	097	Saline
022	Christian	060	McDonald	098	Schuyler
023	Clark	061	Macon	099	Scotland
024	Clay	062	Madison	100	Scott
025	Clinton	063	Maries	101	Shannon
026	Cole	064	Marion	102	Shelby
027	Cooper	065	Mercer	103	Stoddard
028	Crawford	066	Miller	104	Stone
029	Dade	067	Mississippi	105	Sullivan
030	Dallas	068	Moniteau	106	Taney
031	Daviess	069	Monroe	107	Texas
032	DeKalb	070	Montgomery	108	Vernon
033	Dent	071	Morgan	109	Warren
034	Douglas	072	New Madrid	110	Washington
035	Dunklin	073	Newton	111	Wayne
036	Franklin	074	Nodaway	112	Webster
037	Gasconade	075	Oregon	113	Worth
038	Gentry	076	Osage	114	Wright
				115	St Louis City

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Exhibit 8 – Highest Degree

(Screens 18 and 20)

Degree Abbreviation	Degree Description
60 HR	60 College Hours
ASOC	Two-Year Associate Degree or Certificate Program
BACC	Baccalaureate Degree
CVOT	Certificated Career Education Teacher (Certification without degree – used only for Career Education teachers)
DOCT	Doctorate
EXPR	Five Years' Experience (For Parent Educators only)
HREX	60 College Hours and Two Years' Experience (For Parent Educators only)
HSV	High School Diploma and High School Vocational Certificate in Early Childhood Care and Education
LPN	Licensed Practical Nurse
MAST	Master's Degree
PARA	Paraprofessional that passed the ParaPro Assessment or passed the Paraprofessional Test
RN	Registered Nurse
SPEC	Educational Specialist Degree
CDA	Child Development Associate
PCD	One-Year Certificate of Proficiency in Child Development or Child Care
NONE	None of the choices above

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Exhibit 9 – Career Education Program and Type Code Combinations

(Screens 18 and 29)

Program Code	Program Type
01 Agricultural Education (AGR)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
02 Business Education (BUS)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
03 Cooperative Education (CCE)	**04** Regular, Secondary (REG-SEC)
04 Marketing Education (MRKT)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
05 Health Sciences (HLTH)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
06 Family Consumer Sciences (FCS)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
07 Occupational Family Consumer Sciences and Human Services (OFCS)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
08 Skilled Technical Sciences (STS)	**04** Regular, Secondary (REG-SEC) **07** Regular, Postsecondary (REG-PS) **10** Regular, Adult (REG-A)
09 Guidance Services (GUID)	**04** Regular, Secondary (REG-SEC)
10 Technology and Engineering Education (TENG)	**04** Regular, Secondary (REG-SEC)
11 Ancillary Services (ANC) [includes Career Education Area Career Center Director]	**04** Local Admin, Secondary (REG-SEC)
12 Career Education Area Career Center (AD) [includes Assistant Director]	**04** Local Admin, Secondary (REG-SEC)
22 Career Education Special Needs (DIS/SN) [Disadvantaged & Handicapped]	**04** Special Needs, Secondary (SPN-SEC)
24 Career Education Preparation (VP/SN)	**04** Special Needs, Secondary (SPN-SEC)

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Exhibit 10 – Course Code/Certificate Required and Secondary CIP Codes

(Screens 20, 22, 24, 26 and 27)

All certification must be at the proper grade level unless otherwise specified.

A substitute teaching certificate is the minimum certification required for collection of state aid (ADA), however, a substitute certification is not considered appropriately certified. Where Exhibit 10 of the Core Data/MOSIS manual says "Any certificate…" it is referring to any teaching certificate exclusive of the substitute certificate. An Early Childhood Education is not appropriate for "Any certificate. . ." unless taught at the PK-3 grade level.

Advanced Placement (AP) curriculum and courses are approved through an audit process with the College Board. International Baccalaureate (IB) curriculum and courses are approved through an authorization process with International Baccalaureate.

See Exhibit 33 for information on appropriate certification requirements. See Exhibit 15 for information on ESEA appropriate certification requirements.

Missouri Teaching Certification Requirements – Elementary/Middle Grades (Pre-K–8)	
Elementary Self-Contained Classes (Pre-K–8)	**Certificate Required**
Note: The course code is left blank for self-contained elementary grade-level classes.	
Early Childhood Education (Pre-Kindergarten)	B-3, PK-3* or EARLY CHLD SPEC ED
Kindergarten	PK-3 or B-3
Grades 1 through 3	B-3, PK-3 or ELEM (includes K-8, 1-8, 1-6)
Grades 4 through 8	ELEM (includes K-8, 1-8, 1-6)
*Teachers with K-8 Life Certificates issued prior to September 1, 1982, and who taught K or PK for at least one full school year in Missouri public schools prior to September 1, 1982, will be considered as "grandfathered" and may continue to teach PK with the K-8 Life Certificate.	
Departmentalized (Grades 5-8)	**Certificate Required**
Grades 5-6	1) Certification at proper grade level in subject area; OR 2) ELEM (K-8, 1-6 or 1-8) certification may be used to teach classes in English, social studies, reading, math, science, computer literacy, basic skills and at-risk; OR 3) Subjects may be taught on appropriate subject area specific 5-9, 7-9/7-12 certificates (grades 5 and 6 may be taught on a 7-12 certificate); OR 4) Exploratory subjects may be taught on appropriate subject area specific 9-12 certifications. Exploratory classes are in the areas of Agriculture, Business, Drama/Speech/Theater, FACs, Industrial Technology, Marketing and World Languages. **Art, Music, Health and PE are not considered exploratory classes for reporting and require the appropriate subject and grade level certifications due to statutory requirements. Any course taught for high school credit requires appropriate subject and grade level certification.**

Grades 7-8	1) Certification at proper grade level in subject area; OR 2) ELEM (K-8, 1-6 or 1-8) certification may be used to teach classes in English, social studies, reading, computer literacy, basic skills and at-risk; OR NOTE: Math and science may **not** be taught on an ELEM certificate. 3) Exploratory subjects may be taught on appropriate subject area specific 9-12 certifications. Exploratory classes are in the areas of Agriculture, Business, Drama/Speech/Theater, FACs, Industrial Technology, Marketing and World Languages. **Art, Music, Health and PE are not considered exploratory classes for reporting and require the appropriate subject and grade level certifications due to statutory requirements**.

Exhibit 10 *(continued)*

01 – Agriculture *(Career education program area 01-04)*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
016741	01.0101	Agribusiness Sales & Marketing	AGBUS MKT	AGRICULTURAL ED
016807	01.9999	Agricultural Business, Research & Development	AG BUS,RES,D	AGRICULTURAL ED
016742	01.0101	Agricultural Communications and Leadership	AG COMM	AGRICULTURAL ED
016770	01.0201	Agricultural Construction	AG CONSTR	AGRICULTURAL ED
016753	01.0201	Agricultural Machinery	AG MACH	AGRICULTURAL ED
016730	01.0101	Agricultural Management and Economics	AG MGMT-EC	AGRICULTURAL ED
016751	01.0201	Agricultural Power 1	AG POWER-1	AGRICULTURAL ED
016752	01.0201	Agricultural Power 2	AG POWER-2	AGRICULTURAL ED
016710	01.0000	Agricultural Science 1 (Animal Science)	AG SCI-1	AGRICULTURAL ED
016760	01.0000	Agricultural Science 2 (Plant Science)	AG SCI-2	AGRICULTURAL ED
016720	01.0201	Agricultural Structures	AG STRUCTR	AGRICULTURAL ED
016806	01.9999	Agricultural Power and Technology	AG POW-TECH	AGRICULTURAL ED
016803	01.9999	Animal and Plant Biotechnology	AN & PL BIO	AGRICULTURAL ED
016711	01.0901	Animal Science	ANIMAL SCI	AGRICULTURAL ED
016743	01.0901	Biotechnology	BIOTECH	AGRICULTURAL ED
016759	03.0101	Conservation of Natural Resources	CONS NAT R	AGRICULTURAL ED
016761	01.0601	Crop Science	CROP SCI	AGRICULTURAL ED
016744	01.0901	Equine Science	EQUINE SCI	AGRICULTURAL ED
016700	No Follow-Up	Exploring Agriculture, Grades 7-8	EXPLOR AG	GEN AGRICULTURE, AGRICULTURAL ED
016763	01.0601	Floriculture	FLORICULTR	AGRICULTURAL ED
016805	01.9999	Food Science and Safety	FOOD SCI & S	AGRICULTURAL ED
016790	01.0401	Food Science and Technology	FOOD SCI	AGRICULTURAL ED
016762	03.0101	Forest Management	FOREST MGMT	AGRICULTURAL ED
014000	No Follow-Up	General Agriculture	GEN AG	GEN AGRICULTURE, AGRICULTURAL ED
016765	01.0601	Greenhouse Operation and Management	GREENHS OP	AGRICULTURAL ED
016800	01.9999	Introduction to Agriculture, Food and Natural Resources	AG FOOD & NR	AGRICULTURAL ED
016764	01.0601	Landscaping	LANDSCAPE	AGRICULTURAL ED
016804	01.9999	Natural Resources and Ecology	NATRL RES ECO	AGRICULTURAL ED
016766	01.0601	Nursery Operation and Management	NURS OPER	AGRICULTURAL ED
016801	01.9999	Principles of Agricultural Science-Animal	PRIN AG S AN	AGRICULTURAL ED
016802	01.9999	Principles of Agricultural Science-Plant	PRIN AG S PL	AGRICULTURAL ED
016780	01.0101	Supervised Ag Cooperative Experience	SAE CO-OP	AGRICULTURAL ED
016785	No Follow-Up	Supervised Agricultural Experience – Supervision	SAE SUPV	AGRICULTURAL ED
016767	01.0601	Turf Management	TURF MGMT	AGRICULTURAL ED
016745	01.0901	Veterinary Science	VET SCI	AGRICULTURAL ED
016798	No Follow-Up	Agriculture Departmental Duties	AG DEPT	AGRICULTURAL ED
016797	No Follow-Up	Agriculture Supervisor	AG SUPV	AGRICULTURAL ED at any grade level with Graduate Degree

Exhibit 10 *(continued)*

02 – Art				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
024100		Art	ART	ART
024110		Art Appreciation & History	ART APPREC	ART
024193	IB	IB Art/Design	IB-ART DESN	ART
024195	AP	AP Art History	AP-ART HIST	ART
024123		Arts & Crafts	ARTS-CRAFT	ART
024126		Ceramics	CERAMICS	ART
024190		Commercial Art	COMM ART	ART
024140		Design	DESIGN	ART
024150		Drawing	DRAWING	ART
024155		Drawing & Painting	DRWG-PNTG	ART
024170		Graphics & Printmaking	GRPH-PRNMG	ART
024128		Jewelry	JEWELRY	ART
024160		Painting	PAINTING	ART
024130		Photography	PHOTOGRPHY	ART
024135		Sculpture	SCULPTURE	ART
024295	AP	AP 2-D Art and Design	AP-STU ART2D	ART
024395	AP	AP 3-D Art and Design	AP-STU ART3D	ART
024495	AP	AP Drawing	AP-STU ARTDR	ART
024293	IB	IB Visual Arts	IB-VIS ARTS	ART
024199		Other Art	OTHER ART	ART
024198		Art Departmental Duties	ART DEPT	ART at any grade level
024197		Art Supervisor	ART SUPV	ART at any grade level with Graduate Degree
03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are never approved as career education courses.) [*Career education program area 02-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
034310	52.0803	Accounting I	ACCT I	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034312	52.0803	Accounting II	ACCT II	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
156895	52.0803	AP Macroeconomics	AP-MACROECON	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
156995	52.0803	AP Microeconomics	AP-MICROECON	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034208	No Follow-Up	Administrative Assistant/Secretarial Science, General	SECRET*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034303	52.0803	Banking & Financial Services	BANKING	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034320	52.0101	Business Communications	BUS COMMUN	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034332	52.0803	Business Economics	BUS ECON	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034321	52.0101	Business Law	BUS LAW	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION

Exhibit 10 *(continued)*

03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are never approved as career education courses.) *[Career education program area 02-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
034193	52.0101	IB Business & Management	IB-BUS MGMT	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
156393	52.0803	IB Economics	IB-ECONOMICS	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034301	52.0101	Business Management	BUS MGMT	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034322	No Follow-Up	Business Mathematics	BUS MATH*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034201	No Follow-Up	Business Systems Analysis and Design	SYS ANA*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034330	11.0103	Business Technology	BUS TECH	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034352	11.0103	Computer Applications	COMP APP	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034355	11.0103	Computer Programming	COMP PROG	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION, COMP PROG/NET ADMIN
034400	11.0103	Computer Science I	COMP SCI I	BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC
034401	11.0103	Computer Science II	COMP SCI II	BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC
034392	No Follow-Up	Digital Communications	DIG COMM*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034037	No Follow-Up	E-Business	E-BUS*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034305	52.0101	Entrepreneurship	ENTREPRE	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034353	11.0103	Graphic Arts/Desktop Publishing	DKTP PUB	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034204	No Follow-Up	Human Resources Management	HRES MGMT*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034207	No Follow-Up	Insurance and Risk Management	INS MGMT*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034391	52.0101	International Business	INTER BUS	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034300	52.0101	Introduction to Business	INTRO BUS	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION

03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are never approved as career education courses.) *[Career education program area 02-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
034390	No Follow-Up	Keyboarding	KEYBOARD*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034205	52.0101	Legal Administrative Assistant/Secretary	LEG SEC	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034206	52.0101	Medical Administrative Assistant/Secretary	MED SEC	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034356	11.0103	Multimedia	MULTIM	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034354	11.0103	Network Administration	NETW ADM	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION, COMP PROG/NET ADMIN
034203	No Follow-Up	Office Supervision and Management	OFF SUPV*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
996400	52.0801	Personal Finance	PERS FIN	BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC
034345	No Follow-Up	Recordkeeping	RECORDKEEP*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034370	No Follow-Up	Shorthand/Speedwriting/Notetaking	STHD-SP WR*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034380	52.0101	Supervised Business Experience	SPV BUS EX	BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017)
034393	11.0103	Web Design	WEB DES	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034398	No Follow-Up	Business Education Departmental Duties	BS ED DEPT*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION
034397	No Follow-Up	Business Education Supervisor	BS ED SUPV*	BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION

04 – Marketing and Cooperative Education (An asterisk [*] indicates courses that are never approved as career education courses.) *[Cooperative Education career education program area is 03-04; Marketing Education is 04-04]*

Course Code	CIP Code/ Follow-Up	Course Name	Abbreviation	Certificate Required
040009	52.1401	Advertising	ADV	MARKETING
040008	No Follow-Up	Business Administration	BUS ADMIN*	MARKETING
040010	No Follow-Up	Business Ownership/Management	BS OWN-MG*	MARKETING
040003	00.8888	Cooperative Career Education 1	CCE-1	COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017)
040004	00.8888	Cooperative Career Education 2	CCE-2	COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017)
040011	52.0701	Entrepreneurship	ENTREPRE	MARKETING
040013	52.1802	Fashion Merchandising	FASH MDSE	MARKETING
040012	No Follow-Up	Free Enterprise Economics	FREE EN EC*	MARKETING
040018	52.0903	Hospitality Management	HOSP MGMT	MARKETING
040016	No Follow-Up	International Marketing	INTNTL MKTG*	MARKETING
040015	No Follow-Up	Internet Marketing	INTRNT MKTG*	MARKETING
040019	52.0701	Leadership in the Workplace	LDRSHP WKPL	MARKETING
040005	52.0701	Management	MGMT	MARKETING
040001	52.1401	Marketing, Fundamentals of	MKTG-1	MARKETING
040002	52.1402	Marketing, Advanced	MKTG-2	MARKETING
040021	52.1402	Marketing Research	MKTG RSCH	MARKETING
040006	52.1802	Retailing	RETAILING	MARKETING
040007	No Follow-Up	Salesmanship	SALEMANSHP*	MARKETING
040014	52.1804	Sports and Entertainment Marketing	SPT ENT MKTG	MARKETING
040081	00.8888	Supervised CCE Experience	SV CCE EXP	COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017)
040080	52.1402	Supervised Marketing Experience	SV MKT EXP	MARKETING
040017	52.0903	Travel and Tourism	TRAV TOUR	MARKETING

05 – Language Arts (English)

Course Code	Approved AP/IB	Course Name	Abbreviation	Certificate Required
054821		American Literature	AMER LIT	ENG, LANG ARTS
054806		Applied Communications	APLD COMM	ENG
054820		Appreciation of Literature	LITERATURE	ENG, LANG ARTS
054818		Bible Literature	BIBLE LIT	ENG
054829		Black Literature	BLACK LIT	ENG
054861		College Prep English	C PREP ENG	ENG
054803		Communications (Written)	COMMUNTNS	ENG, LANG ARTS
054804		Composition	COMPOSITN	ENG, LANG ARTS
054822		Contemporary Literature	CONTMP LIT	ENG
054805		Creative Writing	CREAT WRTG	ENG, LANG ARTS
054865		English for Speakers of Other Languages	ESOL	ESOL
054895	AP	AP English Language and Composition	AP-ENG LN CP	ENG
054823		English Literature	ENG LIT	ENG, LANG ARTS
054995	AP	AP English Literature and Composition	AP-ENG LT CP	ENG

Exhibit 10 *(continued)*

05 – Language Arts (English)				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
054892	IB	IB Extended Essay	IB-EXT ESSAY	48 ENG
054864		Ethnic Literature	ETHNIC LIT	ENG
054890		Family Literacy	FAM LIT	ADULT EDUC or SUPV APPROVAL
054817		Folklore	FOLKLORE	ENG
054801		Grammar	GRAMMAR	ENG, LANG ARTS, ELEM, MIDDLE
054824		Great Books	GREAT BOOK	ENG, LANG ARTS
054893	IB	IB English A: Literature	IB-ENG A-LIT	ENG
054894	IB	IB English A: Language and Literature	IB-LANG&LIT	ENG
054800		Language Arts (English)	LANG ARTS	ENG, LANG ARTS, PK-3, ELEM, MIDDLE
054996	IB	IB Literature and Performance	IB-LIT & PER	ENG
054809		Mass Media	MASS MEDIA	ENG, JOURN
054850		Mythology	MYTHOLOGY	ENG, LATIN
054825		Novel, The	NOVEL	ENG
054826		Poetry	POETRY	ENG
054802		Practical English	PRACT ENG	ENG
054841		Reading	READING	RD SP, PK-3, ELEM, MIDDLE, ENG
054863		Satire and Humor	SATR-HUMOR	ENG
054819		Science Fiction	SCI FICT	ENG
054845		Shakespeare	SHAKESPEAR	ENG
054827		Short Story, The	SHRT STORY	ENG
054891		Supplemental English Language Arts	SUP ELA	ELEM, PK-3, MIDDLE, LANG ARTS, ENG
054840		Supplemental Reading	SUPP READ	PK-3, ELEM, MIDDLE, ENG, RD SP
054862		Vocational/Career English	CAREER ENG	ENG
054860		Word Study (includes Semantics)	WORD STUDY	ENG
054828		World Literature	WORLD LIT	ENG
054899		Other Language Arts	O LANG ART	ELEM, ENG, LANG ARTS
054898		Language Arts Departmental Duties	LA DEPT	ELEM, ENG, LANG ARTS at any grade level
054897		Language Arts Supervisor	LA SUPV	ENG, LANG ARTS, RD SP at any grade level with Graduate Degree
05 – Journalism				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
054810		Journalism	JOURNALISM	JOURN, ENG, LANG ARTS
054811		Photography	PHOTOGRPHY	JOURN, ART
054830		School Publications	SCHOOL PUB	JOURN, ENG, LANG ARTS, BS ED

05 – Speech and Dramatics				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
056510		Debate	DEBATE	SP THTRE, SPEECH
056520		Dramatics	DRAMATICS	SP THTRE, DRAMA
056393	IB	IB Film	IB-FILM	SP THTRE, JOURN, DRAMA, ENG
056545		Oral Interpretation	ORAL INTRP	SP THTRE, SPEECH
056501		Public Speaking	PUB SPEAK	SP THTRE, SPEECH
056530		Radio and Television	RADIO-TV	SP THTRE, JOURN, DRAMA
056500		Speech	SPEECH	SP THTRE, SPEECH
056540		Stagecraft	STAGECRAFT	SP THTRE, DRAMA
056593	IB	IB Theatre	IB-THEATRE	SP THTRE, DRAMA
056550		Theatre Arts	THTRE ARTS	SP THTRE, DRAMA
056599		Other Speech and Dramatics	O SPCH-DRM	SP THTRE, SPEECH, DRAMA
056598		Speech/Dramatics Departmental Duties	SP DR DEPT	SP THTRE, SPEECH, DRAMA, at any grade level
06 – Foreign (World) Languages				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
062000		American Sign Language	ASL	Any certificate at any grade level
069010		Chinese	CHINESE	CHINESE
061093	IB	IB Chinese A	IB-CHINESE A	CHINESE
061393	IB	IB Chinese B	IB-CHINESE B	CHINESE
069095	AP	AP Chinese Language and Culture	AP-CHINESE	CHINESE
064900		French	FRENCH	FRENCH
064193	IB	IB French A	IB-FRENCH A	FRENCH
064293	IB	IB French B	IB-FRENCH B	FRENCH
064995	AP	AP French Language and Culture	AP-FRN LN CL	FRENCH
065100		German	GERMAN	GERMAN
065193	IB	IB German A	IB-GERMAN A	GERMAN
065293	IB	IB German B	IB-GERMAN B	GERMAN
065195	AP	AP German Language and Culture	AP-GER LN CL	GERMAN
065393	IB	IB Germanic Language A	IB-GERMNIC A	GERMAN
065493	IB	IB Germanic Language B	IB-GERMNIC B	GERMAN
065893	IB	IB Greek – Classical	IB-GREEK	GREEK
067100		Hebrew	HEBREW	HEBREW
067193	IB	IB Hebrew A	IB-HEBREW A	HEBREW
067293	IB	IB Hebrew B	IB-HEBREW B	HEBREW
067393	IB	IB Hebrew – Classical	IB-HEWBRE-CL	HEBREW
060000		Introduction to Foreign Languages	INTRO LANG	Any foreign language
069020		Italian	ITALIAN	ITALIAN
069193	IB	IB Italian A	IB-ITALIAN A	ITALIAN
069293	IB	IB Italian B	IB-ITALIAN B	ITALIAN
069295	AP	AP Italian Language and Culture	AP-ITA LN CL	ITALIAN
068000		Japanese	JAPANESE	JAPANESE
068193	IB	IB Japanese A	IB-JPANESE A	JAPANESE
068293	IB	IB Japanese B	IB-JPANESE B	JAPANESE
068095	AP	AP Japanese Language and Culture	AP-JPN LN CL	JAPANESE
065700		Latin	LATIN	LATIN
065795	AP	AP Latin	AP-LATIN	LATIN
065793	IB	IB Latin – Classical	IB-LATIN-CL	LATIN
061193	IB	IB Romance/Italic Language A	IB-RMC-ITC A	LATIN, SPANISH, ITALIAN, FRENCH
061293	IB	IB Romance/Italic Language B	IB-RMC-ITC B	LATIN, SPANISH, ITALIAN, FRENCH
066200		Russian	RUSSIAN	RUSSIAN
066193	IB	IB Russian A	IB-RUSSIAN A	RUSSIAN
066293	IB	IB Russian B	IB-RUSSIAN B	RUSSIAN

Exhibit 10 *(continued)*

06 – Foreign (World) Languages				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
066300		Spanish	SPANISH	SPANISH
066093	IB	IB Spanish A	IB-SPANISH A	SPANISH
066393	IB	IB Spanish B	IB-SPANISH B	SPANISH
066395	AP	AP Spanish Language and Culture	AP-SPAN LANG	SPANISH
066595	AP	AP Spanish Literature and Culture	AP-SPN LT CL	SPANISH
060099		Other Foreign Language	O FGN LANG	SUPV APPROVAL
060098		Foreign Language Departmental Duties	FGN L DEPT	Any foreign language certificate at any grade level
060097		Foreign Language Supervisor	FGN L SUPV	Any foreign language certificate at any grade level with Graduate Degree
07 – Health Occupations *(Career education program area 05-04)*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
070414	51.0001	Biomedical Innovations	BIOMED INNOV	Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
070901	51.0601	Dental Assistant	DENT ASST	DENTAL ASST
070903	51.0603	Dental Laboratory Technician	D LAB TC	DENT LAB TECH
070907	51.0904	Emergency Medical Technician	EM TECH	EMER MED TECH
070927	51.0706	Health Information/Medical Records Technology	HLTH INFO	MED TRANSCRIPT
070906	51.2601	Health Service Aide	HLTH S AID	HLTH AID, NURSING OTH, HLTH PROF, RELATED SERVICES OTH
070412	51.0001	Human Body Systems	HUMAN BD SYS	Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
070917	51.0801	Medical Assistant	MED ASST	MEDICAL ASST
070413	51.0001	Medical Intervention	MED INTER	Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
070913	51.1004	Medical Laboratory Assistant	MLAB ASST	MED LAB ASST
070929	51.1004	Medical Laboratory Technology	MLAB TC	MED LAB TECH
070933	51.0706	Medical Transcription	MED TRANS	MED TRANSCRIPT
070934	51.2601	Medical Terminology	MED TERM	HEALTH SERVICE AIDE
070930	51.0805	Pharmacy Technician/Assistant	PH TECH ASST	PHARMACY TECH
070923	51.0806	Physical Therapy Assistant	P THRPY ASST	PHYS THER ASST
070941	51.3901	Practical Nursing	PRAC NURSING	HEALTH AIDE, PRACTICAL NURSE
070411	51.0001	Principles of Biomedical Science	PRIN BIO SCI	Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
070940	16.1603	Sign Language Interpreter	SIGN INT	SGN LNG INTERPR

08 – Physical Education and Health				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
086010		Adaptive Physical Education	ADAPT PE	PE or Any Special Education cert.
086020		Athletic Practice/Conditioning	ATH PRAC-C	Any certificate at any grade level
086025		Body Conditioning	BODY CONDN	PE
087100		Driver Education	DRIVER ED	DR ED
087180		Driver Education Lab	DR ED LAB	DR ED
087198		Driver Education Departmental Duties	DR ED DEPT	DR ED
085311		First Aid	FIRST AID	DR ED, or HEALTH or PE
085300		Health	HEALTH	HEALTH (or PE if certificated on or before 7/1/83)
085398		Health Departmental Duties	HLTH DEPT	HEALTH at any grade level
085397		Health Supervisor	HLTH SUPV	HEALTH (or PE if certificated on or before 7/1/83) with Graduate Degree
086030		Lifetime Sports	LIFE SPORT	PE
086045		P.E. & Health Combination	PE-HLTH	PE and HEALTH (or PE only if certificated on or before 7/1/83)
086000		Physical Education	PE	PE
085310		Physiology & Anatomy	PHYS-ANAT	HEALTH
085312		Safety	SAFETY	DR ED, or HEALTH or PE
086935	IB	IB Sports, Exercise and Health Science	IB-SP EX HLT	HEALTH or PE
086035		Team Sports	TEAM SPORT	PE
086099		Other Physical Education	OTHER PE	PE
086098		Physical Education Departmental Duties	PE DEPT	PE at any grade level
086097		Physical Education Supervisor	PE SUPV	PE at any grade level with Graduate Degree

09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are never approved as career education courses.) *[Career education program area 07-04]*

Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
096820	19.0901	Apparel, Textiles and Fashion	APP-INT	APPAREL/TEXTILE,CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096822	19.0901	Apparel, Textiles and Fashion, Advanced	APP-ADV	APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, HME FUR/EQU/CON, HOUSING & HOME, VOC FAM/CONS SC, VOCATNL HOME EC
096803	19.0201	Career Development/Entrepreneurship	CAREER ENTRE	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096842	13.0101	Career Pathways for the Teaching Profession	CAR PATH	FAM/CONSMR SCI, FAM/CONSMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096821	19.0706	Child Development	CHILD DEV I	CHLD CARE/GUID, FAM/CONSMER SCI, FAM/CONSMR SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC

Exhibit 10 *(continued)*

09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are never approved as career education courses.) [*Career education program area 07-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
096826	19.0706	Child Development, Advanced	CHLD DEV II	CHLD CARE/GUID, FAM/CONSMER SCI, FAM/CONSMR SCI, HUM. DEV./CHILD,VOC FAM/CONS SC, VOCATNL HOME EC
096900	12.0401	Cosmetology	COSMETOLGY	COSMETOLGY
096804	12.0500	Culinary Arts/Chef Training	CUL ARTS	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNAL HOME EC
096800	No Follow-Up	Discovering Family and Consumer Sciences (Grades 1-8)	DISC FACS*	FAM/CONSUMER SCI, FAM/CONSUMR SCI, VOC/ FAM/CONS SC, VOCATNL HOME EC
096831	19.0709	Early Childhood Professions	ERL CHLD PRO	CHLD CARE/GUID. FAM/CONSMER SCI, FAM/CONSMR SCI, HUM. DE./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC
096898	No Follow-Up	Family and Consumer Sciences Departmental Duties	FCS DEPT*	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096837	19.0701	Family Consumer Sciences Internship	FCS INTERN	APPAREL/TEXTILE, CHLD CARE/GUID, CLOTH/APP/TEXT, CULINARY ARTS, FD/BEV/REST MGR, FOOD MNGMT/REL, FAM/CONSMER SCI, FAM/CONSMR SCI, HME FUR/EQU/CON, HOSPITALITY ADM, HOUSING & HOME, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC
096839	19.0201	Family Consumer Sciences, Coop	FCS OC COP	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC
096814	19.0401	Family/Consumer Resource Management	FAM/CONRS	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096840	19.0000	Family/Individual Health (meets 0.5 health credit graduation requirement)	FAM HEALTH	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC

09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are never approved as career education courses.) *[Career education program area 07-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
096906	19.0901	Fashion and Interior Design Fundamentals (Pathway Level 1)	FASH-INTER 1	APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096846	50.0407	Fashion Design	FASH DSGN	APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096907	50.0407	Fashion Design and Construction (Pathway Level 2)	FASH-CONST 2	APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096909	19.0905	Fashion/Interior Design and Merchandising (Pathway Level 3)	FASHINTMER 3	APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSMER SCI, FAM/CONSMR SCI, HME FUR/EQU/CON, HOUSING & HOME,VOC FAM/CONS SC, VOCATNL HOME EC
096829	12.0500	Foods, General	FOODS GEN	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNAL HOME EC
096833	12.0505	Food Production, Management and Services, General	FOOD SERV	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATNL HOME EC
096827	19.0501	Food Science	FOOD SCI	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNL HOME EC
096904	52.0901	Hospitality & Tourism Management Program I	HTMP I	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC

Exhibit 10 *(continued)*

09 – Family Consumer Sciences and Human Services Education [Career Education] *(*An asterisk [*] indicates courses that are never approved as career education courses.) [*Career education program area 07-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
096905	52.0901	Hospitality & Tourism Management Program II	HTMP II	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC
096818	19.0601	Housing Environments and Design	HOME ENVIR	FAM/CONSMER SCI, FAM/CONSMR SCI, HOUSING & HOME, HME FUR/EQU/CON, VOC FAM/CONS SC, VOCATNL HOME EC
096828	19.0701	Human Development	HUMAN DEV	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096908	19.0601	Interior Design, Advanced (Pathway Level 2)	INTER-DES 2	FAM/CONSMER SCI, FAM/CONSMR SCI, HME FUR/EQU/CON, HOUSING & HOME, VOC FAM/CONS SC, VOCATNL HOME EC
096910	12.0500	International Foods	INTFDS	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNAL HOME EC
096823	19.0701	Interpersonal Relationships	INTPRSNL REL	FAM/CONSMER SCI, FAM/CONSMR SCI, HUM. DEV. AD AG,VOC FAM/CONS SC, VOCATNL HOME EC
096901	12.0401	Nail Technician	NAIL TECH	COSMETOLOGY
096824	19.0501	Nutrition and Wellness	NUTR/WELL	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096830	19.0701	Parenting	PARENTING	CHLD CARE/GUID, FAM/CONSMER SCI, FAM/CONSMR SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC
996400	52.0801	Personal Finance	PERS FIN	FAM/CONSMER SCI, FAM/CONSMR SCI, VOC FAM/CONS SC, VOCATNL HOME EC
096902	13.0101	Practicum in Teaching Pathway	PRACT PATH	FAM/CONSMR SCI, FAM/CONSMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC

09 – Family Consumer Sciences and Human Services Education [Career Education] *(*An asterisk [*] indicates courses that are never approved as career education courses.) [*Career education program area 07-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
096815	12.0500	Pro Start I	PRO STAR I	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC
096816	12.0500	Pro Start II	PRO STAR II	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC
096805	12.0504	Restaurant, Culinary and Catering Management	RESTAURANT	CULINARY ARTS, FAM/CONSMER SCI, FAM/CONSMR SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC
10 – Industrial Technology (Not approved as Career Education courses)				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
105431		Architectural Structures and Design Technology	ARCH DSGN	IND (ARTS) TECH, TECH & ENG
105401		Bio-Technology	BIO-TECH	IND (ARTS) TECH, TECH & ENG
105441		Communications Electronics Technology	COM ELECTR	IND (ARTS) TECH, TECH & ENG
105424		Construction Technology	CONSTR TEC	IND (ARTS) TECH, TECH & ENG
105430		Drafting and Design Technology	DRFT-DESGN	IND (ARTS) TECH, TECH & ENG
105440		Electricity/Electronics Technology	ELEC-ELTRN	IND (ARTS) TECH, TECH & ENG
105400		Elementary School Technology Education K-6	EL TEC K-6	IND (ARTS) TECH, TECH & ENG
105433		Engineering Graphics Technology	ENGR GRAPH	IND (ARTS) TECH, TECH & ENG
105425		Engineering Materials Technology	ENGR MAT	IND (ARTS) TECH, TECH & ENG
105407		Engineering Technology Education	ENGR TECH	IND (ARTS) TECH, TECH & ENG
105408		Enterprise	ENTERPRISE	IND (ARTS) TECH, TECH & ENG
105450		Exploration of Technology/Industrial Technology 9-12	EX IND TEC	IND (ARTS) TECH, TECH & ENG
100426		Exploring Architecture & Construction	EX ARCH CON	IND (ARTS) TECH, TECH & ENG

Exhibit 10 *(continued)*

10 – Industrial Technology (Not approved as Career Education courses)				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
100427		Exploring Communications Technology	EX COMM TECH	IND (ARTS) TECH, TECH & ENG
100428		Exploring Engineering	EX ENG	IND (ARTS) TECH, TECH & ENG
100429		Exploring Information Technology	EX INF TECH	IND (ARTS) TECH, TECH & ENG
100430		Exploring Manufacturing	EX MFG	IND (ARTS) TECH, TECH & ENG
100424		Exploring Technology Careers IA (6-8)	EX TECH CAR IA	IND (ARTS) TECH, TECH & ENG
100425		Exploring Technology Careers IB (6-8)	EX TECH CAR IB	IND (ARTS) TECH, TECH & ENG
100431		Exploring Transportation & Distribution	EX TRAN DIST	IND (ARTS) TECH, TECH & ENG
105492		Graphic Communications Technology	GR COMMUN	IND (ARTS) TECH, TECH & ENG
105421		Industrial Ceramics Technology	IND CERAM	IND (ARTS) TECH, TECH & ENG
105470		Industrial Metals Technology	IND METALS	IND (ARTS) TECH, TECH & ENG
105422		Industrial Plastics Technology	IND PLSTCS	IND (ARTS) TECH, TECH & ENG
105482		Industrial Woods Technology	IND WOODS	IND (ARTS) TECH, TECH & ENG
105402		Interdisciplinary Approaches to Technology	APPRCH TEC	IND (ARTS) TECH, TECH & ENG
105435		Introduction to Communication Technology	COMMUN	IND (ARTS) TECH, TECH & ENG
105410		Introduction to Energy & Power Technology	ENGY-POWER	IND (ARTS) TECH, TECH & ENG
105420		Introduction to Materials & Processing Technology	MATRL-PROC	IND (ARTS) TECH, TECH & ENG
105405		Introduction to Technology/Industrial Technology 6-9	IN TEC 6-9	IND (ARTS) TECH, TECH & ENG
100423		Invention & Innovations (Grades 6-8)	INVNT INN	IND (ARTS) TECH, TECH & ENG
105423		Manufacturing Technology	MFG TECH	IND (ARTS) TECH, TECH & ENG
100403		PLTW Gateway (Grades 6-8)	PLTW GWY	Any certificate with Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
100402		PLTW Launch (Grades K-5)	PLTW LNCH	Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training
105411		Power Mechanics Technology	POWER MECH	IND (ARTS) TECH, TECH & ENG
105406		Research and Development	RSCH-DEVEL	IND (ARTS) TECH, TECH & ENG
105409		Technology Problem Solving	TECH PROB	IND (ARTS) TECH, TECH & ENG
105442		Technology Systems Control	TECH SYS	IND (ARTS) TECH, TECH & ENG
105414		Transportation Systems	TRANS SYS	IND (ARTS) TECH, TECH & ENG
105432		Video Production Technology	VIDEO TECH	IND (ARTS) TECH, TECH & ENG

10 – Industrial Technology (Not approved as Career Education courses)				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
105499		Other Industrial Technology/Technology Education	O IND TECH	IND (ARTS) TECH, TECH & ENG
105498		Industrial Technology Departmental Duties	IND T DEPT	IND (ARTS) TECH at any grade level, TECH & ENG
105497		Industrial Technology Supervisor	IND T SUPV	IND (ARTS) TECH at any grade level with Graduate Degree, TECH & ENG
10 – Technology and Engineering Education (TENG) [Career Education] *(All of these courses must complete the Project Lead The Way [PLTW] Core Training.) [Career education program area 10-04]*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
100410	21.0104	Aerospace Engineering	Aero ENG	Any certificate with a Bachelor's Degree
100409	21.0104	Biotechnology Engineering	BIO ENG	Any certificate with a Bachelor's Degree
100408	21.0104	Civil Engineering & Architecture	CVL ENG ARCH	Any certificate with a Bachelor's Degree
100407	21.0104	Computer Integrated Manufacturing	COM INT MFG	Any certificate with a Bachelor's Degree
100432	21.0105	Computer Science A	COMP SCI APP	Any certificate with a Bachelor's Degree
100415	21.0105	Computer Science Principles	COMP SCI PRI	Any certificate with a Bachelor's Degree
100416	21.0105	Computer Science Essentials	COMP SCI ESS	Any certificate with a Bachelor's Degree
100434	21.0105	Cyber Security	CYBERSECUR	Any certificate with a Bachelor's Degree
100406	21.0104	Digital Electronics	DIG ELECT	Any certificate with a Bachelor's Degree
100422	21.0104	Engineering Design & Development	ENG DES DEV	Any certificate with a Bachelor's degree
100433	21.0104	Environmental Sustainability	ENVIR SUS	Any certificate with a Bachelor's Degree
100405	21.0104	Introduction to Engineering Design	INT ENG DES	Any certificate with a Bachelor's Degree
100404	21.0104	Principles of Engineering	PRIN ENG	Any certificate with a Bachelor's Degree
11 – Mathematics				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
115810		Algebra	ALGEBRA	MATH
115861		Algebra-Trigonometry	ALG-TRIG	MATH
115865		Analytical Geometry	ANALY GEO	MATH
115825		Applied Mathematics	APLD MATH	MATH
115820		Basic Mathematics (General or Functional Math)	BASIC MATH	MATH
115866		Calculus	CALCULUS	MATH
115895	AP	AP Calculus AB	AP-CALC AB	MATH
115995	AP	AP Calculus BC	AP-CALC BC	MATH
115868		Consumer Mathematics	CONSM MATH	MATH
115870		Elementary Functions (Pre-Calculus)	EL FUNCT	MATH
115293	IB	IB Further Mathematics	IB-FURH MATH	MATH
115830		Geometry	GEOMETRY	MATH
115805		Integrated Math (Multi-year equivalent)	INTEGR MATH	MATH
115840		Mathematical Analysis	MATH ANALYS	MATH
115800		Mathematics	MATH	MATH
115193	IB	IB Mathematics and Computing	IB-MATH COMT	MATH
115393	IB	IB Mathematical Studies	IB-MATH STUD	MATH

11 – Mathematics				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
115093	IB	IB Mathematics	IB-MATH	MATH
115815		Pre-Algebra	PRE-ALG	MATH
115875		Probability and Statistics	PROB-STAT	MATH
115795	AP	AP Statistics	AP-STAT	MATH
115891		Supplemental Math	SUPP MATH	PK-3, ELEM, MIDDLE, MATH
115860		Trigonometry	TRGONOMTRY	MATH
115899		Other Mathematics	OTHER MATH	MATH
115898		Mathematics Departmental Duties	MATH DEPT	MATH at any grade level
115897		Mathematics Supervisor	MATH SUPV	MATH at any grade level with Graduate Degree
12 – Music				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
125510		Band	BAND	IN MUS
126960		Chorus/Choir	CHORUS	V MUS
125530		Drum Corps	DRUM CORPS	IN MUS
126910		Fundamentals of Music	FUND MUSIC	IN MUS, V MUS
126940		Glee Club	GLEE CLUB	V MUS
125525		Guitar	GUITAR	IN MUS, V MUS
125500		Instrumental Music	INST MUSIC	IN MUS (May be taught at Elem. level on V MUS)
125540		Jazz Band	JAZZ BAND	IN MUS
126993	IB	IB Music	IB-MUSIC	IN MUS, V MUS
126920		Music Appreciation	MUSIC APPR	IN MUS, V MUS
126995	AP	AP Music Theory	AP-MUSC THRY	IN MUS, V MUS
125520		Orchestra	ORCHESTRA	IN MUS
125550		Piano	Piano	IN MUS, V MUS
126930		Theory and Harmony	THEORY	IN MUS, V MUS
126900		Vocal Music	VOC MUSIC	V MUS (May be taught at Elem level on IN MUS)
125599		Other Instrumental Music	O INST MUS	IN MUS
126999		Other Vocal Music	O VOC MUS	V MUS
125598		Music Departmental Duties	MUS DEPT	V MUS, IN MUS at any grade level
125597		Music Supervisor	MUS SUPV	V MUS, IN MUS at any grade level with Graduate Degree
13 – Science				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
135500		Aerospace	AEROSPACE	PHYS, EARTH, UNIFIED PHYS, UNIFIED EARTH
134642		Applied Science	APLD SCI	Any Science Certificate
133810		Astronomy	ASTRONOMY	EARTH, GEN SCI, UNIFIED EARTH, UNIFIED PHYS, PHYSICS
134200		Biology	BIOLOGY	Any Science Certificate; or for advanced courses BIOL, UNIFIED BIOL
134295	AP	AP Biology	AP-BIOLOGY	BIOL, UNIFIED BIOL
134293	IB	IB Biology	IB-BIOLOGY	BIOL, UNIFIED BIOL
134210		Botany	BOTANY	BIOL, UNIFIED BIOL
134600		Chemistry	CHEMISTRY	Any Science Certificate; or for advanced courses CHEM, UNIFIED CHEM
134695	AP	AP Chemistry	AP-CHEMISTRY	CHEM, UNIFIED CHEM

13 – Science				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
134693	IB	IB Chemistry	IB-CHEMISTRY	CHEM, UNIFIED CHEM
136000		Consumer Science	CONSUM SCI	Any Science Certificate
133800		Earth Science	EARTH SCI	Any Science Certificate
134215		Ecology	ECOLOGY	Any Science Certificate
134195	AP	AP Environmental Science	AP-ENVIR SCI	EARTH, UNIFIED EARTH, BIOL, UNIFIED BIOL
134193	IB	IB Environmental Systems and Societies	IB-ENVIR SYS	EARTH, UNIFIED EARTH, BIOL, UNIFIED BIOL
133820		Geology	GEOLOGY	EARTH, UNIFIED EARTH
134230		Life Science	LIFE SCI	Any Science Certificate
135010		Physical Science	PHYS SCI	Any Science Certificate; or advanced courses PHYS
135093	IB	IB Physical Science	IB-PHYS SCI	PHYS, UNIFIED PHYS
135900		Physics	PHYSICS	Any Science Certificate; or for advanced courses PHYS, UNIFIED PHYS
135395	AP	AP Physics 1	AP-PHYSICS 1	PHYS, UNIFIED PHYS
135495	AP	AP Physics 2	AP-PHYSICS 2	PHYS, UNIFIED PHYS
135195	AP	AP Physics C: Electricity and Magnetism	AP-PHYC C-EM	PHYS, UNIFIED PHYS
135295	AP	AP Physics C: Mechanics	AP-PHYC C-MC	PHYS, UNIFIED PHYS
135993	IB	IB Physics	IB-PHYSICS	PHYS, UNIFIED PHYS
135950		Physics First	PHYS FIRST	Any Science Certificate; or for advanced courses, PHYS or UNIFIED PHYS
134221		Physiology & Anatomy	PHYS-ANAT	BIOL, UNIFIED BIOL
135910		Principles of Technology	PRIN-TECH	PHYS, any UNIFIED SCI
135000		Science, General	GEN SCI	Any Science Certificate
134220		Zoology	ZOOLOGY	BIOL, UNIFIED BIOL
134299		Other Biological Science	O BIOL SCI	BIOL, UNIFIED BIOL
134699		Other Chemistry	OTH CHEMSTRY	CHEM, UNIFIED CHEM
133899		Other Earth Science	O EARTH SCI	EARTH, UNIFIED EARTH
135999		Other Physics	OTH PHYSICS	PHYSICS, UNIFIED PHYSICS
135098		Science Departmental Duties	SCI DEPT	Any Science certificate at any grade level
135097		Science Supervisor	SCI SUPV	Any Science certificate at any grade level with Graduate Degree
15 – Social Studies				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
156683		Afro-American History	AF-AM HIST	SOC ST, SOC SCI
156651		American Government	AMER GOVT	SOC ST, SOC SCI, US GOVT
156692		American Heritage	AM HERITGE	SOC ST, SOC SCI
156661		American History	AMER HIST	AM HST, SOC ST, SOC SCI, ELEM
156664		Ancient & Medieval History	ANC-MED HS	SOC ST, SOC SCI
156680		Anthropology	ANTHROPLGY	SOC ST, SOC SCI
156665		Asian History	ASIAN HIST	SOC ST, SOC SCI, WD HST
156102		Behavioral Science	BEHAVR SCI	SOC ST, SOC SCI, BEH SC
156610		Citizenship	CITIZENSHP	SOC ST, SOC SCI, CITZN, PSYCH, SOCIOL
156691		Civil War Period	CIV WAR PD	SOC ST, SOC SCI, AM HST
156653		Comparative Government	COMPR GOVT	SOC ST, SOC SCI
156595	AP	AP Government and Politics: Comparative	AP-GOVPOL CM	SOC ST, SOC SCI
156625		Consumer Education	CONSUM ED	SOC ST, SOC SCI

Exhibit 10 *(continued)*

15 – Social Studies				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
156666		Contemporary History	CONTMP HST	SOC ST, SOC SCI
156620		Contemporary Issues	CONTMP ISS	SOC ST, SOC SCI
156630		Economics	ECONOMICS	SOC ST, SOC SCI, ECON
156393	IB	IB Economics	IB-ECONOMICS	SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED
156631		Economics at Work	ECON AT WK	SOC ST, SOC SCI, ECON
156667		European History	EUROPE HST	SOC ST, SOC SCI, WD HST
156695	AP	AP European History	AP-EUROP HST	SOC ST, SOC SCI, WD HST
156671		Family Relations	FAMILY REL	SOC ST, SOC SCI
156640		Geography	GEOGRAPHY	SOC ST, SOC SCI, GEOG
156493	IB	IB Geography	IB-GEOGRAPHY	SOC ST, SOC SCI, GEOG
156650		Government & Politics	GOVERNMENT	SOC ST, SOC SCI
156093	IB	IB History	IB-HIST	SOC ST, SOC SCI
156693		History of West	HIST-WEST	SOC ST, SOC SCI, AM HST
156495	AP	AP Human Geography	AP-HUM GEPHY	SOC ST, SOC SCI, GEOG
156652		International & Intercultural Relations	INTNL REL	SOC ST, SOC SCI
156668		Latin American History	LAT AM HST	SOC ST, SOC SCI
156675		Law and You	LAW-YOU	SOC ST, SOC SCI
156895	AP	AP Macroeconomics	AP-MACROECON	SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED
156995	AP	AP Microeconomics	AP-MICROECON	SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED
156685		Minority Groups	MIN GROUPS	SOC ST, SOC SCI
156662		Missouri History	MO HIST	SOC ST, SOC SCI
156100		Psychology	PSYCHOLOGY	SOC ST, SOC SCI, PSYCH, COUNS
156195	AP	AP Psychology	AP-PSYCHOLGY	SOC ST, SOC SCI, PSYCH, COUNS
156193	IB	IB Psychology	IB-PSYCHOLGY	SOC ST, SOC SCI, PSYCH, COUNS
156669		Russian History	RUSS HIST	SOC ST, SOC SCI, WD HST
155693	IB	IB Social and Cultural Anthropology	IB-SO ANTLGY	SOC ST, SOC SCI, PSYCH
156600		Social Studies	SOC STUD	SOC ST, SOC SCI, ELEM, MIDDLE
156670		Sociology	SOCIOLOGY	SOC ST, SOC SCI, SOCIOL
156795	AP	AP U.S. Government and Politics	AP-US GOVPOL	SOC ST, SOC SCI, AM HST
156295	AP	AP United States History	AP-US HIST	SOC ST, SOC SCI, AM HST
156663		World History	WORLD HIST	SOC ST, SOC SCI, WD HST
156395	AP	AP World History: Modern	AP-WORLD HIS	SOC ST, SOC SCI, WD HST
156672		World Religions	WLD RELGNS	SOC ST, SOC SCI
156793	IB	IB World Religions	IB-WLD RELGS	SOC ST, SOC SCI
156763	IB	IB World Studies Extended Essay	IB-WLD ST ES	SOC ST, SOC SCI, PSYCH
156690		Other American History	O AM HIST	SOC ST, SOC SCI, AM HST, ELEM
156660		Other History	O HISTORY	SOC ST, SOC SCI
156699		Other Social Studies	O SOC STUD	SOC ST, SOC SCI, ELEM
156698		Social Studies Departmental Duties	SOC S DEPT	SOC ST, SOC SCI at any grade level
156697		Social Studies Supervisor	SOC S SUPV	SOC ST, SOC SCI at any grade level with Graduate Degree

Exhibit 10 *(continued)*

17 – Skilled Technical Sciences [Career Education] *(Career education program area 08-04)*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
170701	50.0102	3D Modeling and Animation	3D MOD ANIMT	DESKTOP PUB, COMM ART
170100	47.0201	Air Conditioning, Heating, Refrigeration	AIR-HEAT-R	HEAT ACR, HT AC REF REP
170401	47.0607	Aircraft Mechanics, Airframe	AIRCRAFT-A	AIRFRAME MECH
170402	47.0608	Aircraft Mechanics, Powerframe	AIRCRAFT-P	AIRCRAFT MECH
170003	15.0503	Alternative Energy	ALT ENERGY	CONST/BLDG TECH, ELECTRICIAN, HT AC REF REP
170203	15.0101	Architectural Design and Construction Technology	ARCH DSGN	ARCH TECH
170301	47.0603	Auto Body Repair	AUTO BODY	AUTO BODY REP
170302	47.0604	Auto Mechanics	AUTO MECH	AUTO MECH, AUTO TECH
170622	49.0104	Aviation Management	AVIATION MGT	Approval by Career Education staff
170207	15.0401	Biomedical Engineering–Related Technology	BIO ENG TECH	BIO EQUIP TECH
171101	46.0401	Building Maintenance	BLDG MAINT	BLDG MAINT
173600	48.0703	Cabinet Making and Millwork	CAB-MILLWK	CABINET MAKER
171001	46.0201	Carpentry	CARPENTRY	CARPENTRY, CONST/BLDG TECH
171301	45.0702	Cartography	CARTOGRAPHY	CART
170201	15.0201	Civil Engineering	CIVIL ENG	CIVIL TECH
170700	50.0402	Commercial Art Occupations	COM ART OC	COMM ART
170900	50.0406	Commercial Photography Occupations	CM PHTG OC	COMM PHOT
170102	10.0105	Communications Electronics	COMM ELECT	SYS INS & RPR
170104	47.0104	Computer Installer and Repairer	COMP IN	ELEC-ELCTRN GEN, COMP INST & RPR, COMP/MAINT TECH
173101	15.1202	Computer Servicing Technology	COMP SERV	COMP/MAINT TECH, COMP SER TECH, ELEC-ELECTRN GEN, COMP INST & RPR
170609	46.0000	Construction Technology	CONSTR TEC	CONST/BLDG TECH, CARPENTRY
170613	43.0107	Criminal Justice Technology	CRIM JUST	ENF/POLICE SCI
171100	46.0401	Custodial Services	CUSTODL SV	HOUSING & HOME, HOM SER WRK/MGR, BLDG MAINT
171200	47.0605	Diesel Mechanics	DIESL MECH	DIESEL MECH
171300	15.1301	Drafting and Design Technology	DRAFT-DSGN	ARCH TECH, DRAFTING/GEN, IND DESIGN
170206	15.0303	Electrical, Electronic and Communications Engineering Technology	ELEC TECH	ELECTRONIC TECH
171501	47.0101	Electrical and Electronics Equipment Repair, General	ELEC EQ RP	ELECTRONIC TECH, COMP/MAINT TECH, ELEC-ELCTRN GEN, SYS INS & RPR, IND ELECTRONICS
171400	46.0301	Electrical and Power Transmission Installation/ Installer	ELEC POW	ELECT/TRANS GEN, ELECTRICIAN
171002	46.0302	Electrician	ELECTRICN	ELECTRICIAN
170208	15.0403	Electromechanical Technology	ELMEC TECH	ELECTROMEC TECH
172801	43.0201	Fire Control and Safety Technology	FIRE CONTL	FIRE & SAF TECH, FIRE SCI/FTING
172803	43.0203	Fire Science and Firefighting	FIREFIGHT	FIRE & SAF TECH, FIRE SCI/FTING, EMER MED TECH
173601	46.0413	Floor Layers	FLOORLAYERS	CONST/BLDG TECH

17 – Skilled Technical Sciences [Career Education] *(Career education program area 08-04)*				
Course Code	**CIP Code/ Follow-Up**	**Course Name**	**Abbreviation**	**Certificate Required**
171900	10.0305	Graphic Arts Occupations	GRPH AR OC	GRA-PRT EQP GEN, GRS-PRT EQP GEN, DESKTOP PUB, GRS-PRT EQP OTH, COMM ART
170616	47.0302	Heavy Equipment Maintenance and Repairer	HVY EQ MNT	HVY EQUIP MAINT
170623	15.0612	Industrial Design	IND DES	IND DESIGN
171500	47.0105	Industrial Electronics	IND ELECTR	ELECTRONIC TECH, IND TECH, ELEC-ELCTRN GEN, IND ELECTRONICS
170103	47.0303	Industrial Equipment Maintenance Repair	IND EQ RPR	IND MACH MAINT, INDUS EQUIP RPR
170602	15.0613	Industrial/Manufacturing Technology/Technician	IN MAN TC	IND/MANUF TECH, IND TECH
170603	48.0509	Ironworking/Ironworker	IRONWORKER	IRONWORKER
170212	15.0304	Laser and Optical Technology/Technician	LAS TECH	LASER OPT TECH
172802	43.0107	Law Enforcement Training	LAW ENF TR	ENF/POLICE SCI
172302	48.0501	Machinist	MACHINIST	MACHINIST
172310	15.0613	Manufacturing Technology/Technical	MAN TC	ROBOTICS, IND/MANUF TECH, MANUF TECH
172200	47.0616	Marine Maintenance	MARINE MNT	MARINE MAINT
171004	46.0101	Masonry	MASONRY	MASONRY
172399	48.0511	Metal Fabrication	METAL FAB	MACHINIST, WELDER, METAL FAB
170303	47.0611	Motorcycle Mechanics and Repair	MTR CYCLE	MOTORCYCLE MACH
170305	46.0408	Painter and Wallcoverer	PAINTER	PNTR-WALLCOVER
171007	46.0502	Pipefitting	PIPFT	PIPEFIT, PLUMBER
171008	46.0503	Plumbing	PLMB	PLUMBER
170108	10.0202	Radio and Television Broadcasting Technology/ Technician	RTV BCAST	RADIO/TV BRDCST
170210	15.0405	Robotics Technology	ROBO TECH	ROBOTICS
172305	48.0506	Sheet Metal	SHEET MTL	SHEET METAL
173100	47.0606	Small Engine Repair	SM ENG RPR	SMALL ENG REP
172307	48.0507	Tool and Die Making	TOOL-DIE M	MACHINIST
170090	No Follow-Up	Trade and Industrial Supervised Employment	SUPV T&I EMP	All T & I certificates valid for course
170399	47.0600	Vehicle and Mobile Equipment Mechanics, General	VEH-MOB EQ	AUTO MECH, VEH-MOB MECH OT
172306	48.0508	Welding Technology	WELD TECH	WELDER
19 – Special Education				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
198600		Case Management of IEPs	CASE MGMT	Any Special Ed certificate at appropriate grade level
195700		Community-Based Instruction	COMM BASED	Any Special Ed certificate at appropriate grade level, except SLP
193000		Consult with Gen/Spec Ed	CONSULT	Any Special Ed certificate at appropriate grade level
195610		Dep. Instr. Communication Arts	DI CA	Any Special Ed certificate at appropriate grade level, except SLP
195620		Dep. Instr. Mathematics	DI MATH	Any Special Ed certificate at appropriate grade level, except SLP
195630		Dep. Instr. Science	DI SCIENCE	Any Special Ed certificate at appropriate grade level, except SLP

19 – Special Education				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
195640		Dep. Instr. Social Studies	DI SOC STU	Any Special Ed certificate at appropriate grade level, except SLP
195400		Direct Service/Inst. ECSE	DSI ECSE	ECSE
195200		Direct Service/Inst. Hearing Impaired	DSI HI	HI Certification
195300		Direct Service/Inst. Severe Dev. Delay	DSI SDD	Any Special Ed certificate at appropriate grade level, except SLP
195000		Direct Service/Inst. Spec Ed Core	DSI SECORE	Any Special Ed certificate at appropriate grade level, except SLP
195010		Direct Service/Inst. Spec Ed Non-Core	DSI SENC	Any Special Ed certificate at appropriate grade level, except SLP
195500		Direct Service/Inst. Speech/Lang Path	DSI SLP	SLP Certificate, Professional Registry or Approved Imp.
195100		Direct Service/Inst. Visually Impaired	DSI VI	VI Certification
192000		Extended School Year	E S Y	Any Special Ed certificate at appropriate grade level
193100		Testing	TESTING	Any Special Ed certificate at appropriate grade level
195800		Work Experience Instruction	WORK EXP	Any Special Ed certificate at appropriate grade level, except SLP
88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order.				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
880000		Supplemental Assignment	SUPPL ASGN	Any certificate at any grade level
880010		Contracted Services	CNTRSRVS	Any certificate at any grade level
880020		School Age Community/After School	SACAS	None
880030		Teaching Methods Coach (not content specific)	TE MET COACH	Any certificate at appropriate grade level
881000		Superintendent	SUPT	SUPT
881100		Assistant Superintendent	ASST SUPT	Any certificate at any grade level with Graduate Degree
881300		Administrative Assistant	ADM ASST	Any certificate at any grade level with Graduate Degree
881400		Curriculum Coordinator	CURR COORD	Any certificate at any grade level with Graduate Degree
881500		Instructional Assistant	INSTR ASST	SUPT, any PRIN
881600		Director of Secondary Education	DIR SEC ED	SUPT, HS PRIN
881700		Federal Programs Coordinator	FED PRO COORD	Any certificate at any grade level
881750		Homeless Liaison	HMLESS LIASI	Any certificate at any grade level or Social Work Degree
881800		Career Education Administrator	VOC ADM	VOC DIR, VOC SPEC
881900		Special Education Administrator	SP ED ADM	SPEC ED ADMIN
882000		High School Principal	HS PRIN	HS PRIN
882100		Assistant High School Principal	A HS PRIN	HS PRIN
882200		Junior High Principal	JH PRIN	HS PRIN
882300		Assistant Junior High Principal	A JH PRIN	HS PRIN
882400		Middle School Principal	MS PRIN	Any PRIN
882500		Assistant Middle School Principal	A MS PRIN	Any PRIN
882600		Elementary Principal	EL PRIN	ELEM PRIN
882700		Assistant Elementary Principal	A EL PRIN	ELEM PRIN
882800		Director of Elementary Education	DIR EL ED	SUPT, ELEM PRIN
883000		High School Supervisor	HS SUPV	Any certificate at appropriate grade level with Graduate Degree
883010		Single Parent/Homemaker Coordinator	S PAR COOR	GUID, VOC SUPV, VOC DIR, PSYCH or any Vocational teaching certificate with Graduate Degree

88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order.

Course Code		Course Name	Abbreviation	Certificate Required
883020		Career Education Supervisor	VOC SUPV	VOC DIR, VOC SUPV, VOC SPEC
883100		A+ Coordinator	A+ COOR	Secondary teaching or administrative certificate
883110		Service Learning Coordinator	SRV LRN CO	None
883200		Junior High Supervisor	JH SUPV	Any certificate at appropriate grade level with Graduate Degree
883400		Middle School Supervisor	MS SUPV	Any certificate at appropriate grade level with Graduate Degree
883600		Elementary Supervisor	EL SUPV	Any certificate at appropriate grade level with Graduate Degree
883800		Special Education Process Coordinator	PROC COORD	Any Special Ed certificate
883900		General Supervisor	GEN SUPV	Any certificate at appropriate grade level with Graduate Degree
884000		High School Librarian	HS LIB	LIB, LIB MED SPEC
884097		Library Supervisor	LIB SUPV	LIB or LIB MED SPEC at any grade level with Graduate Degree
884098		Librarian Departmental Duties	LIB DEPT	LIB, LIB MED SPEC
884100		Learning Resource Director	LRN RS DIR	LRN RS DIR, LIB MED SPEC
884200		Junior High Librarian	JH LIB	LIB, LIB MED SPEC
884400		Middle School Librarian	MS LIB	LIB, LIB MED SPEC
884600		Elementary Librarian	EL LIB	LIB, LIB MED SPEC
884700		Instructional Media Technologist	IN MED TEC	IN MED TECH
884800		Technology Director	IN TEC DIR	Any certificate at any grade level
885000		High School Guidance	HS GUID	COUNS
885010		Vocational Special Needs Guidance	VO SN GUID	COUNS
885020		Vocational Placement Coordinator	VO PL SPEC	COUNS or any VOC cert.
885040		Vocational Evaluator	VOC EVAL	COUNS, VOC EVAL (special certificate)
885050		Sex-Bias Counselor	SEX BIAS	COUNS
885060		Single Parent/Homemaker Counselor	S PAR CNSL	COUNS
885097		Guidance Supervisor	GUID SUPV	COUNS at any grade level with Graduate Degree
885098		Guidance Departmental Duties	GUID DEPT	COUNS at any grade level
885200		Junior High Guidance	JH GUID	COUNS at any grade level
885400		Middle School Guidance	MS GUID	COUNS at any grade level
885600		Elementary Guidance	EL GUID	COUNS
887000		School Psychological Examiner	S P E	SPE
887200		School Psychologist	SCH PSYCH	SCHL PSYCH or License issued by the Division of Professional Registration
887400		School Social Worker	SCH SOC WK	Social Work Degree
887600		School Nurse	SCH NURSE	RN licensed by State Board of Nursing
887700		Applied Behavior Analysis	ABA	SUPV APPROVAL
887800		Parent Educator	PARENT ED	*(See Exhibit 8)*
887897		Parents as Teachers Supervisor	PAT SUPV	Parent Educator, teaching or administrative certificate
887900		Other Pupil Personnel	OTH P PER	According to duties
887910		School Resource Officer	SCH RES OFF	School Resource Officer/Law Enforcement Training
888100		Teacher Clerk	TEA CLERK	None (Needs HS diploma)
888200		Paraprofessional (Teacher Assistant)	PARAPRO	None (Needs 60 college hours or passed ParaPro Assessment)
888300		Career Education Teacher Aide	VOC T AIDE	None (Needs 60 college hours or approval by Career Education Special Needs)
888400		Administrative Clerk (Federal Programs – Clerk to Coordinator)	ADM CLERK	None

88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order.

Course Code		Course Name	Abbreviation	Certificate Required
888500		Technology Technician/Network Specialist	TEC/NET SP	None
889000		Speech/Language Pathology	SP PATH	SPCH/LANG PATH certification or listed on professional registry
889100		Audiologist	AUDIOL	License issued by MO Board of Healing Arts
889200		Educational Diagnostician	DIAGNOS	SPE, COUNS, SCH PSYCH, any Special Education certificate with Graduate Degree
889300		Occupational Therapist	OCC THERP	License issued by MO Board of Occupational Therapy
889400		Physical Therapist	PHYS THERP	License issued by MO Board of Healing Arts
889500		Orientation and Mobility Specialist	MOBIL SPEC	ACVRep
889600		Interpreter for Deaf	INTRP-DEAF	Licensed by Division of Professional Registration and certified by the Commission for the Deaf
889650		Language Translator	LANG TRANS	None
889700		School/Home Coordinator	S-H COORD	Appropriate experience and/or training
889900		Vocational Adjustment/Work Experience Coordinator	VAC/WEC	Approval by Division of Vocational Rehabilitation

99 – Miscellaneous (Certificates must be at proper grade level unless otherwise noted)

Course Code		Course Name	Abbreviation	Certificate Required
996001		Academic Program, Off-Campus	ACAD OFF-C	Certification in subject area
996000		Academic Program, Related On-Campus Instruction	ACAD ON-C	Certification in subject area
994025		ACT/SAT Preparation	ACT-SAT	Any certificate at appropriate grade level
990099		Advisor/Homeroom	ADV/HMRM	Any certificate at any grade level
999920		Allied Arts	ALLIED ART	ALLIED ARTS, ART, V MUS, IN MUS
994210		At Risk	AT RISK	Any certificate at any grade level
999940		Audiovisual	AUD-VISUAL	IN MED TECH, LIB, LRN RS DIR, LIB MED SPEC
994015		Basic Skills (Vocational)	VOC BAS SK	ELEM, any MIDDLE SCHOOL, MATH 7-12, ENG 7-12, LRN DS, MEN RT, MEN HAND or approval by Career Education Special Needs
999915		Cadet Teaching	CADET TEA	Any certificate at the appropriate grade level (position code 10-60, may be reported with 0 mins.)
995050		Career Education	CAREER ED	COUNS, PROF COUNS
996300		Career Education Preparation	VOC PREP	IND ARTS, VOC PREP or any Career Education certificate
995030		Career Education Resource Educator	VRE	COUNS, IND ARTS, any Special Education teaching certificate or any Career Education teaching certificate with BACC Degree
996800		Career Education Supplemental Teaching Assignment	VO SPL TEA	IND ARTS or any HS Career Education teaching certificate
997001		Career Exploration Program, Off-Campus	C EX OFF-C	Any certificate at appropriate grade level

99 – Miscellaneous (Certificates must be at proper grade level unless otherwise noted)				
Course Code		**Course Name**	**Abbreviation**	**Certificate Required**
997000		Career Exploration Program, Related On-Campus Instruction	C EX ON-C	Any certificate at appropriate grade level
994023		Character Education	CHAR EDUC	Any certificate at appropriate grade level
991015		Community Service	COMMUN SER	Any certificate at appropriate grade level
992015		Computer Lab	COMPUTER LAB	Any certificate at appropriate grade level (position code 60)
991100		Computer Literacy	COMPUTER LIT	Any certificate at appropriate grade level
991105		Computer Science	COMPUTER SCI	Any certificate at appropriate grade level
991093	IB	IB Computer Science	IB-CMPTR SCI	Any certificate at appropriate grade level
991195	AP	AP Computer Science A	AP-CMPR SC A	Any certificate at appropriate grade level
991196	AP	AP Computer Science: Principles	AP-CMPR SC P	Any certificate at appropriate grade level
991193	IB	IB Computing Studies	IB-COMPU STU	Any certificate at appropriate grade level
991198		Computer Departmental Duties	COMPUTR DPT	Any certificate at any grade level
991197		Computer Supervisor	COMPUTR SUPV	Any certificate at any grade level with Graduate Degree
991013	IB	IB Creativity, Action, Service	IB-CR AC SER	Any certificate at appropriate grade level
999925		Dance	DANCE	DANCE (special certificate)
999923	IB	IB Dance	IB-DANCE	DANCE (special certificate)
990300		Design Thinking	DESIGN THKNG	Any certificate for grade levels 9-12
992020		Elementary Library Time	EL LIB TIME	Any certificate at appropriate grade level (position code 40 or 60)
991010		Exploratory & Enrichment	EXP-ENRICH	Any certificate at appropriate grade level
990808		Gifted	GIFTED	GIFTED if state-approved program
990898		Gifted Departmental Duties	GIFTED DEPT	GIFTED at any grade level if state-approved program
990897		Gifted Supervisor	GIFTED SUPV	GIFTED at any grade level with Graduate Degree if state-approved program
998800		In-School Suspension	I-S SUSPEN	Any certificate at any grade level – excluding PK-3
991293	IB	IB Information Technology in a Global Society	IB-INFO TECH	Any certificate at appropriate grade level
993000		Junior ROTC	JR ROTC	ROTC
999930		Library Science	LIB SCI	LIB, LIB MED SPEC
994020		Life Skills	LIFE SKILL	Any certificate at appropriate grade level
994300		Missouri Option	MO OP	Any certificate at any grade level
996002		Off-Campus, School Flex Program	SCHOOL FLEX	Any certificate at appropriate grade level
990393	IB	IB Organizational Studies	IB-ORGNZ STU	Any certificate at appropriate grade level
999914		Pathways to the Teaching Profession	TEACH PATHWY	Any certificate at appropriate grade level (position code 60)

Exhibit 10 *(continued)*

99 – Miscellaneous (***Certificates must be at proper grade level unless otherwise noted)***				
Course Code	**Approved AP/IB**	**Course Name**	**Abbreviation**	**Certificate Required**
992010		Peer Tutoring	PEER TUTOR	Any certificate at appropriate grade level (position code 10-60, may be reported with 0 minutes)
996400		Personal Finance	PERS FIN	Any certificate at appropriate grade level
990100		Philosophy	PHILOSOPHY	Any certificate at appropriate grade level
990193	IB	IB Philosophy	IB-PHILOSPHY	Any certificate at appropriate grade level
990000		Planning Time	PLAN TIME	None
993098		ROTC Departmental Duties	ROTC DEPT	ROTC
993097		ROTC Supervisor	ROTC SUPV	ROTC
991295	AP	AP Seminar	AP-SEMINAR	Any certificate at appropriate grade level
991296	AP	AP Research	AP-RESEARCH	Any certificate at appropriate grade level
992000		Student Aide	STUDENT AIDE	Any certificate at appropriate grade level (position code 10-60, may be reported with 0 minutes)
999999		Study Hall	STUDY HALL	Any certificate at any grade level
994012		Study Skills	STDY SKILL	Any certificate at appropriate grade level
990293	IB	IB Theory of Knowledge	IB-THRY KNOL	Any certificate at appropriate grade level
990088		Travel Time Between Buildings	TRAV TIME	None

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Exhibit 11 – SEQ-Sequence Number

(Screens 20 and 22)

The Sequence Number is a number 0 through 4 (not Roman numerals) that identifies courses taught at more than one level, for example, Language Arts 1, 2, 3; Spanish 1, 2, 3 and 4. If a course is offered at more than one level, it is essential that the proper sequence number be entered for each high school course. Elementary and middle schools should not use sequence numbers.

If only one level of course content is offered the SEQ number should be left as “0.”

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Exhibit 12 – Grade Level Codes-Course and Assignment

(Screens 20 and 24)

Code	Description
IT	Infant/Toddler
PK	3- and 4-year-olds
K	Kindergarten
01-12	Grades 1-12 (Use one specific grade level.)
13	High School (grades 9-12 typically, but use also for non-teaching positions such as principals when grades 7 and 8 are included in high school building.)
14	Junior High or Middle School (Any combination that includes only grades 7-9.)*
15	Middle School or Junior High (Any combination that includes only grades 4-8.)
16	Elementary (Any combination that includes only grades K-8.)
17	Any combination of grades K-12 that includes a greater grade span than those included in 13 through 16 above. Grade 17 is typically used for superintendents, nurses, etc., and is usually reported in building 1000.
18	Elementary (Any combination that includes only grades PK-3.)

The grade displayed on Screen 20 – Course & Assignment and on Screen 24 – Summer School Courses & Enrollment is the grade level at which the curriculum for the specific course is designed to be taught. The grade level should reflect the grade at which the course curriculum is offered, not necessarily describe the students in the classroom. For example if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th and 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course should be coded grade 11 (not grade 13) even though the class contains advanced standing freshmen and/or sophomores.

*Career Education Exploratory Family and Consumer Sciences (FACS) courses offered to ninth grade students should be reported under the career education assignment if the district has an approved FACS program. Seventh and eighth grade students taking exploratory FACS courses should be reported under the non-career education assignment.

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Exhibit 13 – Program Code
(Screen 20)

The course program code should designate the funding source in which staff are being paid.

Code	Program Name
00	Nonfunded (Used with district-funded [not state or federally assisted] Career Education, Non-State Approved Gifted and Supplemental Programs and with general and pre-career education Family and Consumer Sciences classes)
01	Career Education
02	Career Education Special Needs (Disadvantaged and Handicapped)
03	Title I.A (ESEA) – Improving the Academic Achievement of the Disadvantaged
04	Title I.C (ESEA) – Education of Migratory Children
06	Special Education – K-12 and kindergarten eligible children remaining in Early Childhood Special Education
07	Early Childhood Development Act – Early Childhood/Parent Education
08	State-Approved Gifted (Use course code 990808)
09	Special Education – Fiscal agent services provided to other districts
10	Title IV.A (ESEA) – Student Support and Academic Enrichment
13	Consolidated Schoolwide Pool – Federal, State & Local Funds
14	McKinney-Vento Act (Homeless Education) – (ESEA)
16	Juvenile Detention Center
17	Early Childhood Special Education – 3- and 4-year-olds (and 5 Pre-K)
19	Special Education – Participating district services provided by another district/co-op or contracted services
20	Title II.A (ESEA) – Preparing, Training and Recruiting High-Quality Teachers, Principals and Other School Leaders
21	Federal Programs Administrative Pool – (ESEA)
25	Child Care Development Fund (CCDF)/School Age Community
26	Title IV.B (ESEA) – 21st Century Community Learning Centers (21st CCLC)
27	Missouri Preschool Projects (MPP)
29	Title III (ESEA) – English Learner – English Language Acquisition, Language Enhancement and Academic Achievement Grant

Code	**Program Name**
30	Title V.B, Subpart 1 (ESEA) – Small, Rural School Achievement Program (REAP)
31	Title V.B, Subpart 2 (ESEA) – Rural and Low-Income School Program (RLIS)
34	Charter Schools – Federally-funded
35	Missouri Option Program
36	Refugee Children School Impact Program
37	Title I.D (ESEA) – Delinquent Institution – Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk
38	Title II.B (ESEA) – Mathematics and Science Partnerships
39	Title III (ESEA) – Immigrant – English Language Acquisition, Language Enhancement and Academic Achievement Grant
43	Title I.A Sec. 1003(g) (ESEA) – School Improvement Grants (SIG)
44	School Improvement 1003 (a) Grants – ESEA
50	Missouri Course Access and Virtual School Program (MOCAP)
51	Early Learning Blended Funding
52	MOCAP Curriculum Only

Exhibit 14 – Delivery System
(Screen 20)

Delivery System (DS) provides additional detail about educators' assignments.

Code	Delivery System	Description	Exhibit(s)
AE	After School, Every Day	School Age Community/Afterschool services provided after school, every day.	29
AS	After School, Some Days	School Age Community/Afterschool services provided after school, some days.	29
BE	Before School, Every Day	School Age Community/Afterschool services provided before school, every day.	29
BS	Before School, Some Days	School Age Community/Afterschool services provided before school, some days.	29
BI	Behavior Intervention	Educators that provide comprehensive behavior support services, consultation and staff training.	15
PU	Pull Out	Students pulled from regular classroom for supplemental instruction. (*Not used for Special Education personnel.)*	15
CO	Co-Teaching	Instruction provided by two teachers in a regular education classroom, one of whom is a special education teacher.	
EC	Embedded Credit	Credit awarded for mastery of course competencies from one subject that are incorporated into course content of another class.	
EL	Early Literacy/Small Group Intervention Instruction	Tier II and III intervention for struggling readers provided by a Reading Recovery/Early Literacy teacher.	15
H	Before or After School Services	Services that are provided before or after school.	15
IC	Instructional Coach	Educators that provide assistance to teachers to improve instruction.	15
IG	Individual/Small Group	Instruction provided to single student or small group of students on resource/supplemental basis. Instruction can be inside or outside of regular classroom.	
IH	Institution (Neglected) Instructional Services	Before or after school educational services for students in an institution for neglected youth.	15
IN	Early Childhood Special Education (ECSE) Integrated Classroom	ECSE classrooms that has both ECSE students and up to 50% non-disable peers.	16
J	Career Education Special Needs – Disabled	Career Education for students with disabilities (IDEA).	23
JH	Career Education Special Needs – Disabled	Career Education for students with disabilities (IDEA), before or after school.	23
K	Career Education Special Needs – Disadvantaged	Career Education for disadvantaged individuals with special needs.	23
KH	Career Education Special Needs – Disadvantaged	Career Education for disadvantaged individuals with special needs, before or after school.	23

Exhibit 14 *(continued)*

Code	Delivery System	Description	Exhibit(s)
LI	Low Incidence Self-Contained	Special education teacher is responsible for the content of and provision of instruction to special education students in a setting primarily designed for low incidence disability categories, including multiple disabilities; deaf/blind; autism; physical, other health, visual or hearing impairments.	16
NI	Neglected Institution – Instructional Services	Educational services for students in an institution for neglected youth.	15
PA	Personal Assistant	One-on-one aide assigned to assist with physical needs of a student. (*Not an instructional aide.)*	
PI	Push-in Instructional Method	Supplemental instruction provided in a regular classroom. (*Not used for Special Education personnel.)*	15
RR	Reading Recovery Teacher	Tier III intervention for struggling readers provided by a Reading Recovery teacher.	15
RT	Reading Recovery Teacher Leader	Reading Recovery educator that assist teachers to improve reading instruction.	15
S	Electronic Media Class	Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) supervised by a physically present teacher.	34
SC	Self-contained – Special Education	Special education teacher is responsible for content of and provision of instruction to special education students in a setting removed from the regular education classroom. ECSE includes reverse mainstream models.	
ST	Science, Technology, Engineering, Mathematics (STEM) or Science, Technology, Engineering, Art and Mathematics (STEAM)	Educators that provide science, technology, engineering, mathematics (STEM) or science, technology, engineering, art and mathematics (STEAM) integrated instruction.	15
V	Virtual Instruction	Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) in accordance with Section 162.1250, RSMo. Physical supervision by teacher not required.	34
VH	Virtual Before/After School	Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) in accordance with Section 162.1250, RSMo. Physical supervision by teacher not required. Services are provided before and/or after school.	
T0-T9	Team Teaching – Leader	Leader of a team of teachers providing joint instruction within the same subject and group of students. Enrollment (student assignment) is reported only for the team leader.	14A
0-9	Team Teaching – Member	Additional members of a team of teachers providing joint instruction within the same subject and group of students. Enrollment (student assignment) is reported only for the team leader.	14A

Combined Classes

The combined class indicator is used to report classes of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) that are taught during the same time period by the same teacher. Each set of combined classes is reported with the same combined class indicator number.

Exhibit 14A – Embedded Credit and Team Teaching

(High School Only)

School districts may choose to embed competencies from one subject into another class and award credit to students for both the embedded content and the other subject. Because this involves an alternative method for granting credit, school districts choosing to offer embedded credit must notify the Office of Quality Schools at 573-751-4426 providing assurances that the embedded content is closely aligned to the subject in which the content will be taught, is aligned closely to the Missouri Learning Standards and is rigorous in expectations. The district assurances must also include a plan for determining student competency for the embedded credit as well the acceptable level of student mastery for awarding credit.

When reporting embedded credit classes the Delivery System is reported as EC and the Minutes per Week are reported as 0 since no additional instructional time is being provided. Core academic classes offered through embedded credit are required to meet the same appropriate certification requirements as classes offered in a more traditional manner. Example 1 listed below illustrates this.

Example 1: Embedded Credit – Single Teacher

Educator	Course	Course Name	Delivery System	Minutes	Comment	AC Requirement
Jones, Joe	016741	AGBUS MKT		265		Ag Certificate Required
Jones, Joe	115800	MATH	EC	0	Math is embedded into Ag Business	Math Certificate

Example 2: Embedded Credit – Team Teachers

Educator	Course	Course Name	Delivery System	Minutes	Comment	AC Requirement
Jones, Joe	016741	AGBUS MKT	T1	265		Ag Certificate Required
Jones, Joe	115800	MATH	2	0	Math is embedded into Ag Business	Any certificate at any grade level
Smith, Sam	016741	AGBUS MKT	1	0		Any certificate at any grade level
Smith, Sam	115800	MATH	T2	265	Math is embedded into Ag Business	Math Certificate

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Exhibit 15 – Reporting Guidelines for ESEA Federal Programs
(Screens 18 and 20)

All federally-funded positions, whether certificated or non-certificated, are to be reported. This includes all assignments approved in applications, full or part-time, during or outside of school hours. All positions are to be reported according to what the staff person is actually doing. Public schools should report in MOSIS the Title I teachers providing services to students that attend nonpublic schools at other times. The teacher must be a public school employee during the time of this instruction and the public school district must have a job description for this teacher. Reported positions should not be different from what would be observed on site. Staff requirements outlined in Exhibit 15 must be followed for all ESEA paid staff.

Instructional minutes per week are reported for each class/assignment in the MOSIS October Course Assignment file. Teachers paid with federal funds are to have the same number of instructional and planning minutes as classroom staff.

Caseloads are reported for teachers paid with federal funds – except for class-size reduction and preschool teachers. Class-size reduction and preschool teachers should report student assignments. When a caseload is reported, student assignments are not reported. The caseload is the number of students served for each class/assignment. If a teacher is assigned more than one subject, each is listed as a separate assignment with the caseload for each assignment. Caseload or enrollment is reported in the MOSIS October Course Assignment file. **Note:** If course code 887900 (Other Pupil Personnel) is used, enter the specific job title in the Assignment Comment.

A teacher who is assisted by a paraprofessional should have the paraprofessional's name noted in the Assignment Comment in the October Course Assignment file. Accordingly, the teacher the paraprofessional is assisting should be entered in the Assignment Comment in the October Course Assignment file for the paraprofessional. Paraprofessionals are coded the same way (course number, if applicable) as the teacher they are assisting. In a Title I building implementing a Schoolwide program, if an instructional paraprofessional is assisting several teachers of the same class/subject, i.e., all second grade teachers or all Supplemental Math teachers, only the teacher(s) of record that the paraprofessional reports directly to for each assignment needs to be noted in the Assignment Comment in the October Course Assignment file. Paraprofessionals do not have a caseload, therefore, no enrollment is reported. **Note:** Course code 888200 Paraprofessional (Teacher Assistant) **should not** be used for ESEA Federal Programs.

After-school tutoring is reported and is to be provided by a certificated teacher in small groups. The Extra Duty Salary amount is reported in October and may be revised at the end of the school year to reflect the correct amount. The appropriate course code (Supplemental English Language Arts/Reading/Math), the weekly minutes, the average weekly number of students, the program code to identify the funding source and the delivery system "H" for before or after-school tutoring are entered. The "H" delivery system will not increase the teacher's total instructional minutes. **Note:** Federal funds may not pay for tutoring to meet state guidelines/requirements as in Senate Bill 319.

Schoolwide Programs funded solely with Title I.A funds have data entered for supplemental teachers in the same way as in a Targeted Assistance program with the exception of caseload. The caseload in a Schoolwide program is an estimate of the number of students for each class/assignment the supplemental teacher works with during the week allowing for flexible grouping and interventions. If the building has met MSIP requirements for class size and a class-size reduction teacher is approved to be paid with Schoolwide funds, the class-size reduction teacher is entered as any other regular classroom teacher with the addition of program code 03 for Schoolwide under Title I.A.

If a building's Schoolwide program is combining federal, state and local funds into a Consolidated Schoolwide Pool, designate the teachers and staff paid from the Consolidated Schoolwide Pool with program code 13. Data for those staff are entered as described with the exception/addition of the program code.

Teachers and Paraprofessionals: Federal funds and payments may not be received for staff that are not appropriately certificated. All teachers in buildings receiving Title I funds must be appropriately certificated. The Staff Assignment Report will indicate if a teacher is appropriately certified for the assignment they are teaching.

All paraprofessionals paid with federal funds and all instructional paraprofessionals in a Schoolwide building must be qualified. Paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file or have taken and passed the Paraprofessional or ParaPro Assessment. This information is reported in the October Cycle Educator Core Highest Degree field and will be verified during the monitoring process.

Clarification for MAP Coding: For MAP Assessment coding purposes in the April Cycle of MOSIS, all students are coded as Title I in a building designated as Schoolwide under Title I.A. This applies whether the program is funded only with Title I.A funds or funded through the Consolidated Schoolwide Pool. Students in a building with a targeted assistance program are coded as Title I if they are receiving direct services at the time of MAP testing.

In MOSIS, all students are coded as Title I in a building designated as Schoolwide under Title I.A. This applies whether the program is funded only with Title I.A funds or funded through the Consolidated Schoolwide Pool. Students in a building with a targeted assistance program are coded as Title I if they received direct Title I services at any time during the school year.

Please refer to the following chart when reporting information for all staff funded with ESEA programs. The chart indicates the allowable positions, grade levels, staff requirements, etc.; use the correct MOSIS/Core Data codes to enter information for the staff position.

Exhibit 15 – Reporting Guidelines for ESEA Federal Programs

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Administrative Pool					
881700	Federal Program Coordinator(s)	21	10	--	17	Any certificate at any grade level
888400	Administrative Clerk	21	80	--	17	None
	Title I.A					
054840	Supplemental Reading Teacher	03	60	PU, PI, H	K-12	Teaching certification and K-12 Special Reading certificate
054840	Supplemental Reading Paraprofessional	03	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054840	Reading Recovery Teacher	03	60	RR	1	PK-3 or Elem. cert. or K-12 Special Reading certificate and Reading Recovery Training
054840	Reading Recovery Teacher Leader	03	60	RT	1	PK-3 or Elem. cert. or K-12 Special Reading certificate and Reading Recovery Training and Teacher Leader Training
054840	Early Literacy Learning Teacher	03	60	EL	K-2	PK-3 or Elem. certificate or K-12 Special Reading certificate and Reading Recovery Training and Early Literacy Training
054890	Family Literacy Facilitator	03	90	--	17	Appropriate training and/or experience

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Title I.A					
054891	Supplemental English Language Arts Teacher	03	60	PU, PI, H	K-12	Appropriate grade level and subject area certification
054891	Supplemental English Language Arts Paraprofessional	03	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
115891	Supplemental Math Teacher	03	60	PU, PI, H	K-12	Appropriate grade level and subject area certification
115891	Supplemental Math Paraprofessional	03	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
135000	Supplemental Science Teacher	03	60	PU, PI, H	K-12	Appropriate grade level and subject area certification
135000	Supplemental Science Paraprofessional	03	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
----	Preschool Teacher	03	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	Preschool Teacher Home Visit	03	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	Preschool Paraprofessional	03	80	--	PK	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
889700	School/Home Coordinator	03	90	--	PK-12	Appropriate experience and/or training
889650	Language Translator	03	90	PU, PI, H	PK-12	Fluent in English and in translated language
054841	Reading Coach	03	60	IC	K-12	Teaching certification and K-12 Special Reading certificate
054891	English Language Arts Coach	03	60	IC	K-12	Appropriate grade level and subject area certification
115800	Math Coach	03	60	IC	K-12	Appropriate grade level and subject area certification
135000	Science Coach	03	60	IC	K-12	Appropriate grade level and subject area certification
880030	Teaching Methods Coach	03	60	IC	PK-12	Any certificate at the appropriate grade level
881750	Homeless Liaison	03	10	--	17	Any certificate at any grade level or Social Work Degree
887600	Nurse	03	70	--	17	Licensed RN
887400	Social Worker	03	70	--	17	Social Work Degree
990808	Gifted Teacher	03	60	PU	17	Gifted
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	03	50	--	K-12	Proper Counselor certificate
887900	Behavior Intervention Specialist	03	70	BI	K-12	Any certificate at the appropriate grade level or school psychology, or social work degree
054865	Supplemental ESOL Teacher	03	60	See Exhibit 14	K-12	ESOL
054865	Supplemental ESOL Paraprofessional	03	80	See Exhibit 14	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Schoolwide Program					
	All positions supported by the needs assessment and schoolwide plan	03				
See Exhibit 10	Class-size Reduction Teacher (Exceeds MSIP standards)	03	60	--	K-12	Appropriate grade level and subject area certification
	Consolidated Schoolwide Pool (Federal, State, & Local funds combined)					
See Exhibit 10	All staff positions to be paid from Pool	13	See Exhibit 3	See Exhibit 14	See Exhibit 12	See Exhibit 10
	School Improvement Grants 1003 (g) - (SIG)					
	All positions, listed under Title I.A	43				
883900	Turnaround Officer/ General Supervisor	43	30	--	17	Any certificate at any grade level w/ Graduate Degree
See Exhibit 10	Class-size Reduction Teacher (Exceeds MSIP standards)	43	60	--	K-12	Appropriate grade level and subject area certification
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	43	50	--	K-12	Proper Counselor certificate
054890	Family Literacy Facilitator	43	90	--	17	Appropriate training and/or experience
887900	Intervention Specialist/ Positive Behavior Support Specialist	43	70	--	17	Any certificate at the appropriate grade level or school psychology, or social work degree
	Title I School Improvement (a)					
	All positions, listed under Title I.A	44				
883900	Turnaround Officer/ General Supervisor	44	30	--	17	Any certificate at any grade level w/ Graduate Degree
See Exhibit 10	Class-size Reduction Teacher (Exceeds MSIP standards)	44	60	--	K-12	Appropriate grade level and subject area certification
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	44	50	--	K-12	Proper Counselor certificate
054890	Family Literacy Facilitator	44	90	--	17	Appropriate training and/or experience
887900	Behavior Intervention Specialist	44	70	--	17	Any certificate at the appropriate grade level or school psychology, or social work degree

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Title I.A Neglected					
054840	Supplemental Reading Teacher	03-Negl.	60	NI, IH	K-12	Teaching certification and K-12 Special Reading certificate
054840	Supplemental Reading Paraprofessional	03-Negl.	80	NI, IH	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054891	Supplemental English Language Arts Teacher	03-Negl.	60	NI, IH	K-12	Appropriate grade level and subject area certification
054891	Supplemental English Language Arts Paraprofessional	03-Negl.	80	NI, IH	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054891	English Language Arts Coach	03-Negl.	60	IC	K-12	Appropriate grade level and subject area certification
115891	Supplemental Math Teacher	03-Negl.	60	NI, IH	K-12	Appropriate grade level and subject area certification
115891	Supplemental Math Paraprofessional	03-Negl.	80	NI, IH	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
994210	At Risk Teacher	03-Negl.	60	NI, IH	K-12	Any certificate at any grade level
994210	At Risk Paraprofessional	03-Negl.	80	NI, IH	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
994020	Life Skills Teacher	03-Negl.	60	NI, IH	K-12	Any certificate
994020	Life Skills Paraprofessional	03-Negl.	80	NI, IH	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
See Exhibit 10	Guidance Counselor (Above MSIP requirements/Working w/ students in program)	03-Negl.	50	NI, IH	K-12	Proper Counselor certificate
889700	School/Home Coordinator	03-Negl.	90	NI, IH	K-12	Appropriate experience and/or training
889650	Language Translator	03-Negl.	90	NI, IH	K-12	Fluent in English and in translated language
887400	Social Worker	03	70	--	17	Social Work Degree
	Title I.C					
054865	Supplemental ESOL Teacher	04	60	PU, PI, H	K-12	ESOL
054865	Supplemental ESOL Paraprofessional	04	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
See Exhibit 10	Supplemental Teacher	04	60	PU, PI	K-12	Appropriate grade level and subject area certification
See Exhibit 10	Supplemental Paraprofessional	04	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
----	Preschool Teacher	04	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	Preschool Paraprofessional	04	80	--	PK	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
889700	School/Home Coordinator	04	90	--	PK-12	Appropriate experience and/or training
889650	Language Translator	04	90	PU, PI	K-12	Fluent in English and in translated language
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	04	50	PU, PI	K-12	Proper Counselor certificate
887400	Social Worker	04	70	--	17	Social Work Degree

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Title II.A					
054841	Reading Coach	20	60	IC	K-12	Teaching certification and K-12 Special Reading certificate
054891	English Language Arts Coach	20	60	IC	K-12	Appropriate grade level and subject area certification
115800	Math Coach	20	60	IC	K-12	Appropriate grade level and subject area certification
135000	Science Coach	20	60	IC	K-12	Appropriate grade level and subject area certification
See Exhibit 10	Class-size Reduction Teacher (Exceeds MSIP standards)	20	60	--	K-12	Appropriate grade level and subject area certification
880030	Teaching Methods Coach	20	60	IC	PK-12	Any certificate at the appropriate grade level
	Title I.D Delinquent Institutions					
054840	Supplemental Reading Teacher	37-Delin.	60	PU, PI, IH	K-12	Teaching certification and K-12 Special Reading certificate
054840	Supplemental Reading Paraprofessional	37-Delin.	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054891	Supplemental English Language Arts Teacher	37-Delin.	60	PU, PI, IH	K-12	Appropriate grade level and subject area certification
054891	Supplemental English Language Arts Paraprofessional	37-Delin.	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
115891	Supplemental Math Teacher	37-Delin.	60	PU, PI, IH	K-12	Appropriate grade level and subject area certification
115891	Supplemental Math Paraprofessional	37-Delin.	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
994210	At Risk Teacher	37-Delin.	60	--	K-12	Any certificate at any grade level
994210	At Risk Paraprofessional	37-Delin.	80	--	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
994020	Life Skills Teacher	37-Delin.	60	--	K-12	Any certificate
994020	Life Skills Paraprofessional	37-Delin.	80	--	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	37-Delin.	50	--	K-12	Proper Counselor certificate
889700	School/Home Coordinator	37-Delin.	90	--	K-12	Appropriate experience and/or training
889650	Language Translator	37-Delin.	90	--	K-12	Fluent in English and in translated language
887400	Social Worker	03	70	--	17	Social Work Degree

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Title III – English Learner or Immigrant					
054865	Supplemental ESOL Teacher	29-LEP 39-Imm.	60	See Exhibit 14	K-12	ESOL
054865	Supplemental ESOL Paraprofessional	29-LEP 39-Imm.	80	See Exhibit 14	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
----	ESOL Preschool Teacher	29-LEP 39-Imm.	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	ESOL Preschool Paraprofessional	29-LEP 39-Imm.	80	--	PK	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054865	ESOL Coach	29-LEP	60	IC	K-12	ESOL
889700	School/Home Coordinator	29-LEP 39-Imm.	90	--	PK-12	Appropriate experience and/or training
054890	Family Literacy Facilitator	29-LEP 39-Imm.	90	--	17	Appropriate training and/or experience
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	39-Imm.	50	--	K-12	Proper Counselor certificate
	Title IV.A					
See Exhibit 10	See Exhibit 10 for 02 – Art Teacher	10	60	--	K-12	Art K-12 Certificate
See Exhibit 10	See Exhibit 10 for 12 – Music Teacher	10	60	--	K-12	Proper Music Certificate
See Exhibit 10	STEAM/STEM Teacher See Exhibit 10 for 13 – Science, 10 – Technology & Engineering, 02 – Art, and 11 – Math	10	60	ST	K-12	Appropriate grade level and subject area certification
See Exhibit 10	See Exhibit 10 for 06 – Foreign (World Languages	10	60	--	K-12	Appropriate grade level and subject area certification
887900	Site Resource Coordinator	10	70	--	17	Appropriate training and/or experience
887900	Mental Health Professional	10	70	--	17	Appropriate training and/or experience
884800	Technology Coordinator	10	40	--	17	Any certificate at any grade level
887600	Nurse	10	70	--	17	Licensed RN
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	10	50	--	K-12	Proper Counselor certificate
887900	Behavior Intervention Specialist	10	70	BI	K-12	Any certificate at the appropriate grade level or school psychology, or social work degree
See Exhibit 10	See Exhibit 10 for AP and IB Teachers	10	60	--	K-12	See Exhibit 10
	Title V.B RLIS					
See Exhibit 10	All staff positions to be paid from program	31	See Exhibit 3	See Exhibit 14	See Exhibit 12	See Exhibit 10

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Title V.B SRSA (REAP)					
See Exhibit 10	All staff positions to be paid from program	30	See Exhibit 3	See Exhibit 14	See Exhibit 12	See Exhibit 10
	Title X, Part C: Homeless Education					
881750	Homeless Liaison	14	10	--	17	Any certificate at any grade level or Social Work Degree
888400	Secretary	14	80	--	17	None
See Exhibit 10	Teacher	14	60	--	K-12	Appropriate grade level and subject area certification
----	Preschool Teacher	14	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	Preschool Paraprofessional	14	80	--	PK	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
887600	Nurse	14	70	--	17	Licensed RN
887400	Social Worker	14	70	--	17	Social Work Degree
887900	Case Manager	14	70	--	17	Appropriate training and/or experience
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	14	50	--	17	Proper Counselor certificate
889650	Language Translator for ELL	14	90	--	17	Fluent in English and in translated language
889700	School/Home Coordinator	14	90	--	PK-12	Appropriate experience and/or training

Exhibit 15 *(continued)*

Course Number (Exhibit 10)	Programs and Position Titles	Program Code (Exhibit 13)	Position Code (Exhibit 3)	Delivery System (Exhibit 14)	Grade Level (Exhibit 12)	Staff Requirements/Certificates
	Refugee Children School Impact					
See Exhibit 10	Teacher	36	60	--	K-12	Appropriate grade level and subject area certification
See Exhibit 10	Paraprofessional	36	80	--	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
054865	Supplemental ESOL Teacher	36	60	PU, PI, H	K-12	ESOL
054865	Supplemental ESOL Paraprofessional	36	80	PU, PI	K-12	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
----	Preschool Teacher	36	60	--	PK	Early Childhood Education or Early Childhood Special Education (ECSE)
----	Preschool Paraprofessional	36	80	--	PK	60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment
889700	School/Home Coordinator	36	90	--	PK-12	Appropriate experience and/or training
887400	Social Worker	36	70	--	17	Social Work Degree
See Exhibit 10	Guidance Counselor (Exceeds MSIP standards)	36	50	--	17	Proper Counselor certificate

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Exhibit 16 – Reporting Guidelines for Special Education Programs
(Screens 18 and 20)

Special Education Teachers in Early Childhood Special Education (ECSE) and K-12 Programs

For each assignment indicate the proper course code, grade level, program code, delivery system, minutes per week and student assignments or caseloads as appropriate via the MOSIS October Educator files.

See the Office of Special Education web site at http://dese.mo.gov/special-education/special-education-data/data-collections for a table of allowable coding combinations for special education teachers and other technical assistance documents.

Course Codes
- See Exhibit 10 for a complete listing of course codes and names and certification requirements.
- Most special education teaching and non-teaching assignments and IEP case management course codes begin with "19" with the exception of other miscellaneous duty codes.

Grade Levels
- See Exhibit 12 for a complete listing of grade levels along with definitions.

Program Codes
- See Exhibit 13 for a complete listing of program codes along with definitions.
- Special Educators will use program codes 06, 09, 17 and 19 as appropriate.

Delivery Systems
- See Exhibit 14 for a complete listing of delivery systems along with definitions.
- Special Educators will use delivery systems Co-teaching (CO), Individual/Small Group (IG), ECSE Integrated
- Classroom (IN), Self-contained (SC) and Low Incidence Self-Contained (LI).

Minutes per Week
- The special educator's average minutes per week spent for each course code reported. The total minutes per week for all assignments in all school buildings should be consistent with the district's available minutes per week prorated by FTE.

Teaching Assignments – Definitions/Instructions

Note for Early Childhood Special Education (ECSE) programs – All personnel serving children ages 3, 4 and 5 (5 defined as pre-kindergarten eligible, turning 5 after August 1) must be reported with program code 17 and grade level PK. Personnel working with children age 5K (defined as kindergarten eligible, turning 5 before August 1) and age 6 in an early childhood program must be coded with a separate assignment using a combination of program code 17 and grade level K. This combination will identify ECSE services being provided to kindergarten-eligible children.

Direct Service/Instruction Special Education – Core Content Areas (195000) – Direct service or instruction in core content areas of communication arts, mathematics, science and/or social studies delivered by special education teachers to school-aged special education students with any disability diagnosis. This code should not be used for reporting instruction in a single core content area for which the special education teacher is giving the grade for that content area.
- Grade Levels: K, 01-16
- Program Codes: 06, 09, 17 and 19
- Delivery Systems: CO, IG, SC and LI

Direct Service/Instruction Special Education – Non-Core Content Areas (195010) – Direct service or instruction in non-core content areas delivered by special education teachers to school-aged special education students with any disability diagnosis. This code should be used when no other 19xxxx course number applies.

- Grade Levels: K, 01-16
- Program Codes: 06, 09, 17 and 19
- Delivery Systems: CO, IG, SC and LI

Direct Service/Instruction Visually Impaired (195100), Hearing Impaired (195200), Severe Developmental Delays (195300) – Direct service or instruction in Braille or other related instruction (195100). Direct service or instruction in sign language, i.e., American Sign Language (ASL), Signed Exact English (SEE, SEEII) (195200). Direct service or instruction delivered to students assessed against alternate achievement standards (MAP-A) (195300).

- Grade Levels: PK, K, 01-16
- Program Codes: 06, 09, 17 and 19
- Delivery Systems: CO, IG, SC and LI

Direct Service/Instruction Early Childhood Special Education – ECSE (195400) – Direct service or instruction delivered by special education teachers to students receiving ECSE services. If the teacher or aide is assigned two classes (1/2 day program each), they are reported with two assignments. Speech/language pathologists working with ECSE students ages 3, 4 and 5 are reported with course code 195500 and program code 17.

- Grade Levels: PK, K
- Program Codes: 06 or 17 (*see note for ECSE above*). Program codes 09 and 19 as appropriate.
- Delivery Systems: CO, IG, IN, SC and LI

Direct Service/Instruction Speech/Language Pathology (195500) – Direct service or instruction for speech/language pathology delivered by speech/language pathologists or approved implementers to special education students. See additional information on speech/language services below.

- Grade Levels: PK, K, 01-16
- Program Codes: 06, 09, 17 and 19
- Delivery Systems: CO, IG

Departmentalized Instruction for Special Education Communication Arts (195610), Mathematics (195620), Science (195630) or Social Studies (195640) – Instruction to special education students in a setting where the special education teacher is providing the student's initial or only content instruction. This course number is differentiated from services where the special education teacher is re-teaching or otherwise supporting content that has been presented initially by a regular education teacher certificated in that area.

- Grade Levels: 7-15
- Program Codes: 06, 09, 17 and 19
- Delivery Systems: SC

Community Based Instruction (195700) – Systematic skill training of students with disabilities within the natural community setting where such skills are used, as identified in the IEP. This instruction is for special education students only and should not include career education classes in which regular education students would enroll. Example: Student participation in a community based instruction program at a local grocery. This participation may ease/enhance the development/maintenance of mathematics skills in the area of financial management, budgeting and independent living for student participants.

- Grade Levels: 8-14
- Program Codes: 06, 09, 17 and 19
- Delivery System: IG

Work Experience Instruction (195800) – Work experience instruction is limited to students with disabilities whose Individualized Education Programs (IEPs) indicate the need for work experience in a competitive setting. Program goals include the acquisition of skills related to performing work under supervision, as well as job-related skills. Work experience instruction also includes the participation of students with disabilities who are engaged in work experience through the Office of Adult Learning and Rehabilitation Services' Cooperative Work Experience (COOP) Program.

- Grade Levels: 8-14
- Program Codes: 06, 09, 17 and 19
- Delivery System: IG

Case Management and Caseload – Definitions/Instructions

Case Management of IEPs (198600) – Minutes per week would include time spent planning for and attending IEP meetings as well as other required special education meetings. Report the total number of IEPs case managed which is the number of IEPs the teacher is responsible for on a case manager basis, regardless of which teacher may be actually implementing the IEP. A case management assignment does not need to be reported if a teacher does not have time/minutes dedicated to case management duties.

- Grade Levels: PK, K, 01-16 (not required)
- Program Codes: 06, 09, 17 and 19
- Delivery System: Not applicable

Non-Teaching Assignments – Definitions/Instructions

Consult with Regular/Special Education (193000) – Time spent by special education teachers consulting or collaborating with regular or special education teachers regarding instructional practices or coordinating instruction for students as necessary to implement IEPs. This is time above and beyond the instructional planning time required for all teachers.

- Grade Levels: Not required
- Program Codes: 06, 09, 17 and 19
- Delivery System: Not applicable

Testing (193100) – Time spent by special education teachers in testing/assessment/evaluation of students with disabilities or students suspected of having disabilities, and time spent writing evaluation reports.

- Grade Levels: Not required
- Program Codes: 06, 09, 17 and 19
- Delivery System: Not applicable

Special Education Co-ops and Shared Educators
When a special educator serves in more than one district on a cooperating or shared basis, both districts will report the educator. The full salary and FTE are shown by the fiscal agent district only. The fiscal agent district reports the educator's assignments in the participating districts using program code 09. Participating districts indicate the fiscal agent county-district code in the MOSIS Educator Core file, and report the assignment for the educator in their district using program code 19.

Special Education Teacher Aides or Paraprofessionals
Special education aides or paraprofessionals (K-12) should be reported using the assignment code 195000. ECSE aides or paraprofessionals must be reported with assignment code 195400 (ECSE). See additional information on speech/language services below.

Personnel Working with ECSE Programs
Personnel working with ECSE programs must be reported with program code 17 and grade level PK in order to receive appropriate credit on the district's ECSE Final Expenditure Report.

Ancillary Personnel
For ancillary personnel including occupational therapists, physical therapists, school psychological examiners, educational diagnosticians, etc., refer to Exhibit 10 for assignment/course code listings and the *Missouri State Plan for Special Education* – Personnel Standards for the certification/licensure requirements. *The Missouri State Plan for Special Education* can be found at http://dese.mo.gov/special-education/state-plan-special-education. See additional information on speech/language services below.

- Assignment/course codes: see Exhibit 10
- Grade Levels: PK, K, 01-16
- Program Codes: 06, 09, 17 and 19
- Delivery System: Not applicable
- Student Assignments/Caseload: Not required

Speech/Language Services
The following provides guidance on the reporting of speech/language services:

- Speech/Language diagnostic/evaluation and/or supervision of implementers/aides/assistants: report assignment code 889000 with position code 90; requires SLP certification or licensure
- Speech/Language services provided by an SLP: report assignment code 195500 with position code 60; requires SLP certification or licensure
- Speech/Language services provided by a speech implementer: report assignment code 195500 with position code 60; requires annual approval through Special Education Compliance as a speech implementer
- Speech/Language services provided by a speech/language assistant or aide: report assignment code 195500 with position code 80; requires licensure issued by Board of Healing Arts

Exhibit 17A – Reporting Guidelines for Early Childhood Education Programs

(Screens 18 and 20)

All pre-kindergarten education programs should be listed on the Core Data report. This includes district-funded preschool programs, and if they are tuition-based programs this should be indicated in the Comments area. If the programs are funded through Special Education (*see Exhibit 16*) or Title I (*see Exhibit 15*), they should be reported following the guidelines established for those funding sources.

Preschools that are full-day programs should be reported on one line. Half-day programs should be reported on a separate line with the corresponding minutes and enrollment.

Planning Time for teachers should be listed on a line with course number 990000. This course number is only used to report the number of minutes provided for planning time.

Instructional/program time (30 minutes or longer) outside the regular school day is reported using the delivery system H.

Program Name	(Exhibit 10) Course Number	Program/ Position Title	(Exhibit 13) Program Code	(Exhibit 3) Position Code	(Exhibit 14) Delivery System	(Exhibit 12) Grade Level	Required Certification
Missouri Preschool Program (MPP)	--	Teacher	27	60		PK – Children one or two years from Kindergarten entry	EC, ECSE or 4-Year Child Dev. Degree
		Teacher Assistant		80			CDA, ACC or 60 HR
		Director		30			Appropriate education, experience and/or training
		Director/ Principal		20			Appropriate certificate
Child Care Development Fund Grant	--	Teacher	25	60	H, if applicable	IT – Infant/ Toddler PK – Age 3 to Kindergarten entry	District discretion
		Teacher Assistant		80			
		Director		30			
		Director/ Principal		20			
District Funded Preschool	--	Teacher	--	60	H, if applicable	IT – Infant/ Toddler PK – Age 3 to Kindergarten entry	District discretion
		Teacher Assistant		80			
		Director		30			
		Director/ Principal		20			
Early Learning Blended Funded Program	--	Teacher	51	60		PK – Age 3 to Kindergarten entry	EC or ECSE 60 HR to pass state assessment Appropriate certificate

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Exhibit 17B – Reporting Guidelines for Parent Educators-Early Childhood Education Programs

(Screens 18 and 20)

Parent Educators are reported where they have duties or in building 1000.

FTE includes all time spent including time spent outside the regular school day up to a total of 1.00 FTE. Salaries are reported as Regular Term Salary even if outside the regular school day unless the total FTE would exceed 1.00. The salary for the portion of time exceeding 1.00 FTE should be reported as Extra Duty Pay and an entry made in the Comments area to explain.

Grade Level is reported as PK if the parent educator has been trained in the 3-K Curriculum, if not, then report as IT.

Enrollment reported for Parent Educators indicates the estimated number (caseload) of families to be served. Minutes per Week are reported for all assignments. If the FTE is greater than 1.00, separate assignments are listed showing the minutes per week service occurs during the regular school day (the portion within the 1.00 FTE) and the minutes per week service occurs outside the school day (the portion greater than 1.00 FTE). Time beyond the total 1.00 FTE may be estimated initially and updated at the end of the year.

Delivery System code used to identify the portion of FTE greater than 1.00 for service provided after school is H.

Contracted Services: The Employed District will report the parent educator twice. Report course code 887800 showing the minutes spent in the Employed District and then another record with course code 880010 showing the minutesspent in the Participating District(s) along with a comment including the name(s) of the Participating District(s).

PAT Supervisor: In a district with more than one parent educator, an educator who supervises is reported as a supervisor (position code 30) using course code 887897. If any part of the time is actually working with parents as aParent Educator, two separate Educator School records are reported in MOSIS with the appropriate position codes 30 and 70 with assignment designations. Two separate screens will then be displayed in Core Data.

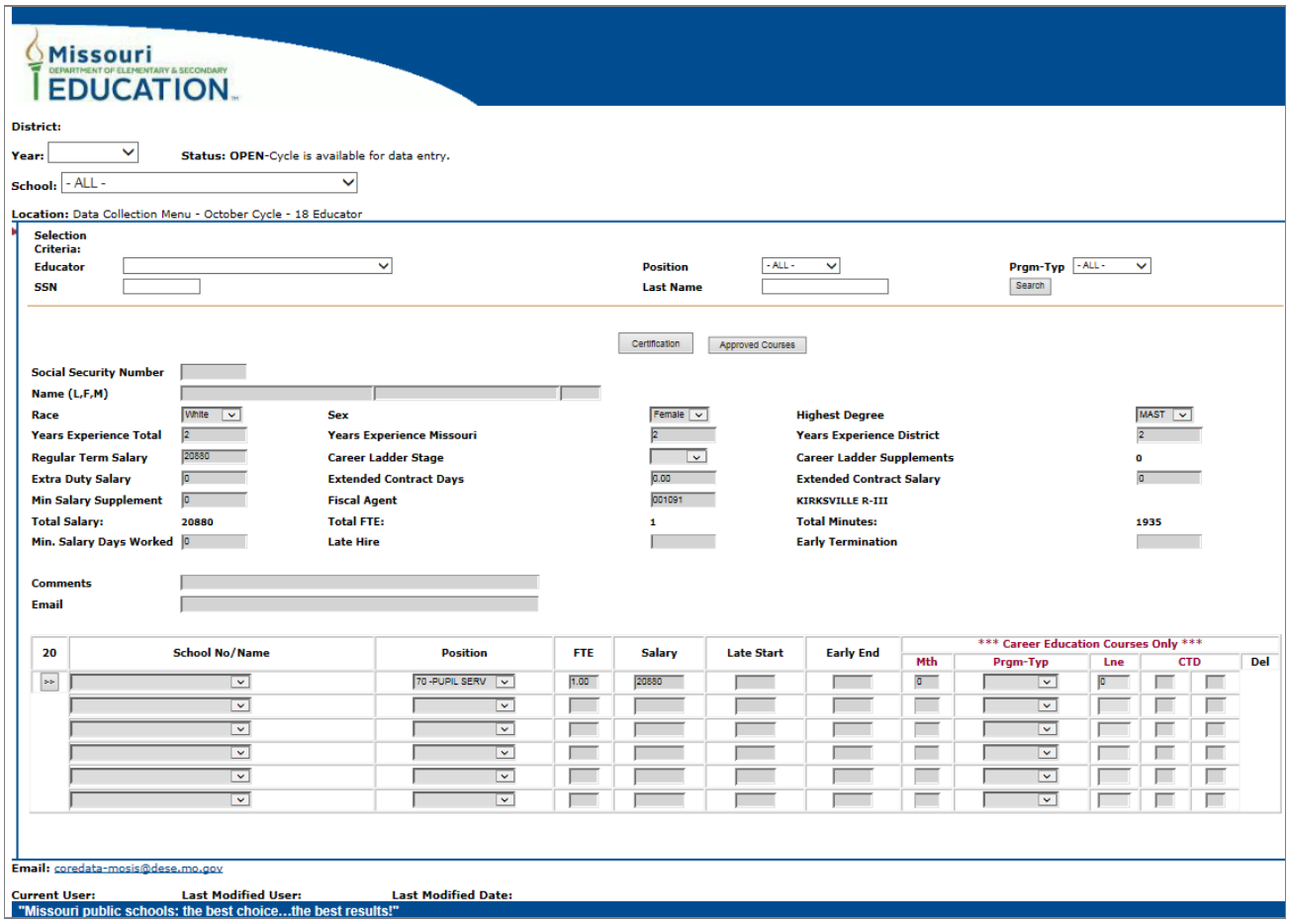
NOTE: In districts with only one parent educator, the parent educator can only be reported as course code 887800. The district will need to report a second individual as course code 887897 who will provide supervision to the parent educator.

Parent Educator Staff Assignment Report: Parent educators must be Appropriately Certified on the Staff Assignment Report. *(See Exhibit 33.)*

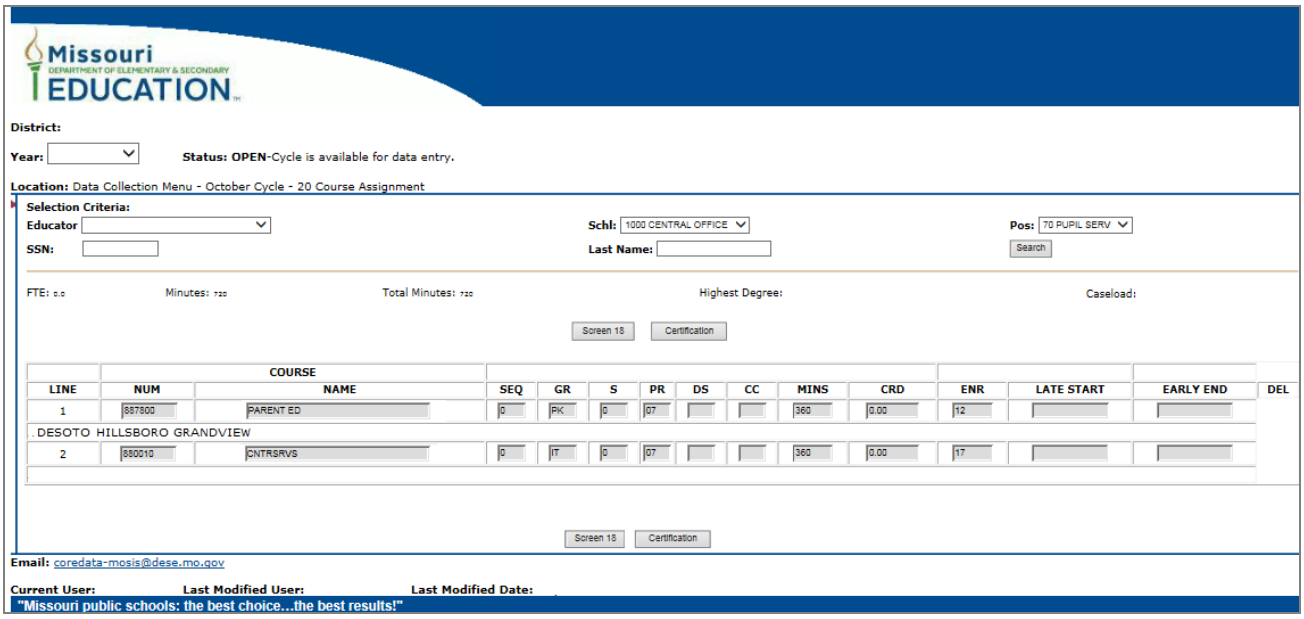
Program Name	Reporting District	(Exhibit 10) Course Number	Position Title	Required Certification	(Course Assignment) Comment	(Educator Core) Fiscal Agent District Code	(Exhibit 13) Program Code	(Exhibit 3) Position Code	(Exhibit 14) Delivery System	(Exhibit 12) Grade Level
Parents as Teachers (PAT)	Employed District	887800	Parent Educator	Refer to ECDA Guidelines for Parent Educator Qualifications	N/A	N/A	07	70	Blank, H	IT – Infant/Toddler PK – Age 3 to Kindergarten entry
		887897	PAT Supervisor	Teaching or Administrative Certificate and Supervisor Training	N/A	N/A	07	30		
		880010 – Contracted Services	Parent Educator for Participating District	Refer to ECDA Guidelines for Parent Educator Qualifications	District Name(s) for Participating District	N/A	07	70		
	Participating District	880010 – Contracted Services	Parent Educator for Participating District	Refer to ECDA Guidelines for Parent Educator Qualifications	N/A	Employed District	07	70		

Example A – Employed District

Screen 18:

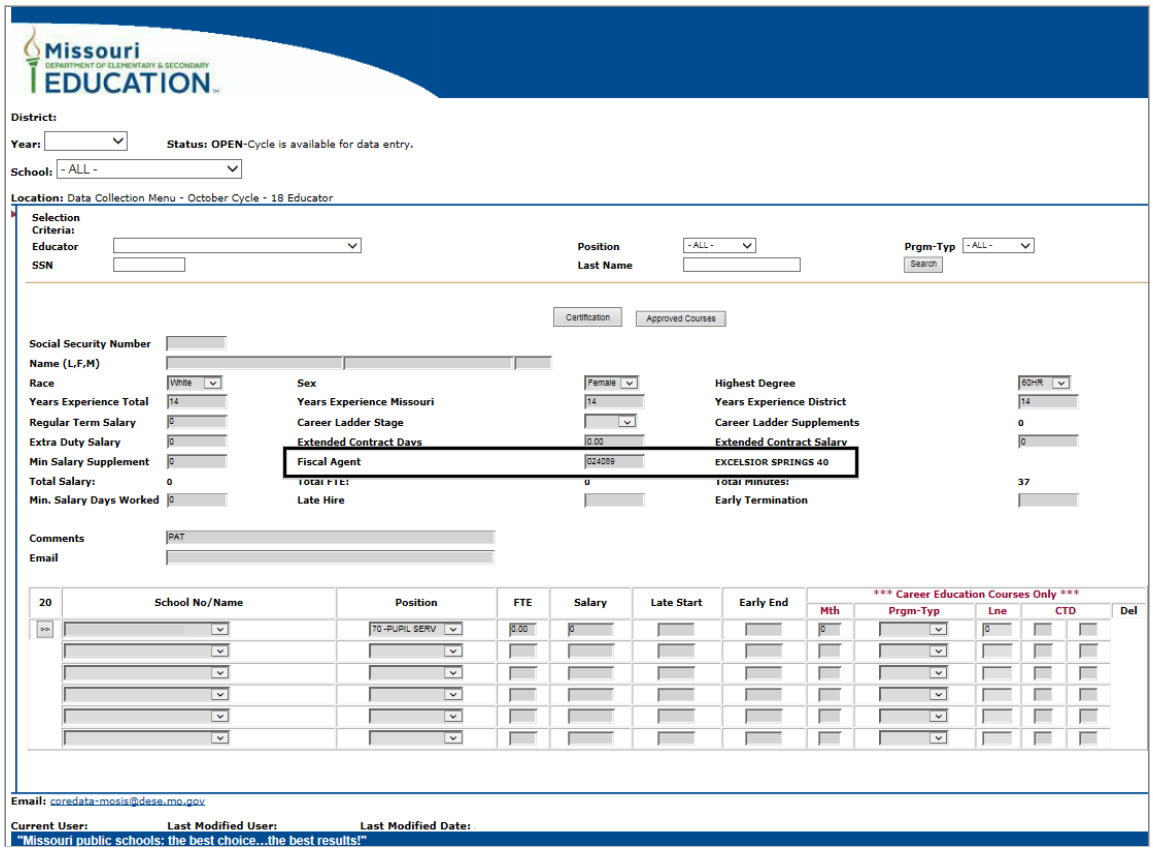


Screen 20:



Example A – Participating District

Screen 18:



Screen 20:

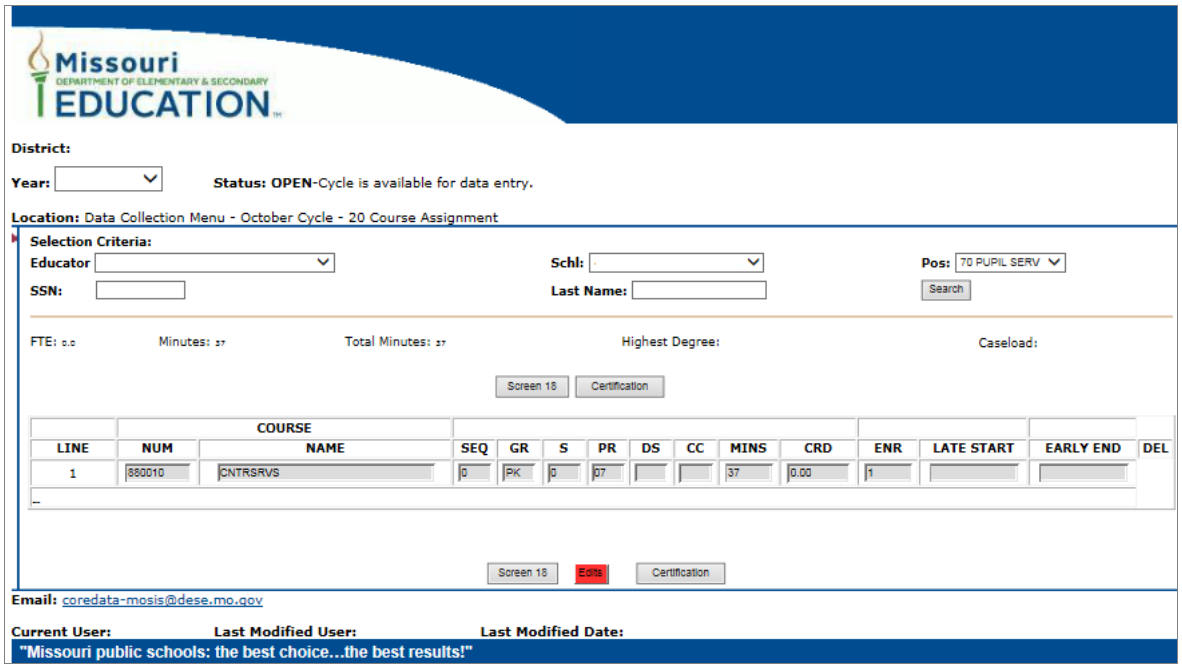


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Exhibit 18 – Special Education Disability Codes

(Screens 08, 09, 11 and 12)

Code	Definition
01	**ID** – Intellectual Disability
02	**ED** – Emotional Disturbance
04	**OI** – Orthopedic Impairment
06	**VI** – Visual Impairment
08	**HI** – Hearing Impairment
09	**LD** – Specific Learning Disability
10	**OHI** – Other Health Impairment
11	**DB** – Deaf/Blindness
12	**MD** – Multiple Disabilities
13	**AU** – Autism
14	**TBI** – Traumatic Brain Injury
16	**YCDD** – Young Child with a Developmental Delay
17	**LI** – Language Impairment
18	**SI** – Speech Impairment

Note: For further information regarding these definitions, refer to the current copy of the *Missouri State Plan for Special Education – Regulations Implementing Part B of the IDEA.*

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Exhibit 19 – Special Education Placement Category Codes
Educational Environments
(Screen 11)

Early Childhood Educational Environments – Ages 3-5

00A4 **In regular early childhood program 10+ hours and receives majority of sped services in regular program** – Children with disabilities receiving the majority of hours of special education and related services in the regular early childhood program, and the child attends a regular early childhood program at least 10 hours per week.

00A5 **In regular early childhood program 10+ hours and receives majority of sped services in another location** – Children with disabilities receiving the majority of hours of special education and related services in some other location, and the child attends a regular early childhood program at least 10 hours per week.

00A6 **In regular early childhood program less than 10 hours and receives majority of sped services in regular program** – Children with disabilities receiving the majority of hours of special education and related services in the regular early childhood program, and the child attends a regular early childhood program less than 10 hours per week.

00A7 **In regular early childhood program less than 10 hours and receives majority of sped services in another location** – Children with disabilities receiving the majority of hours of special education and related services in some other location, and the child attends a regular early childhood program less than 10 hours per week.

00B1 **Separate Class** – Children with disabilities who receive special education and related services while attending a special education program in a class with less than 50 percent non-disabled children. Do not include children who also attend a regular early childhood program.

00B2 **Separate School** – Children with disabilities who receive special education and related services in public or private day schools designed specifically for children with disabilities. Do not include children who also attend a regular early childhood program.

00B3 **Residential Facility** – Children with disabilities who receive special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. Do not include children who also attend a regular early childhood program.

00B4 **Home** – Children with disabilities who receive special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

00B5 **Service Provider Location** – Children with disabilities who receive all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school or residential facility. For example, speech instruction provided in private clinicians' offices, clinicians' offices located in school building, hospital facilities on an outpatient basis, and libraries and other public locations. Do <u>not</u> include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the Home category.

School Age Educational Environments – Ages 5K-22

1100 **Inside the regular class 80 percent or more of the day** – Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. These are students who receive special education and related services outside the regular classroom for less than 21 percent of the school day. This may apply to students with disabilities placed in:

- Regular class with special education/related services provided within regular classes,
- Regular class with special education/related services provided outside regular classes,
- Regular class with special education services provided in resource rooms.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

1201 **Inside regular class no more than 79 percent of the day and no less than 40 percent of the day** – Students with disabilities who are inside the regular classroom between 40 percent and 79 percent of the day. These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This does not apply to students who are receiving education programs in public or private separate schools or residential facilities. This may apply to students placed in:

- Resource rooms with special education/related services provided within the resource room,
- Resource rooms with part-time instruction in a regular class.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

1301 **Inside regular class less than 40 percent of the day** – Students with disabilities who are inside the regular classroom less than 40 percent of the school day. These are students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. This does not apply to students who are receiving education programs in public or private separate schools or residential facilities. This may apply to students placed in:

- Self-contained special classrooms with part-time instruction in a regular class,
- Self-contained special classrooms with full-time special education instruction on a regular school campus.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

1401 **State Operated Separate School** – This category should only be used by Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped. Regular districts should no longer report resident students who are attending these state-operated programs.

1402 **Private Separate (Day) Facility** – Students with disabilities who receive all of their special education and related services at public expense for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with which districts contract to provide special education services to students within their district.

1403 **Public Separate (Day) Facility** – Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This does not include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

1601 **Homebound/Hospital** – Due to student's illness, medically fragile condition or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

1701 **Private Residential Facility** – Children with disabilities who receive all of their special education and related services at public expense for greater than 50 percent of the school day in private residential facilities who are **placed by the public school IEP team**. This does not include students living in private residential facilities but attending public schools.

1801 **Correctional Facility** – Students with disabilities who receive all of their special education and related services in a correctional facility. This includes those students in the city/county jail and short term detention facilities.

2100 **Parentally-Placed Private School Children** – Students with disabilities who are parentally-placed in private schools, including home schools, and are receiving special education and related services from the public school.

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Exhibit 20 – Special Education Exit Categories Codes
(Screen 12)

Code	Exit Category – Ages 3-21
01	**Returned to Regular Education (valid ages 3-21)** – Students who were served in special education during the school year but returned to regular education as a result of having met the objectives of their IEP. These students no longer have an IEP and are receiving all of their educational services from the regular education program.
17	**Parent Withdrew Student from Special Education (valid ages 3-21)** – Students who had received special education services during the school year and whose parents withdrew the student from the special education program.

Note: Only Exit Codes 01 (Return to Regular Education) and 17 (Parent Withdrew Student) are reported in the MOSIS Student Core file in the SPED Program Exit Code field (MOSIS column name SPEDExit). All other exit codes displayed on Screen 12 are populated using the final exit codes reported in the MOSIS Student Enrollment and Attendance file.

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Exhibit 21 – Student Residency Status

Resident I

Students attending school in the district, including DYS, MSB, MSD and MSSD, where they reside (reported by the district where they are enrolled as R1).

- Regular Students – Including employee's child, foster child, homeless child, Voluntary Transfer Student (VTS)
- Charter Schools
- Job Corps Sites (federally-operated program)
- Juvenile Detention Centers (publicly placed)
- Students Receiving Special Education Services in St. Louis County
    - St. Louis County Component Districts (county-district code begins with 096)
    - St. Louis Special School District (SSD) Self-Contained Buildings
    - St. Louis Special School District (SSD) Vocational School Full-Time Students
- State Operated Schools
    - Division of Youth Services (DYS)
    - Missouri School for the Blind (MSB)
    - Missouri School for the Deaf (MSD)
    - Missouri Schools for the Severely Disabled (MSSD)

Resident II Public [Non-Resident – NR]

Students residing in one district but attending school in another Missouri district, for which the resident district is paying full tuition (reported by the Missouri district where they are enrolled as an NR). For early childhood children receiving services from a nonresident district (including ECSE), the attending district should report the children as non-residents (NR) and report the domicile district in the resident district field.

- High School Students from K-8 Districts
- Students from Unaccredited School Districts

Resident II Private

Students residing in one district but attending school in another approved facility for which the resident district is paying full tuition (reported by the resident district as R2).

- Students Attending a Private Facility

Resident I – Cooperative Agreements

Students residing in one district but attending school in another district with a negotiated payment structure in place. (The district where student attends provides the Student Core and Student Enrollment & Attendance data to the district of residence which then reports the data to the Department as an R1 student). Student Assignment data is reported by the district where the student attends.

- Alternative School Programs
- Special Ed Coops/Special Ed Collaborative
- Area Career Centers
- Other Cooperative Agreements

Paying Tuition

Students attending school in a district other than where they reside and tuition is paid to the attending district by the parents/guardian or entity other than a Missouri public school district. Note: Districts do not receive State Aid for students that are not residents. (Reported by the district where they are enrolled as PT).

The following scenarios illustrate models for reporting Student Core records as related to the Student Residency status.

Student Residency Status	Reporting District Code	Attending District Code	Resident District Code	Scenario
Resident I (R1)	A	A	A	Student resides in and attends school in District A. District employee students are Resident I.
Resident II (R2) attending non-public or private school	A	Private	A	Student resides in District A and attends non-public or private school. District A pays tuition.
Resident II (NR) attending public school	B	B	A	Student resides in District A and attends school in District B. District A pays full tuition. District B reports student as NR.
Non-Resident (NR)	B	B	A	Student attends school in District B and lives outside of the attending district in another Missouri District A. The attending District B receives full tuition from the Missouri resident District A.
Desegregation Inbound (DI)	A	A	B	A desegregation student attends school in District A sent from resident District B. Both districts were previously operating under a court-ordered desegregation.
Parent Tuition (PT)	A	A	B	Student attends reporting District A but resides outside of the attending district. Tuition is paid to attending district by parents/guardian or entity other than a Missouri public school district.
Federal Lands (FL)	A	A	A	Student is a Federal Lands student.

Exhibit 22 – Attendance Center Numbers

(Screen 08)

Department-Assigned School Number	Attendance Centers Identified
1000	Central office administrative personnel
1010	Special education cooperatives
1015	County juvenile detention centers
1030	Residential treatment centers
1050 - 1099, 1200 - 1999	High schools (typically grades 9-12 but may include grades 7-12)
1100 - 1199, 0000	Area career centers
2000 - 2999	Junior high schools (any combination that includes departmentalized grades 7-9)
3000 - 3999	Middle schools (any combination that includes grades 4-8 and is at least partly departmentalized)
4000 - 6999 (except 6010 - 6015)	Elementary schools (any combination that includes grades K-8)
6010 - 6015	Hospitals
7000 - 9989 (except 7010 and 7500 - 7999)	Specific external locations for St. Louis County Special School District
7010	Schools for severely handicapped students operated by a local school district
7500 - 7999	Preschool attendance centers
9990	External locations used by Pemiscot County Special School District, St. Louis County Special School District and St. Louis City Public Schools to report teachers located in various surrounding districts

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Exhibit 23 – Career Education IEP and Disadvantaged Students

(Screens 20V, 26)

Students with Disabilities

An IEP student is a student with a disability as prescribed by the Individuals with Disabilities Education Act (IDEA) who by reason thereof received special education services as outlined in an Individualized Education Program (IEP). *See Exhibit 18 for a list of disability categories.* IEP students do not include individuals who are considered to have a disability solely under Section 504 of the Rehabilitation Act of 1973.

Disadvantaged Individuals

The term disadvantaged means individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in career education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have Limited English Proficiency (LEP) and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

Academically disadvantaged individual means an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade “A” equals 4.0), or fails to attain minimal academic competencies.

Economically disadvantaged family or individual means a family or an individual who is determined by the eligible recipient to be low-income according to the latest available data, such as AFDC, free or reduced lunch or Pell Grant.

Limited English Proficiency (LEP) is defined as an individual who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the primary language.

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Exhibit 24A – How to Determine the Length of School Day

(Screen 10)

The Standard Day Length is reported on Screen 10 as a decimal equivalent. This can be calculated by determining the number of minutes in the standard day length and divide that by 60.

An Excel calculation tool is available on the School Finance website under Calculation Tools in the Miscellaneous Tools section. This tool can be accessed at https://dese.mo.gov/financial-admin-services/school-finance/calculation-tools.

Example:
A start time of 8:00 AM and dismissal time of 3:10 PM equals 7 hours and 10 minutes.
Then 7 hours and 10 minutes minus 30 minutes for lunch equals 6 hours and 40 minutes.
Next 6 hours and 40 minutes minus 3 minutes for extra passing time due to lunch equals 6 hours and 37 minutes.
Finally 6 hours and 37 minutes equals 397 minutes. 397/60 = equals 6.616<u>6</u>66 hours which would be rounded to the fourth decimal place and reported on Screen 10 as 6.6167 in the Standard Day Length.

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Exhibit 25 – Reporting Guidelines for State-Approved Gifted Programs
(Screens 18 and 20)

All educators participating in gifted programs are displayed on Core Data screens 18 and 20. The following guidelines explain the reporting requirements for MOSIS that are unique to educators in state-approved gifted programs.

Course Number
The course code for a State-Approved Gifted Education class is 990808.

Program Code
Program code 08 is only used to identify course assignments in state-approved gifted programs.

Delivery System
Course assignments for gifted programs should be reported using the following delivery system codes:

- Delivery System PU – Class contact time in a resource room for a school-based program.
- Blank – Class contact time either in a resource room or special class for a center-based program.

Enrollment
Enrollment (ENR) is the caseload (unduplicated count) for each gifted class reported for an educator.

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Exhibit 26 – Sending School Tables

Data entered in the October Course and Student Assignment files in MOSIS are used to populate Core Data Screen 22. The following scenarios include data reported by the home/sending district (A), the receiving district (B) or the area career center district. Dual credit and dual enrollment students are identified using the following definitions:

Dual Credit – Earning both high school and college credit by receiving instruction from a high school instructor.
Dual Enrollment – Earning both high school and college credit by receiving instruction from a college instructor.

Data Reported by Home District

Scenario	Reporting District Code	Reporting School Code	Sending District Code	Sending School Code	Receiving COLL/DIST Code	Dual Credit Site	Dual Credit	Dual Enrollment
Student sent to another high school in their district.	A	1050	A	1075	A		N	N
Student receiving college credit from college instructor.	A	1050	A	1050	College	COLL	N	Y
Student receiving college credit from district instructor.	A	1050	A	1050	College	DIST	Y	N
Student receiving college credit via ITV from college instructor.	A	1050	A	1050	College	ITV	N	Y
Student receiving non-college credit via ITV from college instructor.	A	1050	A	1050	College	ITVN	N	N

Data Reported by Receiving District

Scenario	Reporting District Code	Reporting School Code	Sending District Code	Sending School Code	Receiving COLL/DIST Code	Dual Credit Site	Dual Credit	Dual Enrollment
Student sent to high school in another district.	B	1050	A	1050	A		N	N
Student receiving college credit from receiving district instructor.	B	1050	A	1050	College	DIST	Y	N
Student receiving college credit via ITV from receiving district instructor.	B	1050	A	1050	College	ITV	Y	N
Student receiving non-college credit via ITV from receiving district instructor.	B	1050	A	1050	B	ITVN	N	N

Data Reported by Area Career Center District								
Scenario	**Reporting District Code**	**Reporting School Code**	**Sending District Code**	**Sending School Code**	**Receiving COLL/DIST Code**	**Dual Credit Site**	**Dual Credit**	**Dual Enrollment**
Area career center student sent from high school in their district.	A	1100	A	1050	A		N	N
Area career center student sent from another district.	B	1100	A	1050	B		N	N
Area career center student receiving college credit sent from high school in their district.	A	1100	A	1050	College	ACC	Y	N
Area career center student receiving college credit sent from another district.	B	1100	A	1050	College	ACC	Y	N
Area career center student receiving college credit via ITV college instructor sent from high school in their district.	A	1100	A	1050	College	ITV	N	Y
Area career center student receiving college credit via ITV college instructor sent from high school in another district.	B	1100	A	1050	College	ITV	N	Y
Area career center student receiving non-college credit via ITV college instructor sent from high school in their district.	A	1100	A	1050	College	ITVN	N	N
Area career center student receiving non-college credit via ITV college instructor sent from high school in another district.	B	1100	A	1050	College	ITVN	N	N

Exhibit 27 – Reporting Guidelines for Career Education

(Screens 18 and 20)

The nine career education program areas within the Office of College and Career Readiness are the following:

01-04 Agricultural Education – AGR
02-04 Business Education – BUS
03-04 Cooperative Education – CCE
04-04 Marketing Education – MRKT
05-04 Health Sciences – HLTH
06-04 Family Consumer Sciences – FCS
07-04 Occupational Family Consumer Sciences and Human Services – OFCS
08-04 Skilled Technical Sciences – STS
10-04 Technology and Engineering Education – TENG

There are two different kinds of career education family and consumer science programs. One prepares students for a career in family and consumer sciences related occupations (OFCS) and the other one focuses on the development of all students as successful family members and community leaders (FCS).

All courses/programs approved by AGR, BUS, CCE, MRKT, HLTH, OFCS, STS and TENG are considered to be occupational career education courses/programs. Therefore, a follow-up must be performed on each student 180-days after their high school graduation and reported on screens 26 and 27 in Core Data. Students included in the 180-day follow-up make up a district's career education completers and placement figures for the Missouri School Improvement Program (MSIP) with the exception of Agriculture Science I and II. While the Division of Career Education requires the follow-up of graduates of Agriculture Science I and II, the MSIP excludes them. Follow-up is not collected for FCS unless the graduates are Perkins concentrators and then follow-up is conducted, but these graduates do not count toward completers or placement for the MSIP.

Instructors teaching the courses under Project Lead the Way (PLTW) Engineering and the four PLTW Biomedical courses (course codes 0704--) under the Health Occupations course code category <u>must</u> complete the appropriate PLTW Summer Institute.

The approval process varies among the program areas – some are approved by course and others are approved by the program. A report of approved courses/programs for your district by building and program type can be obtained by clicking on the Approved Courses button on screens 18 or 20 or via the Reports Menu by selecting Special Reports.

Only exploratory courses taught at the ninth-12th grade level are considered approved career education courses. Seventh and eighth grade exploratory courses are <u>not</u> considered career education courses and should <u>not</u> be reported with a program type. Program approval was previously indicated by reporting a 01 in the PR column on Screen 20. Program approval is now automatically displayed by the system based on the Approved Courses report.

Area career centers may report courses by semester rather than yearlong courses (*see Example 4 of this exhibit*). This allows area career centers to report separate enrollment numbers for second semester. Second semester enrollment numbers may be entered initially as estimated numbers and updated once the second semester begins.

Example 1: Displays how to properly report an agriculture education teacher with career education certification who teaches some approved career education courses.

20	School No/Name	Position	FTE	Salary	Late Start	Early End	*** Career Education Courses Only ***					
							Mth	Prgm Typ	Lne	CTD		Del
>>	1100 CARROLLTON AREA CAREER	60 - TEACH	0.88	50943			12	0104-AGR	0	8	9	
>>	3000 MIDDLE SCHOOL	60 - TEACH	0.12	5947			0		0			

Non-Career Education Assignment

	COURSE														
LINE	NUM	NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	ENR	LATE START	EARLY END	DEL
1	195000	DSI SECORE	0	07	0	06	IG		100	0.00	1			
2	195500	DSI SLP	0	15	0	06	IG		250	0.00	12			
3	193000	CONSULT	0	15	0	06	IG		665	0.00	0			

Career Education Assignment

	COURSE										*** Career Education Courses Only ***														
LINE	NUM	NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	ENR	M	F	B	W	H	A	I	P	M	H	D	G	A	DEL
1	016710	AG SCI-1	0	09	0	01			225	1.00	15	11	4	0	14	0	0	0	1	0	1	8	0	0	X
2	016760	AG SCI-2	2	10	0	01			225	1.00	14	9	5	0	14	0	0	0	0	0	2	7	1	0	X
3	016720	AG-STRUCTR	0	11	0	01			225	1.00	13	12	1	0	13	0	0	0	0	0	0	7	6	0	X
4	016711	ANIMAL SCI	0	11	0	01			225	1.00	5	3	2	0	5	0	0	0	0	0	0	2	5	0	X

Example 2: Displays how to properly report a FCS teacher with career education certification who teaches an approved FCS program. Note that since Exploratory FCS is taught below the ninth grade level it should be reported as a non-career education course.

20	School No/Name	Position	FTE	Salary	Late Start	Early End	*** Career Education Courses Only ***				
							Mth	Prgm-Typ	Lne	CTD		Del
>>	1050 NORTH ANDREW HIGH	60 -TEACH	0.86	26299			9	0604-CFCS	0	7	9	
>>	3000 NORTH ANDREW MIDDLE	60 -TEACH	0.14	4281			0		0			

Non-Career Education Assignment

Selection Criteria:
Educator | Schl: | Pos: | Prgm-Typ:
SSN: | Last Name: | Search

FTE: 0.14 Minutes: 360 Total Minutes: 2085 Highest Degree: BACC Caseload: 0

Screen 18 | Edits | Certification

LINE	COURSE NUM	COURSE NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	ENR	LATE START	EARLY END	DEL
1	096899	OTHR FCS	0	09	0		C1		115	1.00	1			
2	990000	PLAN TIME	0	13	0				245	0.00	0			
3	156671	FAMILY REL	0	11	2				230	0.5	11			

Screen 18 | Edits | Certification

Career Education Assignment

Selection Criteria:
Educator | Schl: | Pos: | Prgm-Typ: 0604 FCS
SSN: | Last Name: | Search

FTE: 0.72 Minutes: 1495 Total Minutes: 2085 Highest Degree: BACC Lne: 0 Mths: 9 CTD: 7/9

Screen 18 | Edits | Approved Courses | Certification

LINE	COURSE NUM	COURSE NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	*** Career Education Courses Only *** ENR	M	F	B	W	H	A	I	P	M	H	D	G	A	DEL
1	096823	INTPRSNL REL	0	10	2	01			230	0.5	10	1	9	0	10	0	0	0	0	0	1	2	2	0	X
COMMENT:																									
2	096829	FOODS, GEN	0	09	2	01			230	0.5	8	3	5	0	8	0	0	0	0	0	1	5	4	0	X
COMMENT:																									
3	096821	CHLD DEV-INT	0	10	1	01			230	0.5	7	0	7	0	7	0	0	0	0	0	1	1	0	0	X
COMMENT:																									
4	096823	INTPRSNL REL	0	12	0	01			230	1.00	1	1	0	0	1	0	0	0	0	0	0	1	1	0	X
COMMENT:																									
5	096801	CFL	2	10	0	01			230	1.00	15	6	9	0	15	0	0	0	0	0	0	5	5	0	X
COMMENT:																									
6	096827	FOOD SCI	0	09	1	01			230	0.5	7	2	5	0	7	0	0	0	0	0	1	4	3	0	X
COMMENT:																									
7	096801	CFL	1	09	0	01			230	1.00	6	2	4	0	6	0	0	0	0	0	2	3	0	0	X
COMMENT:																									
8	096818	HOME ENVIR	0	11	0	01			230	0.5	10	5	5	0	10	0	0	0	0	0	0	5	8	0	X
COMMENT:																									
9	096801	CFL	1	09	0	01	C1		115	1.00	1	0	1	0	1	0	0	0	0	0	0	1	0	0	X
COMMENT:																									

Screen 18 | Edits | Approved Courses | Certification

Example 3: Displays how to properly report a STS teacher with career education certification in which all courses taught are approved as career education courses.

20	School No/Name	Position	FTE	Salary	Late Start	Early End	*** Career Education Courses Only ***			
							Mth	Prgm-Typ	Lne	CTD
>>	1100 KIRKSVILLE AREA TECH. CTR	60 -TEACH	1.00	31950			9	0804-VIE	0	6 / 6

Selection Criteria:
Educator
SSN:
Schl:
Last Name:
Pos:
Search
Prgm-Typ: 0804 STS

FTE: 1.0 Minutes: 374 Total Minutes: 374 Highest Degree: CVOT Lne: 0 Mths: 9 CTD: 6/6

Screen 18 | Edits | Approved Courses | Certification

LINE	COURSE NUM	COURSE NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	*** Career Education Courses Only *** ENR	M	F	B	W	H	A	I	P	M	H	D	G	A	DEL
1	171900	GRPH AR OC	0	11	0	01		1	93	3.00	4	2	2	1	3	0	0	0	0	0	0	2	3	0	X
COMMENT:																									
2	171900	GRPH AR OC	0	11	0	01		2	93	3.00	7	3	4	0	6	1	0	0	0	0	0	0	4	0	X
COMMENT:																									
3	171900	GRPH AR OC	0	12	0	01		2	94	3.00	3	3	0	0	3	0	0	0	0	0	2	0	3	0	X
COMMENT:																									
4	171900	GRPH AR OC	0	12	0	01		1	94	3.00	2	2	0	0	2	0	0	0	0	0	1	0	2	0	X
COMMENT:																									

Screen 18 | Edits | Approved Courses | Certification

Example 4: Displays how to properly report course by semester at area career centers.

Selection Criteria:
Educator
SSN:
Schl: 1100 DAVIS H. HART CAREER CTR.
Last Name:
Pos: 60 TEACH
Search
Prgm-Typ: 0204 BUS

FTE: 0.53 Minutes: 1032 Total Minutes: 1956 Highest Degree: BACC Lne: 0 Mths: 9 CTD: 6/9

Screen 18 | Approved Courses | Certification

LINE	COURSE NUM	COURSE NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	*** Career Education Courses Only *** ENR	M	F	B	W	H	A	I	P	M	H	D	G	A	DEL
1	034321	BUS LAW	0	11	2	01		2	129	0.5	7	6	1	0	7	0	0	0	0	0	1	2	2	0	X
COMMENT:																									
2	034301	BUS MGMT	0	11	1	01		2	129	0.5	12	10	2	0	12	0	0	0	0	0	2	3	4	0	X
COMMENT:																									
3	034352	M-COMP APP	0	09	2	01			258	0.5	9	4	5	0	9	0	0	0	0	0	0	2	1	0	X
COMMENT:																									
4	034352	M-COMP APP	0	09	1	01			258	0.5	10	4	6	0	10	0	0	0	0	0	0	3	2	0	X
COMMENT:																									
5	034310	ACCT 1	1	11	2	01		1	129	0.5	10	5	5	0	10	0	0	0	0	0	0	5	6	0	X
COMMENT:																									
6	034310	ACCT 1	1	11	1	01		1	129	0.5	11	6	5	0	11	0	0	0	0	0	0	6	7	0	X
COMMENT:																									
7	034380	SPV BUS EXP	0	12	1	01			258	0.5	7	2	5	0	7	0	0	0	0	0	0	4	6	0	X
COMMENT:																									
8	034380	SPV BUS EXP	0	12	1	01		2	129	0.5	8	2	6	0	8	0	0	0	0	0	0	5	7	0	X
COMMENT:																									
9	034380	SPV BUS EXP	0	12	2	01			258	0.5	6	2	4	0	6	0	0	0	0	0	0	3	5	0	X
COMMENT:																									
10	034380	SPV BUS EXP	0	12	2	01		2	129	0.5	7	2	5	0	7	0	0	0	0	0	0	4	6	0	X
COMMENT:																									
11	034380	SPV BUS EXP	0	11	1	01		1	129	0.00	2	0	2	0	2	0	0	0	0	0	0	1	2	0	X
COMMENT:																									
12	034380	SPV BUS EXP	0	11	2	01		1	129	0.00	2	0	2	0	2	0	0	0	0	0	0	1	2	0	X
COMMENT:																									

Screen 18 | Approved Courses | Certification

Example 5: Displays how to properly report combined courses by semester at area career centers.

Selection Criteria:

Educator | **Schl:** 1100 DAVIS H. HART CAREER CTR. | **Pos:** 60 TEACH | **Prgm-Typ:** 0204 BUS

SSN: | **Last Name:** | Search

FTE: 0.53 | Minutes: 1032 | Total Minutes: 1956 | Highest Degree: BACC | Lne: 0 | Mths: 9 | CTD: 6/9

Screen 18 | Approved Courses | Certification

	COURSE										*** Career Education Courses Only ***															
LINE	NUM	NAME	SEQ	GR	S	PR	DS	CC	MINS	CRD	ENR	M	F	B	W	H	A	I	P	M		H	D	G	A	DEL
1	034321	BUS LAW	0	11	2	01		2	129	0.5	7	6	1	0	7	0	0	0	0	0		1	2	2	0	X
COMMENT:																										
2	034301	BUS MGMT	0	11	1	01		2	129	0.5	12	10	2	0	12	0	0	0	0	0		2	3	4	0	X
COMMENT:																										
3	034352	M-COMP APP	0	09	2	01			258	0.5	9	4	5	0	9	0	0	0	0	0		0	2	1	0	X
COMMENT:																										
4	034352	M-COMP APP	0	09	1	01			258	0.5	10	4	6	0	10	0	0	0	0	0		0	3	2	0	X
COMMENT:																										
5	034310	ACCT 1	1	11	2	01		1	129	0.5	10	5	5	0	10	0	0	0	0	0		0	5	6	0	X
COMMENT:																										
6	034310	ACCT 1	1	11	1	01		1	129	0.5	11	6	5	0	11	0	0	0	0	0		0	6	7	0	X
COMMENT:																										
7	034380	SPV BUS EXP	0	12	1	01			258	0.5	7	2	5	0	7	0	0	0	0	0		0	4	6	0	X
COMMENT:																										
8	034380	SPV BUS EXP	0	12	1	01		2	129	0.5	8	2	6	0	8	0	0	0	0	0		0	5	7	0	X
COMMENT:																										
9	034380	SPV BUS EXP	0	12	2	01			258	0.5	6	2	4	0	6	0	0	0	0	0		0	3	5	0	X
COMMENT:																										
10	034380	SPV BUS EXP	0	12	2	01		2	129	0.5	7	2	5	0	7	0	0	0	0	0		0	4	6	0	X
COMMENT:																										
11	034380	SPV BUS EXP	0	11	1	01		1	129	0.00	2	0	2	0	2	0	0	0	0	0		0	1	2	0	X
COMMENT:																										
12	034380	SPV BUS EXP	0	11	2	01		1	129	0.00	2	0	2	0	2	0	0	0	0	0		0	1	2	0	X
COMMENT:																										

Screen 18 | Approved Courses | Certification

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Exhibit 28 – Reporting Guidelines for Supervised Employment
(Screen 20)

When reporting supervised employment in the MOSIS system, the following course codes are used:

016780	Supervised Ag Cooperative Experience
034380	Supervised Business Employment
040080	Supervised Marketing Employment
040081	Supervised CCE Employment
096839	Family & Consumer Sciences, Coop Education
170090	Trade & Industrial Supervised Employment

Use one line of teacher assignment for students enrolled for two (2) units of credit in supervised employment, and a second line for students enrolled for one (1) unit of credit with the total minutes of instruction for all supervised employment lines divided equally appropriately.

Example 1: The teacher has 45 students enrolled in the cooperative education component of a marketing program – 25 students are enrolled for two units, 20 for one unit. Following policy for teacher supervision time, the teacher has a total of 750 minutes per week for supervision.

Course Code/Name	Minutes	Combined Course	Credits	Enrollment
040080 SV MKT EMP	375	1	2	25
040080 SV MKT EMP	375	1	1	20

Example 2: The teacher has 15 students enrolled in the cooperative education component of a COE program – 10 students are enrolled for two units, five for one unit. The teacher has 250 minutes per week for supervision.

Course Code/Name	Minutes	Combined Course	Credits	Enrollment
040081 SV CCE EMP	125	1	2	10
040081 SV CCE EMP	125	1	1	5

Note: Course codes associated with educator supervision time are <u>not</u> used to report supervised employment courses with student enrollment. An example is 016785 – Supervised Agriculture Experience – Supervision is used to report educator time, not account for time students are receiving instruction.

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Exhibit 29 – Reporting Guidelines for School Age Community/Afterschool Programs

(Screens 18 and 20)

School Age Community/Afterschool (SAC/A) programs are defined as those programs providing a safe, caring and nurturing place for social, recreational and personal life skills development for students during non-school hours. SAC/A programs are not a continuation of the school day, but extend and enrich the opportunities for experiential learning, social development and recreation. They incorporate a strong partnership of school, family and community members that collaboratively contribute to the growth of students as they mature into caring, competent and responsible adults. Although the programs are called by a variety of names – Latchkey, Afterschool, Before School, Extended Day, SAC, 21st CCLC, School Age Child Care, Adventure Club, Prime Time, etc. – they all provide school age youth a safe place to be during non-school hours and during that time offer a variety of program choices that are balanced between academic, social and recreational.

All School Age Community/Afterschool (SAC/A) programs should be reported in Core Data. If the programs receive special funding such as Child Care Development Fund/School Age Community or 21st Century Community Learning Centers, they are reported following the guidelines established by those sections. School Age Community/Afterschool programs funded by the district should also be listed, and if they are tuition-based that should be indicated in the Comments area.

School – School Age Community/Afterschool (SAC/A) staff are reported in the building where they have duties or in building 1000.

Salary – Salary is reported as regular term salary (even if outside the regular school day) unless the total FTE would exceed 1.00. The salary for the portion of time exceeding the 1.00 FTE should be reported as extra duty pay and an entry should be made in Comments to explain. Salary may be estimated if necessary.

FTE – Includes all time spent, including time spent outside the regular school day, up to a total of 1.00 FTE. The portion of time exceeding 1.00 FTE is reported in the Comments section.

Grade Level – Reported as for regular school day.

Minutes per Week – Reported for all assignments (may be estimated initially and then revised).

Pos Code – Position code of educator's assignment (*see Exhibit 3*). Staff who are employed for other assignments during the school day may be reported using the same position code for SAC/A. An educator who supervises SAC/A staff is reported as a supervisor with position code 30. If part of the time is actually working with students, a separate assignment should be reported using the appropriate codes. Staff members responsible for supervision of students are reported with position code 60 and staff members which assist are reported with position code 80.

Course Number – 880020. School Age Community/Afterschool (SAC/A).

PR – Program code that identifies special funding (*see Exhibit 13*).
- 25 Child Care Development Fund (CCDF)/School Age Community
- 26 21st Century Community Learning Centers (21st CCLC)

Enrollment – The number of students served by the SAC/A staff member.

DS – Delivery system indicates the instructional delivery method (*see Exhibit 14*).
- BE Before School/Every Day
- BS Before School/Some Days
- AE After School/Every Day
- AS After School/Some Days

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Exhibit 30 – Classification of Instructional Programs (CIP) Codes
(Screen 29)

<u>Secondary</u> Classification of Instructional Programs (CIP) Codes have been moved from Exhibit 30 and incorporated into Exhibit 10.

Classification of Instructional Programs (CIP) Codes – Adult & Postsecondary			
Program Code		**Course Name**	**CIP Code**
Adult	**Postsecondary**		
Agricultural Education			
0110	0107	Agricultural Business and Management, General	01.0101
0110	0107	Agricultural/Farm Supplies Retailing and Wholesaling	01.0105
0110	0107	Agricultural and Food Products Processing	01.0401
0110	0107	Agricultural Mechanization, General	01.0201
0110	0107	Agricultural Production Operations, General	01.0301
0110	0107	Applied Horticulture/Horticulture Operations, General	01.0601
0110	0107	Biotechnology	26.1201
0110	0107	Forest Resources Production and Management	03.0510
0110	0107	Natural Resources/Conservation, General	03.0101
0110	0107	Veterinary/Animal Health Technology/Technician & Veterinary Assistant	51.0808
Business Education			
0210	0207	Accounting Technology/Technician and Bookkeeping	52.0302
0210	0207	Administrative Assistant and Secretarial Science, General	52.0401
0210	0207	Banking and Financial Support Services	52.0803
0210	0207	Business Administration and Management, General	52.0201
0210	0207	Business/Office Automation/Technology/Data Entry	52.0407
0210	0207	Computer Graphics	11.0803
0210	0207	Computer and Information Sciences, General	11.0101
0210	0207	Computer Programming/Programmer, General	11.0201
0210	0207	Computer Systems Analysis/Analyst	11.0501
0210	0207	Computer Systems Networking and Telecommunications	11.0901
0210	0207	Data Entry/Microcomputer Applications, General	11.0601
0210	0207	E-Business	52.0208
0210	0207	Human Resources Management	52.1001
0210	0207	Insurance and Risk Management	52.0805
0210	0207	Legal Administrative Assistant/Secretary	52.0408
0210	0207	Management Information Systems, General	52.1201
0210	0207	Medical Administrative/Executive Assistant and Medical	52.0402
0210	0207	Office Supervision and Management	52.0204
0210	0207	Web/Multimedia Management and Webmaster	11.1004
0210	0207	Web Page, Digital/Multimedia and Information Resources Design	11.0801

Exhibit 30 (*continued)*

Program Code		Course Name	CIP Code
Adult	Postsecondary		
Marketing Education			
0410	0407	Actuarial Science	52.1304
0410	0407	Advertising	09.0903
0410	0407	Auctioneering	52.1901
0410	0407	Banking and Financial Support Services	52.0803
0410	0407	Business Administration and Management, General	52.0201
0410	0407	Business/Commerce, General	52.0101
0410	0407	Business/Corporate Communications	52.0501
0410	0407	Business/Managerial Economics	52.0601
0410	0407	Business Statistics	52.1302
0410	0407	Computer Systems Networking and Telecommunications	11.0901
0410	0407	Credit Management	52.0809
0410	0407	Customer Service Management	52.0207
0410	0407	Customer Service Support/Call Center/Teleservice Operation	52.0411
0410	0407	E-Commerce/Electronic Commerce	52.0208
0410	0407	Entrepreneurship/Entrepreneurial Studies	52.0701
0410	0407	Fashion Merchandising	52.1902
0410	0407	Fashion Modeling	52.1903
0410	0407	Finance, General	52.0801
0410	0407	Financial Planning and Services	52.0804
0410	0407	Franchising and Franchise Operations	52.0702
0410	0407	Hospitality Administration/Management, General	52.0901
0410	0407	Hotel/Motel Administration/Management	52.0904
0410	0407	Human Resources Development	52.1005
0410	0407	Human Resources Management/Personnel Administration, General	52.1001
0410	0407	Insurance	52.1701
0410	0407	International Business/Trade/Commerce	52.1101
0410	0407	International Finance	52.0806
0410	0407	International Marketing	52.1403
0410	0407	Investments and Securities	52.0807
0410	0407	Labor and Industrial Relations	52.1002
0410	0407	Labor Studies	52.1004
0410	0407	Logistics, Materials, and Supply Chain Management	52.0203
0410	0407	Management Science	52.1301
0410	0407	Marketing/Marketing Management, General	52.1401
0410	0407	Marketing Research	52.1402
0410	0407	Merchandising and Buying Operations	52.1802
0410	0407	Non-Profit/Public/Organizational Management	52.0206
0410	0407	Office Management and Supervision	52.0204
0410	0407	Operations Management and Supervision	52.0205
0410	0407	Organizational Behavior Studies	52.1003
0410	0407	Parts, Warehousing, and Inventory Management Operations	52.0409

Exhibit 30 *(continued)*

Program Code		Course Name	CIP Code
Adult	Postsecondary		
Marketing Education			
0410	0407	Public Finance	52.0808
0410	0407	Purchasing, Procurement/Acquisitions and Contracts Management	52.0202
0410	0407	Real Estate	52.1501
0410	0407	Resort Management	52.0906
0410	0407	Retailing and Retail Operations	52.1803
0410	0407	Sales, Distribution, and Marketing Operations, General	52.1801
0410	0407	Selling Skills and Sales Operations	52.1804
0410	0407	Small Business Administration/Management	52.0703
0410	0407	Specialized Marketing	52.1499
0410	0407	Tourism Promotion Operations	52.1906
0410	0407	Tourism and Travel Services Management	52.0903
0410	0407	Tourism and Travel Services Marketing Operations	52.1905
0410	0407	Traffic, Customs and Transportation Clerk/Technician	52.0410
0410	0407	Vehicle and Vehicle Parts and Accessories Marketing Operations	52.1907
Health Sciences			
0510	0507	Clinical/Medical Laboratory Technician	51.1004
----	0507	Community Health Services/Liaison/Counseling	51.1504
0510	0507	Dental Assisting/Assistant	51.0601
0510	0507	Dental Hygiene/Hygienist	51.0602
0510	----	Dental Laboratory Technology/Technician	51.0603
0510	0507	Diagnostic Medical Sonography/Sonographer & Ultrasound Technician	51.0910
0510	0507	Emergency Medical Technology/Technician (EMT Paramedic)	51.0904
----	0507	Funeral Service and Mortuary Science, General	12.0301
0510	0507	Health Information/Medical Records Technology/Technician	51.0707
0510	0507	Health Services/Allied Health/Health Sciences, General	51.0000
0510	----	Health Unit Coordination/Ward Clerk	51.0703
	0507	Hearing Instrument Specialist	51.0908
0510	0507	Licensed Practical/Vocational Nurse Training	51.3901
0510	----	Massage Therapy	51.3501
0510	0507	Medical/Clinical Assistant	51.0801
0510	0507	Medical Radiologic Technology/Science-Radiation Therapist	51.0907
0510	0507	Medical Transcription/Transcriptionist	51.0708
0510	0507	Nursing Assistant/Aide and Patient Care Assistant/Aide	51.3902
0510	0507	Occupational Therapy Assistant	51.0803
0510	0507	Pharmacy Technician/Assistant	51.0805
0510	0507	Physical Therapy Technician/Assistant	51.0806
0510	----	Psychiatric/Mental Health Services Technician	51.1502
----	0507	Radiologic Technology/Science – Radiographer	51.0911
0510	0507	Registered Nursing/Registered Nurse	51.3801
0510	0507	Respiratory Care Therapy/Therapist	51.0908
0510	0507	Sign Language Interpretation and Translation	16.1603

Exhibit 30 *(continued)*

Program Code		Course Name	CIP Code
Adult	**Postsecondary**		
Health Sciences			
0510	0507	Substance Abuse/Addiction Counseling	51.1501
0510	0507	Surgical Technology/Technologist	51.0909
Family Consumer Sciences			
0610	0607	Adult Development and Aging	19.0702
0610	0607	Apparel and Textile, General	19.0901
0610	----	Child Development, Care and Guidance	19.0706
0610	0607	Family Living and Parenting	19.0704
0610	0607	Family Resource Management Studies, General	19.0401
0610	0607	Housing Environments and Design	19.0601
0610	0607	Human Development and Family Studies	19.0701
0610	0607	Human Services, General	44.0000
0610	----	Nutrition and Wellness	19.0501
Occupational Family Consumer Sciences & Human Services			
0710	0707	Adult Development and Aging	19.0702
0710	0707	Apparel and Textile, General	19.0901
----	0707	Apparel and Textile Marketing Management	19.0905
0710	0707	Baking & Pastry Arts/Baker/Pastry Chef	12.0501
0710	0707	Bartending/Bartender	12.0502
----	0707	Business Family and Consumer Science/Human Services	19.0201
----	0707	Career Pathway for the Teaching Profession	13.0101
----	0707	Child Care Provider/Assistant	19.0709
0710	0707	Child Care and Support Services Management	19.0708
0710	----	Child Development	19.0706
----	0707	Consumer Services and Advocacy	19.0403
----	0707	Cosmetology/Cosmetologist, General	12.0401
0710	0707	Culinary Arts/Chef Training	12.0503
----	0707	Dietetic Technician	51.3103
----	0707	Environmental Design/Architecture	04.0401
----	0707	Facilities Planning and Management	19.0604
----	0707	Fashion/Apparel Design	50.0407
0710	0707	Fashion and Fabric Consultant	19.0906
0710	----	FCS Career Development/Entrepreneurship	19.0201
----	0707	Financial Planning and Services	52.0804
0710	0707	Food Preparation/Professional Cooking/Kitchen Assistant	12.0505
----	0707	Food Service, Waiter/Waitress, and Dining Room Management/Manager	12.0507
0710	----	Foods, Nutrition, and Wellness Studies, General	19.0501
0710	0707	Foodservice Systems Administration/Management	19.0505
0710	0707	Home Furnishings and Equipment Installers	19.0605
----	0707	Hospitality Administration/Management, General	52.0901
0710	0707	Hotel/Motel Administration/Management	52.0904
0710	0707	Housing and Human Environments, General	19.0601

Exhibit 30 *(continued)*

Program Code		Course Name	CIP Code
Adult	Postsecondary		
Occupational Family Consumer Sciences & Human Services			
0710	0707	Human Development and Family Studies, General	19.0701
0710	0707	Human Services, General	44.0000
0710	0707	Interior Design	50.0408
----	0707	ParaEducator	13.1501
0710	0707	Restaurant, Culinary, and Catering Management/Manager	12.0504
0710	0707	Restaurant/Food Service Management	52.0905
Skilled Technical Sciences			
0810	----	3D Modeling and Animation	50.0102
0810	0807	Aeronautics/Aviation/Aerospace Science and Technology, General	49.0101
0810	0807	Aircraft Powerplant Technology/Technician	47.0608
0810	0807	Airframe Mechanics and Aircraft Maintenance Technology/Technician	47.0607
0810	0807	Airline Flight Attendant	49.0106
0810	0807	Appliance Installation and Repair Technology/Technician	47.0106
0810	0807	Architectural Engineering Technology/Technician	15.0101
0810	0807	Autobody/Collision and Repair Technology/Technician	47.0603
0810	0807	Automobile/Automotive Mechanics Technology/Technician	47.0604
0810	0807	Automotive Engineering Technology/Technician	15.0803
0810	0807	Aviation/Airway Management and Operations	49.0104
0810	0807	Avionics Maintenance Technology/Technician	47.0609
0810	0807	Biomedical Technology/Technician	15.0401
0810	0807	Building/Property Maintenance	46.0401
0810	0807	Cabinetmaking and Millwork	48.0703
0810	0807	Carpentry/Carpenter	46.0201
0810	0807	Chemical Technology/Technician	41.0301
0810	0807	Civil Drafting and Civil Engineering CAD/CADD	15.1304
0810	0807	Civil Engineering Technology/Technician	15.0201
0810	0807	Commercial and Advertising Art	50.0402
0810	0807	Commercial Photography	50.0406
0810	0807	Communications Systems Installation and Repair Technology	47.0103
0810	0807	Computer Installation and Repair Technology/Technician	47.0104
0810	0807	Computer Technology/Computer Systems Technology	15.1202
----	0807	Concrete Finishing/Concrete Finisher	46.0402
0810	0807	Construction Engineering Technology/Technician	15.1001
0810	0807	Construction/Heavy Equipment/Earthmoving Equipment Operation	49.0202
0810	0807	Construction Trades, General	46.0000
----	0807	Corrections	43.0102
0810	0807	Criminal Justice/Police Science	43.0107
0810	0807	Diesel Mechanics Technology/Technician	47.0605
0810	0807	Drafting and Design Technology/Technician, General	15.1301
0810	0807	Electrical, Electronic and Communications Engineering Technology/ Technician	15.0303

Exhibit 30 *(continued)*

Program Code		Course Name	CIP Code
Adult	Postsecondary		
Skilled Technical Sciences			
0810	0807	Electrical/Electronic Equipment Installer and Repairer, General	47.0101
0810	0807	Electrical and Power Transmission Installation/Installer, General	46.0301
0810	0807	Electrician	46.0302
0810	0807	Electromechanical Technology/Electromechanical Engineering Technology	15.0403
----	0807	Energy Management and Systems Technology/Technician	15.0503
0810	0807	Engineering Technologies/Technicians, Other	15.9999
0810	0807	Environment Engineering Technology/Environmental Technology	15.0507
0810	0807	Fire Prevention and Safety Technology/Technician	43.0201
0810	0807	Fire Science/Fire-Fighting	43.0203
----	0807	Geographic Information Systems	11.0401
----	0807	Glazier	46.0406
0810	0807	Graphic and Printing Equipment Operator, General Production	10.0305
0810	0807	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	47.0201
0810	0807	Heavy Equipment Maintenance Technology/Technician	47.0302
0810	0807	Hydraulics and Fluid Power Technology/Technician	15.1103
0810	0807	Industrial Electronics Technology/Technician	47.0105
0810	0807	Industrial Mechanics and Maintenance Technology	47.0303
0810	0807	Industrial and Product Design	50.0404
0810	0807	Industrial Technology/Technician	15.0612
0810	0807	Instrumentation Technology/Technician	15.0404
0810	0807	Ironworking/Ironworker	48.0509
----	0807	Juvenile Corrections	43.0110
0810	0807	Laser and Optical Technology/Technician	15.0304
----	0807	Legal Assistant/Paralegal	22.0302
0810	0807	Machine Tool Technology/Machinist	48.0501
0810	0807	Manufacturing Engineering Technology/Technician	15.0613
0810	0807	Marine Maintenance/Fitter and Ship Repair Technology/Technician	47.0616
0810	0807	Mason/Masonry	46.0101
0810	0807	Mechanical Engineering/Mechanical Technology/Technician	15.0805
----	0807	Metal Fabricator	48.0511
0810	0807	Metallurgical Technology/Technician	15.0611
0810	0807	Motorcycle Maintenance and Repair Technology/Technician	47.0611
----	0807	Nuclear/Nuclear Power Technology/Technician	41.0205
0810	0807	Occupational Safety and Health Technology/Technician	15.0701
0810	0807	Painting/Painter and Wall Coverer	46.0408
0810	0807	Pipefitting/Pipefitter and Sprinkler Fitter	46.0502
0810	0807	Plastics and Polymer Engineering Technology/Technician	15.0607
0810	0807	Plumbing Technology/Plumber	46.0503
0810	0807	Prepress/Desktop Publishing and Digital Imaging Design	10.0303
0810	0807	Quality Control Technology/Technician	15.0702

Exhibit 30 *(continued)*

Program Code		Course Name	CIP Code
Adult	**Postsecondary**		
Skilled Technical Sciences			
0810	0807	Radio and Television Broadcasting Technology/Technician	10.0202
0810	0807	Robotics Technology/Technician	15.0405
0810	0807	Sheet Metal Technology/Sheetworking	48.0506
0810	0807	Small Engine Mechanics and Repair Technology/Technician	47.0606
----	0807	Solar Energy Technology/Technician	15.0505
0810	0807	Survey Technology/Surveying	15.1102
0810	0807	T & I Intern	06.2002
0810	0807	Tool and Die Technology/Technician	48.0507
0810	0807	Truck and Bus Driver/Commercial Vehicle Operator and Instructor	49.0205
0810	0807	Upholstery/Upholsterer	48.0303
0810	0807	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	15.0506
0810	0807	Welding Technology/Welder	48.0508

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Exhibit 32 – Safe Schools Violations
(Screen 08)

Safe Schools Violations, as listed below, are those offenses committed on school property (which include but are not limited to school buses or school activities) that would require school administrators to, as soon as reasonably practical, notify the appropriate law enforcement agency pursuant to Section 160.261, RSMo. The total number of these offenses are reported by the school district on Core Data Screen 08 in the June Cycle. The specific safe school violations are:

(1) First degree murder under section 565.020;
(2) Second degree murder under section 565.021;
(3) Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;
(4) First degree assault under section 565.050;
(5) Rape in the first degree under section 566.030;
(6) Sodomy in the first degree under section 566.060;
(7) Burglary in the first degree under section 569.160;
(8) Burglary in the second degree under section 569.170;
(9) Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;
(10) Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055;
(11) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;
(12) Arson in the first degree under section 569.040;
(13) Voluntary manslaughter under section 565.023;
(14) Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027;
(15) Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052;
(16) Rape in the second degree under section 566.031;
(17) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
(18) Property damage in the first degree under section 569.100;
(19) The possession of a weapon under chapter 571;
(20) Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second or third degree pursuant to section 566.067, 566.068 or 566.069;
(21) Sodomy in the second degree pursuant to section 566.061;
(22) Sexual misconduct involving a child pursuant to section 566.083;
(23) Sexual abuse in the first degree pursuant to section 566.100;
(24) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or
(25) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

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Exhibit 33 – Appropriate Certification Requirements

Staff Assignment Report
The Staff Assignment Report is available through the Core Data System [Reports, Special Reports, Staff Assignment Report] or through Educator Qualifications [Reports, Staff Assignment Report]. The Staff Assignment Report provides a list indicating the appropriate certification of educators in relation to the courses assigned to them.

Appropriate Certification
The Missouri School Improvement Program (MSIP) states that all administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained in Exhibit 10 of the Core Data and Missouri Student Information System (MOSIS) Reference Manual.

A substitute teaching certificate is the minimum certification required for collection of state aid (ADA), however, a substitute certification is not considered appropriately certified. Where Exhibit 10 of the Core Data/MOSIS manual says "Any certificate…" it is referring to any teaching certificate exclusive of the substitute certificate.

Appropriate Certification (AC) status codes are displayed in the "AC" column in the Staff Assignment Report and indicate the certification status as follows:

- "Y" – The educator is appropriately certificated.
- "N" – The educator is not appropriately certificated.
- Blank – The assignment was not evaluated.
- Valid – A Missouri certificate that is active and not expired.
- Appropriate – A Missouri certificate that is both at the proper grade level and subject area for the course being taught by the educator.

The Staff Assignment Report indicates if educators are appropriately certificated for their assignments. Messages that display when an educator is not appropriately certificated for an assignment follow:

Not Appropriately Certificated Messages		
Message	**Description**	**Notes**
Inapprop Subj	Inappropriate certificate subject area	See Core Data and MOSIS Reference Manual Exhibit 10 for certification requirements.
Inapprop Gr	Inappropriate certificate grade level	Grade level of certificate does not align with grade level of assignment.
Cert Inact	Certificate inactive	Certificate was not active for the school year (or summer school session).
Inapprop Cert	Inappropriate certificate for more than one reason	Certificate is not valid due to subject area, grade level and/or is not active.
Spv App Req	Supervisor approval required	See below.
Training Rqd	Training required	See below.
Adv Degr Rqd	Advanced degree required	See Core Data and MOSIS Reference Manual Exhibit 10 for advanced degree requirements.
License Req	Assignment requires licensure	See below.
No Para Qual	Paraprofessional does not have required qualifications	See below.
Sub Cert	Educator has only substitute certification	Educator is not appropriately certificated due to only having a substitute certificate.
No Cert	Educator has no certification	Educator is not appropriately certificated due to having no active certificate.

Supervisor Approval Required: There are some situations where the Staff Assignment Report program is not able to determine if educators are appropriately certificated for their assignments. These assignments appear on the Staff Assignment Report with AC=N and AC Message of "Spv App Req." In these cases Department Area Supervisors must annually review the educator's qualifications and assignment to make the determination.

Other Pupil Personnel (Course Code 887900) assignments require annual Supervisor approval. The educator's assignment is considered along with degrees/licensure/certifications and years of experience. Common assignments reported as Other Pupil Personnel and possible qualifications for the assignments follow. The qualifications listed are guidelines and not requirements.

Behavior Interventionist/Autism/ABA Specialist/ABA Consultant/ABA Facilitator
- Board Certified Behavior Analyst® (BCBA®, BCBA-D®)
- Board Certified Assistant Behavior Analyst® (BCaBA®)

Music Therapist
- Music Therapist – Board Certified (MT-BC)

Recreational Therapist
- Certified Therapeutic Recreation Specialist (CTRS)

The following assignments may also require annual Supervisor review to determine if the educator is qualified for the assignment:

054890	Family Literacy,
060099	Other Foreign Language,
889650	Language Translator,
996000	Academic Program, Related On-Campus Instruction, and
996001	Academic Program, Off-Campus

Districts are to contact their Area Supervisor to request review of these educators. The request is to include educator name, course code and course name, job description and the certificates or qualifications the educator has for the assignment. If the educator's qualifications are appropriate, the Area Supervisor is to notify the district and the Office of Data System Management (ODSM) at dsm@dese.mo.gov. ODSM will then update the Staff Assignment Report to indicate the educator has been granted a one-year approval for the assignment.

Training Required:
Reading Recovery and Early Literacy/Small Group Intervention Instruction Teachers – Reading Recovery teachers must receive the annual Reading Recovery professional development/training. Early Literacy/Small Group Intervention Instruction teachers must have completed the Reading Recovery and the Early Literacy/Small Group Intervention Instruction trainings. Reading Recovery Teacher Leaders supply documentation annually that training has been completed. If ODSM does not have documentation of the required training for an educator, the educator is not considered appropriately certificated and the message "Training Req" displays. Questions can be directed to fedprodata@dese.mo.gov.

Project Lead the Way (PLTW) Teachers – Several courses require educators to attend an approved PLTW training program. If Office of College and Career Readiness (OCCR) does not have documentation of PLTW training for an educator, the educator is not considered appropriately certificated and the message "Training Req" displays. When evidence of training is provided to OCCR, the Staff Assignment Report will be updated. Questions can directed to webreplyvae@dese.mo.gov.

License Required: Several assignments require licensure issued by the Division of Professional Registration rather than Department certification. These include, but are not limited to:

889000	Speech/Language Pathologist
889100	Audiologist
889300	Occupational Therapist
889400	Physical Therapist
889600	Interpreter for Deaf

DESE conducts periodic checks for licensure through Professional Registration. If DESE is unable to find evidence of an appropriate license for an educator, the educator is not considered appropriately certificated and the message “License Req” displays. Questions regarding licensure should be directed to Special Education Data at speddata@dese.mo.gov.

Parent Educators (887800) are required to be appropriately certified. They must be listed by the Parents as Teachers National Center (PATNC) as Model Certified with current curriculum subscription(s) and reported on the October Cycle of Core Data. DESE conducts periodic checks beginning in November for appropriate certification. If DESE is unable to confirm your parent educator’s certification with the PATNC, the message “License Req” will display. Questions regarding this should be directed to Early Learning at webreplyimprece@dese.mo.gov.

No Paraprofessional Qualifications: Instructional paraprofessionals, based on program and/or funding requirements, are required to have a minimum of 60 college hours or have passed the ParaPro Praxis Assessment. This information is reported by districts in the Highest Degree field in the October MOSIS Educator Core file.

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Exhibit 34 – Reporting Instruction via Technology

(Screens 18 and 20)

Asynchronous – Teacher and students do not usually interact simultaneously.
Synchronous – Teacher and students interact simultaneously.

**Review the Attendance Reporting document at https://dese.mo.gov/financial-admin-services/school-finance/finance-topics-procedures.*

Course Delivery Method	**Electronic Media**	**Virtual**	**ITV**
Delivery System Code	**S**	**V**	**Blank**
Definition	Student is taking a course via CD, DVD or online program. Course is pre-programmed and cannot be modified. Course is graded by the computer, multiple choice, self-paced, etc. Credit recovery or serving at-risk students. **No** direct teacher instruction or involvement.	Student is taking an **asynchronous** online course with a Missouri-certificated teacher. Course may be provided by a Missouri Course Access and Virtual School Program (MOCAP) approved provider, other LEA or commercial courseware provider.	Student is taking a **synchronous** course at the LEA via instructional television (ITV) or distance education program. Includes Skype or interactive technology that allows for immediate feedback.
Instruction Characteristics	Content of instruction is **not** developed or delivered by the local teacher.	Content of instruction is developed by the course provider or developed locally, and is delivered by a Missouri-certificated teacher.	Content of instruction is developed and delivered by the ITV teacher.
Teacher of Record/Educator Reported	Physically present supervisor of the classroom/computer lab but not providing the instruction. Use position code 60.	Teacher leading/supporting the instruction.	Virtually present teacher leading/supporting the instruction.
Teacher Certification	Valid/current Missouri certificate, not necessarily in the content area.	Missouri-certificated in the content area and grade level.	Missouri-certificated in the content area and grade level.
Educator(s), Course(s) and Student(s) Reported By:	LEA where student is enrolled and attending.	LEA paying for the online course. If Missouri school district is the virtual provider, the employing district reports the course and students from any participating LEA. If a private virtual provider, the attending LEA reports the course and students.	LEA employing the ITV teacher reports the course and students from any participating LEA.
Dual Credit Site Code	Not applicable.	DIST or COLL if applicable.	ITV (dual credit) or ITVN (not dual credit).

***If there is a supervising educator in the class and he or she needs the minutes, report the educator separately as a study hall with a study hall course code and caseload.**

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Exhibit 34A – Dual Credit/Dual Enrollment

Dual credit and dual enrollment are reported in the Dual Credit Site field in the Student Assignment file. Dual credit refers to instruction being provided by a high school teacher who has been approved to teach a college-level class. This is reported with DIST in the Dual Credit Site field. If a college professor is providing the instruction, this would qualify as dual enrollment; report this with COLL in the Dual Credit Site field. If a district is utilizing ITV, this should be reported as ITV in the Dual Credit Site field. Only colleges that are approved by the coordinating board of higher education should be reported as dual credit. A list of Department of Higher Education & Workforce Development-approved dual credit providers may be found at https://dhewd.mo.gov/cota/dualcredit.php.

	Reporting in Student Assignment File	
	Dual Credit	**Dual Enrollment**
Reporting Scenario	Receiving high school and college credit	Receiving high school and college credit
Educator Scenario	High school educator	College instructor
Dual Credit Site	Report DIST (or ITV if utilizing interactive television)	Report COLL
College Credit	Report college code	Report college code
Sending District/School	Report resident district/school code	Report resident district/school code

For additional information on dual credit and dual enrollment, please visit https://dese.mo.gov/quality-schools/mo-school-improvement-program/dual-credit-dual-enrollment. Exhibit 26 may also provide additional guidance.

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Exhibit 34B – MOCAP

The Missouri Virtual Instruction Program (MOVIP) transitioned to the Missouri Course Access and Virtual School Program (MOCAP) as a result of updates to Section 161.670, RSMo. Information about state funding for students enrolled in virtual education can be found in Section 162.1250, RSMo. Missouri students may enroll in MOCAP courses for the fall and spring semesters. MOCAP is not available in the summer.

What is a MOCAP Course?
Section 162.1250, RSMo sets out the requirements for all virtual courses. Not all virtual courses are approved MOCAP courses. Courses listed on the MOCAP Course Catalog have been checked for compliance by DESE. The LEA must vet all other virtual courses to ensure that statutory requirements have been met. In order for students to enroll in MOCAP courses, LEAs must have a secure method to send a student's MOSIS ID and date of birth to courseware providers.

MOCAP courses have been through a stringent review process, including the following:

- Course alignment to Missouri Learning Standards
- Web Content Accessibility Guidelines (WCAG 2.0)
- Data security review
- Missouri appropriately certificated teachers
- College Board approval of AP courses in the catalog

MOCAP providers have agreed to the following:

- Reporting requirements (including course completion and learning gains)
- Invoicing requirements
- A price cap of 7 percent per semester and 14 percent per year, per course, based on the June State Adequacy Target

August Cycle Core Data, Screen 03
The MOCAP Facilitator contact entered on Screen 03 will receive information about MOCAP appeals and updates to the program. Please ensure this contact is accurate. It is critical that this information is always current.

Reporting for Virtual Education in MOSIS

- MOCAP requires that all teachers be appropriately certificated. Attendance hours for any educator without a valid Missouri teaching certificate will not be allowed for state aid purposes.
- Virtual courses will use Exhibit 34 – Instruction via Technology for delivery systems.

Program Code 50 in MOSIS

- LEAs will identify MOCAP courses with program code 50 and course delivery system V in their MOSIS October Course Assignment.
- For student courses identified with program code 50 and course delivery system V, the educator course and educator do not need to be reported in the Course Assignment, Educator Core or Educator School files because the appropriate certification has already been verified by MOCAP.

Program Code 52 – Curriculum Only in MOSIS

- LEAs will identify MOCAP curriculum-only courses with program code 52 in their MOSIS October Course Assignment.
- For MOCAP curriculum-only courses, an LEA must use an appropriately certificated teacher.
- For courses that do not have a MOCAP teacher, the LEA will report educator information in the MOSIS October Educator Core and Educator School files.
- If an LEA does not have an appropriately certificated teacher, the course cannot be reported as a MOCAP course. Therefore, do not enter a program code; enter only the delivery system from Exhibit 34.

LEAs as Courseware Providers That are NOT in the MOCAP Course Catalog

- Section 162.1049, RSMo, requires that a nonresident district and resident district shall accept each other's credits.
- LEAs may develop and provide online courses for other LEAs if standards in Section 162.1250, RSMo, have been met.
- When purchasing virtual education from a Missouri LEA, the educating LEA (receiving) must coordinate with the sending LEA (where the student is enrolled) under the Cooperative Agreement – Resident I.
- These are not MOCAP courses, so do not enter a program code; enter only the delivery system from Exhibit 34.

Virtual Providers that are NOT in the MOCAP Course Catalog

- LEAs may use commercial virtual providers that have not been vetted through MOCAP; however, the LEA is responsible for ensuring that statutory requirements have been met.
- LEAs will input the teacher of record for virtual courses that are not MOCAP approved.
- Virtual courses that are dual enrollment do not require the instructor to be reported.
- A MOCAP provider may also offer additional courses that are not MOCAP approved and cannot be reported with the program code for MOCAP. Do not enter a program code for these courses. Simply enter the delivery system according to Exhibit 34 of S for Electronic Media or V for Virtual in the October Course Assignment.

Reporting for Virtual Education in MOSIS

<table>
<tr><th>Provider of Virtual Course</th><th>Program Code for October Course Assignment</th><th>Delivery System</th><th>Teacher of Record Reported by</th><th>Assurance Curriculum is Aligned</th></tr>
<tr><td>MOCAP</td><td>50 – MOCAP</td><td>V</td><td>MOCAP</td><td rowspan="2">MOCAP</td></tr>
<tr><td>MOCAP – Curriculum Only</td><td>52 – MOCAP Curriculum Only</td><td>S or V</td><td>LEA where student is enrolled and attending using its own educator</td></tr>
<tr><td>Developed by LEA</td><td rowspan="3">No program code</td><td>S or V</td><td>LEA where student is enrolled and attending</td><td>LEA where student is enrolled and attending</td></tr>
<tr><td>Purchased from another LEA</td><td>S or V</td><td>Receiving/Educating LEA</td><td>Receiving/Educating LEA</td></tr>
<tr><td>Purchased from commercial provider that is not MOCAP approved</td><td>S or V</td><td>LEA where student is enrolled and attending reports educator information from provider or uses its own educator</td><td>LEA where student is enrolled</td></tr>
</table>

Attendance and Course Completion

- Attendance hours for any educator without a valid teaching certificate will not be allowed for state aid payment purposes.
- In no case shall more than the full-time equivalency of a regular term of attendance for a single student be used to claim state aid.

Attendance and Course Completion

Type of Course	Student Placement	LEA Hours of Reimbursement for Finance
Virtual – including • MOCAP • LEA-developed course • Commercial course approved by LEA	Entirely in-seat	• Actual attendance
Virtual – including • MOCAP • LEA-developed course • Commercial course approved by LEA	Blended (in-seat AND somewhere other than the LEA)	• 94% of attendance hours possible for similar non-virtual course if student completes the course • 47% of attendance hours possible for similar non-virtual course if student completes half of the course • 0% of attendance hours possible for similar non-virtual course if student does not complete half of the course
Virtual – including • MOCAP • LEA-developed course • Commercial course approved by LEA	Somewhere other than the LEA	
MOCAP A+ Candidate only high school	Somewhere other than the LEA	• 95% of attendance hours possible for similar non-virtual course if student completes the course • 47% of attendance hours possible for similar non-virtual course if student does not complete half of the course • 0% of attendance hours possible for similar non-virtual course if student does not complete half of the course
MOCAP A+ Candidate only high school	Entirely in-seat	• Actual attendance

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Exhibit 35 – Reporting Educators

The following scenarios illustrate models for reporting Educator Core and Educator School records:

Scenario	Reporting District	FTE & Regular Term Salary Reported
Scenario 1: Educator employed by one district.	Paying district	FTE = full or prorated Salary = actual paid Fiscal Agent = paying district
Scenario 2: Educator shared across districts, and only one district pays the educator.	Paying district	FTE = full or prorated Salary = actual paid Fiscal Agent = paying district
	Each non-paying district	FTE = zero Salary = zero Fiscal Agent = paying district
Scenario 3: Educator shared across districts and more than one district pays the educator.	Each paying district	FTE = Proportion of the educator's time/salary paid by the reporting district Fiscal Agent = each paying district
Scenario 4: Hourly contracted educator who is considered an employee of the district.	Paying district	FTE = full or prorated Salary = converted hourly pay equivalent for full school year Fiscal Agent = paying district
Scenario 5: Educator contracted through a college or university.	Contracting district	FTE = zero Salary = zero Fiscal Agent = college or univ.
Scenario 6: Educator contracted through an agency that is NEITHER a college or university NOR a district.	Contracting district	FTE = zero Salary = zero Fiscal Agent = 999-999

Scenario	Reporting District	FTE & Regular Term Salary Reported
Scenario 7: Educator with duties outside of the regular school day (e.g., after school program or PAT) that are beyond 1.0 FTE	Paying district	FTE = full (limited to 1.0) Salary = actual paid for regular duties; salary for duties beyond 1.0 FTE is reported as Extra Duty Salary Fiscal Agent = paying district Report assignments for the duties performed beyond 1.0 FTE with delivery system H, AE, AS, BE, BS
Scenario 8: Educator whose only duties are after- school	Paying district	FTE = full or prorated Salary = actual paid Fiscal Agent = paying district
Scenario 9: Educator employed by one district started work after all other educators	Paying district	FTE = full or prorated according to their work load when employed (if working as a full time educator then 1.0) Salary = what would have been paid if the educator worked the full year Fiscal Agent = paying district Late Start = Date employment began
Scenario 10: Educator employed by one district whose employment was terminated partially through the year	Paying district	FTE = full or prorated according to their work load when employed (if working as a full time educator then 1.0) Salary = what would have been paid if the educator worked the full year Fiscal Agent = paying district Early End = Date employment terminated
Scenario 11: Educator with duties outside of regular school day (e.g., after school program or PAT) that are included in 1.0 FTE	Paying district	FTE = full or prorated Salary = actual paid for their duties Fiscal Agent = paying district

Exhibit 36 – Primary Keys

October Cycle Educator/Assignment Files

Educator Submission				Assignment Submission		
Educator Core Key		**Educator School Key**		**Course Assignment Key**		**Student Assignment Key**
EDC Current School Year	=	EDS Current School Year	=	CRS Current School Year	=	STA Current School Year
EDC Reporting District Code	=	EDS Reporting District Code	=	CRS Reporting District Code	=	STA Reporting District Code
EDC EDSSN	=	EDS EDSSN	=	CRS EDSSN	=	STA EDSSN
		EDS Reporting School Code	=	CRS Reporting School Code	=	STA Reporting School Code
		EDS CTE Program Type	=	CRS CTE Program Type	=	STA CTE Program Type
		EDS Position Code	=	CRS Position Code	=	STA Position Code
				CRS Assignment Number	=	STA Assignment Number
						STA State ID

June Cycle Course Completion/October Assignment Files

June Course Completion		October Course Assignment
Key Fields		**Key Fields**
Current School Year	=	Current School Year
Reporting District Code	=	Reporting District Code
Reporting School Code	=	Reporting School Code
EDSSN	=	EDSSN
PosCode	=	PosCode
CTEProgType	=	CTEProgType
AssignNum	=	AssignNum

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Exhibit 37 – Core Data Screen and MOSIS File Crosswalks

The following charts display the data requirement for each field in the MOSIS file. Months represent the different cycles the data are collected throughout the year.

The Collection Item column contains a list of all the items collected in the order that they appear in the MOSIS file with the identifying item number in parenthesis.

The Data Requirements column represents by cycles when an item is (R)equired, (C)onditional, (O)ptional or (N)ot Allowed. Definitions of fields are:

Required – Item must be submitted in current cycle.
Optional – Item does not have to be submitted in current cycle.
Conditional – Item may need to be submitted in current cycle if certain conditions exist.
Not Allowed – Item cannot be submitted in current cycle.

Under the Core Data Screen Populated column is information indicating what the data item is used for. Uses may include population of a Core Data screen and/or for state and federal reporting needs.

Student Core

	Data Requirements by Cycle					Core Data Screen Populated/Data Used For				
Collection Item	**Oct**	**Dec**	**Feb**	**Apr**	**Jun**	**Oct**	**Dec**	**Feb**	**Apr**	**Jun**
(005) Collection Version	R	R	R	R	R					
(010) Current School Year	R	R	R	R	R	16	11	16	MAP	12,13,14,14a,14b,17
(015) Attending District Code	R	R	R	R	R					
(020) Attending School Code	R	R	R	R	R					
(025) Reporting District Code	R	R	R	R	R		11		MAP	12,13,14,14a,14b,17
(030) Reporting School Code	R	R	R	R	R		11		MAP	12,13,14,14a,14b,17
(035) Resident District Code	R	R	R	R	R	16		16		14,14a,14b
(040) Resident School Code	R	R	R	R	R	16		16		14,14a,14b
(045) Teacher Name (Pre-Code Sort)	O	O	O	O	O					
(050) MOSIS Student ID	R	R	R	R	R					
(055) Local Student ID	O	O	O	O	O					
(060) Legal Last Name	R	R	R	R	R				MAP	
(065) Legal First Name	R	R	R	R	R				MAP	
(070) Legal Middle Name	O	O	O	O	O					
(075) Legal Name Suffix	O	O	O	O	O					
(080) Date of Birth	R	R	R	R	R		11	15		12
(090) County	R	O	O	O	O	16				
(095) Student Grade Level	R	R	R	R	R	16		16	MAP	12,13,14,14a,14b,17
(100) Gender	R	R	O	R	R	16	11			12,13
(105) Race/Ethnicity	R	R	O	R	R	16	11			12,13
(110) Lunch Status	R	R	R	R	R	15		15	MAP	13
(115) Gifted	R	O	O	R	R					
(120) Homeless	R	R	R	R	R					Federal
(125) Migrant	O	O	O	R	R				MAP	Federal
(130) In building less than a year	O	O	O	R	O				MAP	
(135) In district less than a year	O	O	O	R	O				MAP	
(140) Voluntary Transfer Student	O	O	O	R	O				MAP	
(145) A+ Student	O	O	O	O	C					13
(150) Number of Months in USA	O	O	O	C	O				MAP	
(155) Immigrant	R	O	O	O	O	Fed				
(160) ELL Primary Language	C	O	O	O	O	Fed				
(165) LEP/ELL	R	R	R	R	R	2	11		MAP	13
(170) ELL Exit **No data is required to be reported in this field.**	O	O	O	O	O					
(175) ELL Exit Test	O	O	O	O	C					
(180) ESOL Instructional Model	C	O	O	O	C					
(185) Missouri Option Program	O	O	O	O	C					

Student Core

	Data Requirements by Cycle					Core Data Screen Populated/Data Used For				
Collection Item	**Oct**	**Dec**	**Feb**	**Apr**	**Jun**	**Oct**	**Dec**	**Feb**	**Apr**	**Jun**
(190) H.S. Career Ed Student	O	O	O	O	C					
(195) Title I	R	R	R	R	R				MAP	
(200) Title III	O	O	O	O	O				MAP	
(205) Residency Status	R	R	R	O	R	16		16		14,14a, 14b
(210) Membership FTE	C	O	C	O	C	16		16		14,14a, 14b
(215) One Prior 10 Day Attendance	C	O	C	N	N	16		16		
(220) Enrolled On Count Date	R	R	R	N	N	16	11	16		
(225) Enrolled All Year	O	O	O	O	R					13
(230) First Year Freshman	O	O	O	O	O					
(235) GPA	O	O	O	O	C					14b
(240) GPA Scale	O	O	O	O	C					14b
(245) 8th Grade Tech Literacy **No data is required to be reported in this field.**	O	O	O	O	O					30
(250) Aerobic Capacity	O	O	O	O	C					17
(255) Abdominal Strength	O	O	O	O	C					17
(260) Upper Body Strength	O	O	O	O	C					17
(265) Flexibility	O	O	O	O	C					17
(270) IEP Disability	R	R	R	R	R		11		MAP	12,13
(275) MAP-Alternate	R	O	O	R	O					12,13
(280) Special Education Placement	O	C	O	O	O		11			
(285) SPED Program Exit Code	O	O	O	O	C					12
(286) Truant	O	O	O	O	C					ESEA
(288) Supplemental Education Service	O	O	O	O	O					ESEA
(290) Career Cluster	O	O	O	O	C					Perkins
(292) Nontraditional Student (Secondary)	O	O	O	O	C					Perkins
(294) Single Parent (Secondary)	O	O	O	O	O					Perkins
(296) Displaced Homemaker (Secondary)	O	O	O	O	O					Perkins
(298) CTE Technical Skills Attainment	O	O	O	O	O					Perkins
(300) K-8 Graduate District Code	C	C	C	C	C					14b
(302) ECO Entry Date	O	O	O	O	O					
(304) ECO Entry Indicator 1	O	O	O	O	C					
(306) ECO Entry Indicator 2	O	O	O	O	C					
(308) ECO Entry Indicator 3	O	O	O	O	C					
(310) ECO Exit Date	O	O	O	O	O					
(312) ECO Exit Indicator 1	O	O	O	O	C					
(314) ECO Exit Indicator 2	O	O	O	O	C					
(316) ECO Exit Indicator 3	O	O	O	O	C					
(318) CTE Program Code	O	O	O	O	C			26-27		Perkins

Exhibit 37 (*continued*)

Student Core

	Data Requirements by Cycle						Core Data Screen Populated/Data Used For				
Collection Item	**Oct**	**Dec**	**Feb**	**Apr**	**Jun**		**Oct**	**Dec**	**Feb**	**Apr**	**Jun**
(320) Title III LEP	C	C	C	C	C						
(321) Title III Immigrant	C	O	O	O	O						
(322) First Freshman Year	O	O	O	O	C						Federal
(323) Zip Code	R	O	O	O	O						NAEP
(324) Industry Recognized Credential	N	N	N	N	O						
(325) Military	R	R	R	R	R						
(326) MPP	C	O	C	O	C						
(327) Foster Care	R	R	R	R	R						
(328) PK Eligible State Aid	R	O	R	O	R						
(329) Kindergarten Readiness	C	O	O	O	O						
(330) High Need Student	N	N	N	N	O						
(331) Dyslexia	O	O	O	O	C						
(332) Neglected or Delinquent	O	O	O	O	R						
(333) CTE Certificate	O	O	O	O	C						

Student Enrollment and Attendance

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For	
Collection Item	**Aug**	**Jun**	**Aug**	**Jun**
(005) Collection Version	R	R		
(010) Current School Year	R	R		
(015) Attending District Code	O	R		
(020) Attending School Code	O	R		
(025) Reporting District Code	R	R		
(030) Reporting School Code	R	R		
(035) Resident District Code	O	R		
(040) Resident School Code	O	R		
(045) MOSIS Student ID	R	R		
(050) Local Student ID	O	O		
(055) Legal Last Name	O	O		
(060) Legal First Name	O	O		
(065) Legal Middle Name	O	O		
(070) Legal Name Suffix	O	O		
(075) Date of Birth	R	R		
(080) Student Grade Level	R	R		14,14a
(090) Residency Status	R	R		14,14a
(095) Regular Hrs Attended	N	C		14,14a
(100) Regular Hrs Absent	N	R		14,14a
(105) Remedial Hrs Attended	N	R		14,14a
(110) Hours in Session	N	C		14a
(115) Summer Attendance	R	N	16	
(120) Summer Membership	R	N	16	
(125) Entry Date	N	R		
(130) Entry Code	N	R		13
(135) Exit Date	N	R		
(140) Exit Code	N	R		12,13
(145) Exit Destination District Code	N	C		
(150) Exit Destination School Code	N	C		
(155) Exit Destination Comment	N	C		
(156) School Choice	N	O		
(157) Extended School Hours	R	N	16	
(158) Chronic Absent	N	R		

Student Discipline Incident

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For
Collection Item	**Jun**		**Jun**
(005) Collection Version	R		
(010) Current School Year	R		09
(015) Attending District Code	R		09
(020) Attending School Code	R		09
(025) Reporting District Code	R		09
(030) Reporting School Code	R		09
(035) Resident District Code	R		09
(040) Resident School Code	R		09
(045) State ID	R		09
(050) Local Student ID	O		
(055) Last Name	O		
(060) First Name	O		
(065) Middle Name	O		
(070) Suffix	O		
(075) Date of Birth	R		09
(080) Student Grade Level	R		09
(085) Gender	R		09
(090) Race/Ethnicity	R		09
(095) Offense Date	R		09
(100) Offense Type	R		09
(105) Weapon Type	R		09
(110) Discipline Removal	R		09
(115) Length Removed	R		09
(120) Modified Length	C		09
(125) Alternate Placement Indicator	C		09
(130) LEP/ELL	R		09
(135) IEP Disability	R		09

Student Graduate Follow-up

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For
Collection Item	**Feb**		**Feb**
(005) Collection Version	R		
(010) Current School Year	R		08,26,27,29
(025) Reporting District Code	R		08,26,27,29
(030) Reporting School Code	R		08,26,27,29
(035) CTE Attending District Code	C		26,27
(040) CTE Attending School Code	C		26,27
(045) State ID	R		08,26,27,29
(050) Local Student ID	O		
(055) Last Name	C		26,29
(060) First Name	C		26,29
(065) Middle Name	O		
(070) Suffix	O		
(075) Date of Birth	R		
(080) SSN (Adults in Adult Programs)	C		29
(085) Gender	R		08,26,27,29
(090) Race/Ethnicity	R		08,26,27,29
(095) Perkins Concentrator	C		26,27,29
(100) IEP/Disabled	R		08,26,27,29
(105) Disadvantaged	C		26,27,29
(110) Nontraditional Student	C		26,27,29
(115) Single Parent	C		26,27,29
(120) Displaced Homemaker	C		26,27,29
(125) Other Barriers	O		
(130) LEP/ELL	C		
(135) Follow-up Status	R		08,26,27,29
(140) CTE Placement Relation	C		26,27,29
(145) CIP Code	C		26,27,29
(150) CTE Program Code	O		
(155) Placement Zip Code	O		
(160) Educator SSN	O		
(162) SPED Follow-up Definition Met	C		Federal
(165) NSC Comment	C		

Educator Core

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For
Collection Item	**Oct**		**Oct**
(005) Collection Version	R		
(010) Current School Year	R		18,20
(025) Reporting District Code	R		18,20
(050) ED SSN	R		18,20
(060) ED Last Name	R		18,20
(065) ED First Name	R		18,20
(070) ED Middle Name	O		
(075) ED Suffix	O		
(080) ED Date of Birth	O		
(100) ED Gender	R		18,20
(105) ED Race/Ethnicity	R		18,20
(110) ED Email	O		
(120) Extended Contract Duration	C		18,20
(130) Extended Contract Salary	C		18,20
(140) Regular Term Salary	R		18,20
(150) Extra Duty Salary	C		18,20
(160) Min. Salary Supplement	C		18,20
(170) Career Ladder Stage	C		18,20
(180) Highest Degree	R		18,20
(190) Public School Years - District	R		18,20
(195) Public School Years - Missouri	R		18,20
(200) Public School Years - Public	R		18,20
(210) Late Hire Date	C		18,20
(220) Early Termination Date	C		18,20
(230) ED Comments	C		18,20
(240) Fiscal Agent County District	R		18,20
(250) Min. Salary Days Worked	C		18,20

Educator School

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For
Collection Item	**Oct**		**Oct**
(005) Collection Version	R		
(010) Current School Year	R		18,20
(025) Reporting District Code	R		18,20
(030) Reporting School Code	R		18,20
(050) ED SSN	R		18,20
(060) Last Name	O		
(065) First Name	O		
(070) Position Code	R		18,20
(080) CTE Program Type	C		18,20
(090) FTE	R		18,20
(100) Salary	R		18,20
(110) CTE Month	C		18,20
(120) Late Start Date	C		18,20
(130) Early End Date	C		18,20
(140) Course Comment	C		18,20

Course Assignment

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For	
Collection Item	**Oct**	**Jun**	**Oct**	**Jun**
(005) Collection Version	R	R		
(010) Current School Year	R	R	18,20	24
(025) Reporting District Code	R	R	18,20	24
(030) Reporting School Code	R	R	18,20	24
(050) ED SSN	C	R	18,20	24
(060) Last Name	O	R		24
(065) First Name	O	R		24
(070) Position Code	R	R	18,20	24
(080) CTE Program Type	C	O	18,20	
(090) Assignment Number	R	R	18,20	24
(100) Local Course Number	O	O		
(110) Local Course Name	O	O		
(120) Local Section Number	O	O		
(130) Course Number	C	C	18,20	24
(140) Assignment Start Date	C	O	18,20	
(150) Assignment End Date	C	O	18,20	
(170) Course Sequence Number	C	O	18,20	
(180) Course Grade Level	C	R	18,20	24
(190) Course Semester	C	O	18,20	
(200) Course Delivery System	C	C	18,20	24
(210) Course Program Code	C	C	18,20	24
(220) Course Minutes	R	O	18,20	
(230) Course Credit	C	C	18,20	24
(235) Caseload	C	C	18,20	24
(240) Course Hours	N	R		24
(242) Assignment Comment	C	O	18,20	
(245) Combined Course	C	C		

Exhibit 37 (*continued*)

Student Assignment

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For	
Collection Item	**Oct**	**Jun**	**Oct**	**Jun**
(005) Collection Version	R	R		
(010) Current School Year	R	R	18,20	24
(025) Reporting District Code	R	R	18,20	24
(030) Reporting School Code	R	R	18,20	24
(045) State ID	R	R	18,20	24
(055) Local Student ID	O	O		
(060) Student Last Name	O	O		
(065) Student First Name	O	O		
(070) Student Middle Name	O	O		
(075) Student Name Suffix	O	O		
(080) Student Date of Birth	R	R	18,20	24
(095) Student Grade Level	C	C	18,20	24
(100) Student Gender	R	O	18,20	
(105) Race/Ethnicity	R	O	18,20	
(110) Assignment Number	R	R	18,20	24
(120) Dual Credit Site	C	O	18,20	
(126) Receiving Coll/Dist Code	C	O	18,20	
(130) Sending District Code	C	O	18,20	
(140) Sending School Code	C	O	18,20	
(150) ED SSN	C	C	18,20	24
(160) Position Code	R	R	18,20	24
(170) CTE Program Type	C	O	18,20	
(180) Disadvantaged	C	O	18,20	
(270) IEP Disability	R	O	18,20	
(280) Adult	C	O	18,20	
(282) Local Course Number	O	O		
(284) Local Course Name	O	O		
(286) Local Section Number	O	O		
(288) Course Number	O	O		

Student Course Completion

	Data Requirements by Cycle		Core Data Screen Populated/Data Used For
Collection Item	**June**		**June**
(005) Collection Version	R		Federal Reporting
(010) Current School Year	R		
(025) Reporting District Code	R		
(030) Reporting School Code	R		
(032) Receiving Coll/Dist Code	C		
(034) Sending District Code	C		
(036) Sending School Code	C		
(045) MOSIS ID	R		
(055) Student Local Student ID	O		
(060) Student Legal Last Name	O		
(065) Student Legal First Name	O		
(070) Student Legal Middle Name	O		
(075) Student Legal Name Suffix	O		
(080) Student Date of Birth	R		
(095) Student Grade Level	R		
(111) ED SSN	C		
(113) Educator Last Name	O		
(115) Educator First Name	O		
(117) Position Code	R		
(119) CTE Program Type	C		
(120) Assignment Number	R		
(121) Local Section Number	O		
(123) Local Course Number	O		
(125) Local Course Name	O		
(130) State Course Number	R		
(190) Course Time Unit	R		
(191) Dual Credit Site	C		
(192) Course Semester	O		
(193) Student Credits Earned	R		
(195) Student Credits Scheduled	R		
(201) Student Grade Earned	R		
(205) Advanced Placement	R		
(207) Honors	O		
(233) Course Completion Comment	O		
(235) Course Sequence Number	C		
(236) Credit Type	R		

Exhibit 38 – MOSIS Code Sets

The Code Sets may be accessed at https://dese.mo.gov/data-system-management/core-datamosis/code-sets-2019-2020.

Code Set Name	Code Origin
APlus_Codes	
ASMNT_Subject_Codes	
ASMNT_Test_Method_Codes	
ASMNT_Type_Codes	
Assignment_Grade_Level_Codes	
CIP_Codes	Core Data Manual Exhibit 10 & 30
CIP_Family_Codes	
County_Codes	Core Data Manual Exhibit 7
Course_Delivery_System_Codes	Core Data Manual Exhibit 14
Course_Program_Codes	Core Data Manual Exhibit 13
Course_Semester_Codes	
Course_Seq_Num_Codes	
Course_Time_Unit_Codes	
Credit_Type_Codes	
CTE_Cluster_Codes	
CTE_Program_Codes	Core Data Manual Exhibit 9
CTE_Program_Type_Codes	
CTE_TSA_Testing_Codes	
DESE_College_Codes	
DESE_District_Codes	DESE School Directory
DESE_Nonpublic_Agency_Code	Core Data Manual Exhibit 5
DESE_School_Codes	DESE School Directory
DESE_School_Codes_DepartmentofCorrections	
DESE_School_Codes_DivisionofYouthServices	
Disability_Codes	Core Data Manual Exhibit 18
Discipline_Length_Removed_Codes	
Discipline_Offense_Type_Codes	
Discipline_Removal_Codes	
Discipline_Weapon_Type_Codes	
Dual_Credit_Site_Codes	
ECO_Indicator_Codes	
Ed_Prep_College_CodesPDF Document	
Ed_Prep_Certification_Subject_Area_Codes	
Ed_Prep_GPA_Type_Codes	
Ed_Prep_Program_Type_Codes	
Ed_Prep_Race_Ethnicity_Codes	
Educator_Career_Ladder_Stages	

Exhibit 38 (*continued*)

Code Set Name	Code Origin
Educator_Highest_Degree	Core Data Manual Exhibit 8
Entry_Codes	
ESOL_Model_Codes	
EvalOutcome_Codes	
EvalScale_Codes	
EvalScore_Codes	
Exit_Codes	
Fiscal_Agent_District_Codes	DESE School Directory
Followup_Placement_Relation_Codes	
Followup_Status_Codes	
Gender_Codes	
Gifted_Codes	
GPAScale_Codes	
Grade_Codes	
HeadStart_Attendance_CentersPDF Document	
HeadStart_GranteeDelegatesPDF Document	
Homeless_Codes	
HS_CareerED_Codes	
Immigrant_Codes	
Industry_Recognized_Credential_Codes	
ISO_Language_Codes	
K-8District_CodesPDF Document	DESE School Directory
LEP_Codes	
LEP_ELL_Exit_Codes	
LEP_ELL_Exit_Test_Codes	
Lunch_Status_Codes	
Migrant_Codes	
Military_Codes	
PAP_Race_Ethnicity	
Participation_Level_Codes	
Period_Codes	
Perkins_RetentionLeft_Codes	
Perkins_Student_Type	
Physical_Fit_Assessment_Codes	
Position_Codes	Core Data Manual Exhibit 3
Race_Ethnicity_Codes	Core Data Manual Exhibit 2
Resident_Status_Codes	
School_Choice_Codes	
SPED_Placement_Codes	Core Data Manual Exhibit 19
SPED_Program_Exit_Codes	Core Data Manual Exhibit 20
State_Course_Codes	Core Data Manual Exhibit 10

Exhibit 38 (*continued*)

Code Set Name	Code Origin
Supple_ED_Services_Codes	
Tested_Codes	
Title_3_Fund_Codes	
Yes_No	
Dyslexia_Codes	

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Exhibit 39 – After-School Tutoring

After-school tutoring is required to be reported in the MOSIS October Educator Assignment file. After-school tutoring is to be provided by a certificated teacher to small groups of students. Report the appropriate course code, weekly minutes, average weekly number of students (caseload), program code to identify the funding source, and delivery system "H" for before or after-school tutoring (*see example below*). The "H" delivery system will not increase the teacher's total instructional minutes. The Extra Duty Salary amount is reported in October Educator file for this assignment and may be revised at the end of the school year to reflect the correct amount.

When after-school tutoring is offered for a core academic class educators are required to meet the same appropriate certification requirements as classes offered in a more traditional manner. The example below illustrates this.

Example – After School Tutoring

Educator	Course	Course Name	Delivery System	Minutes	Program Code	Certification
Jones, Joe	054891	Supplemental English Language Arts	H	60		Appropriate Grade Level & Subject Area Certification

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Resources

Assessment Precoding: http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode

Business Rules: http://dese.mo.gov/data-system-management/core-datamosis/documentation

Code Sets: http://dese.mo.gov/data-system-management/core-datamosis/documentation

Core Data-MOSIS Website: http://dese.mo.gov/data-system-management/core-datamosis

Core Data & MOSIS Manual: http://dese.mo.gov/data-system-management/core-datamosis/documentation

Excel Templates: http://dese.mo.gov/data-system-management/core-datamosis/documentation

File Layouts: http://dese.mo.gov/data-system-management/core-datamosis/documentation

Frequently Asked Questions (FAQ): http://dese.mo.gov/data-system-management/core-datamosis

Login Request Forms: http://dese.mo.gov/data-system-management/user-managerlogin-request-forms

Training: http://dese.mo.gov/data-system-management/core-datamosis/training

Webinars: http://dese.mo.gov/communications/webinar

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2019-2020 Core Data & MOSIS Manual Changes

PK-12 Submissions	Updated the Assessment Precode testing window dates (p. 10).
Code Sets	Added Credit_Type_Codes to list (p. 435).
Core Data	**Action**
Screen 03	Updated personnel descriptions for CTE Base and Performance Grant, CTE Enhancement Grant, Perkins Secondary Grant, Perkins Postsecondary Grant, EL Blended, PAT and PAT Supervisor. Updated name for High Needs to High Need Fund (pp. 31-32).
Screen 10	August Cycle – added link for Inclement Weather Makeup Days, removed detail from Planned Calendar List page; added Weather Hours, added Weather Makeup Hours and added Minutes per week to Planned Calendar Header page; removed Detail screen (pp. 49-52).
Screen 10	June Cycle – added link for Inclement Weather Makeup Days, removed detail from Actual Calendar List page; added Weather Hours, added Weather Makeup Hours and added Minutes per week to Actual Calendar Header page; removed Detail screen (pp. 191-192).
Screen 16	October, February cycles – updated September and January Membership descriptions to include PK in the grade span (pp. 75-76, 140).
Screen 21	Updated Educator Vacancy screen and added new submit button (pp. 87-88).
Screen 38	Added new screen for Dyslexia Screening (p. 239).
MOSIS	**Action**
All Cycles	Updated File Quick Notes and File Layouts.
All Student Cores	Added CTE Certificate field, updated Career Cluster definition to include Participants, and updated Neglected or Delinquent definition.
June Student Course Completion	Added Credit Type field.

Exhibits	Action
Exhibit 5	Updated paragraph to include school code for sites (p. 297). Added 999-390 All Encompassing Education – Washington, 999-075 Learning Momentum – Houston, 999-077 Learning Momentum – Russellville, 999-389 Discovery Schools, and 999-284 State of the Arts School for the Developmentally Disabled (pp. 297-298). Updated 048-422 Cornerstones of Care – Blue Springs name (was Marillac Center), 048-715 Cornerstones of Care – Ozanam name (was Ozanam), and 048-403 Shelterwood Academy code and name correction (pp. 297-298). Deleted 092-624 Electus Academy and 999-033 North Star Academy, CLO (pp. 297-298).
Exhibit 11	Updated Sequence Numbers to only allow 0-4 for high school courses (p. 337).
Exhibit 15	Title IV.A – updated Guidance Counselor and Behavior Intervention Specialist program codes (p. 353). Title I.A., Title I.C, Refugee Children School Impact – updated Supplemental ESOL Paraprofessional Staff Requirements/Certificates (pp. 349, 351, 355). Title I.A, Title I.A Neglected, Title II.A, Title I.D Delinquent Institutions – updated Supplemental Communication to Supplemental English Language Arts (pp. 349, 351, 352). Title I.A., Title I.A. Neglected, Title II.A. – added English Language Arts Coach (pp. 349, 351, 352). Title I.A – added Family Literacy Facilitator (p. 348). Title I School Improvement (a) – added All positions, listed under Title I.A; Turnaround Officer/General Supervisor; Class-size Reduction Teacher (Exceeds MSIP standards); Guidance Counselor (Exceeds MSIP standards); Family Literacy Facilitator; and Behavior Intervention Specialist (p. 350). Title X, Part C: Homeless Education – added School/Home Coordinator (p. 354).
Exhibit 24B	Deleted Missed School Days exhibit.
Exhibit 34A	Added for future use (p. 413).
Exhibit 34B	Added MOCAP exhibit (pp. 415-417).
Exhibit 39	Updated course name of Supplemental Communication Arts to Supplemental English Language Arts (p. 439).

NOTE: Should any changes be made to the Core Data and MOSIS Reference Manual, updates will be posted to http://dese.mo.gov/data-system-management/manuals.

Exhibit 10 Changes

Exhibit 10 – Course Code/Certificate Required and Secondary CIP Codes
02 – Art, p. 312
Updated course names for 024295, 024395 and 024495.
03 – Business, p. 314
Updated course name and certificate required for 034380.
04 – Marketing and Cooperative Education, p. 315
Updated course name, abbreviation and certificate required for 040081; and course name and abbreviation for 040080.
05 – Language Arts (English), p. 316
Updated 054891 course name and abbreviation from Supplemental Communication Arts (SUP COM ARTS) to Supplemental English Language Arts (SUP ELA).
10 – Technology and Engineering Education (TENG), p. 325
Updated 100415 course name and abbreviation from Computer Science and Software Engineering (COM SCI ENG) to Computer Science Principles (COMP SCI PRI). Updated 100432 course name from Computer Science Applications to Computer Science A.
13 – Science, pp. 326-327
Updated certificate requirements for 134642, 134200, 134600, 136000, 133800, 134215, 134230, 135900, 135950, 135000 and 135010.
15 – Social Studies, p. 328
Updated course name for 156395.
88 – Non-Teaching Assignments, p. 332
Added course 887700 for Applied Behavior Analysis (ABA).

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Additions/Deletions of Schools

Additions, deletions and grade span changes for LEA/Attendance Centers can be found at https://dese.mo.gov/data-system-management/lea-attendance-center-changes.

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