Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™
Office of Special Education

July 2016

Special Education Data

Capabilities

- Participants will:
  - recognize why reporting Special Education data is important
  - identify what data are collected for students with disabilities
  - be acquainted with how the required data are reported to DESE

Rate Your Comfort Level

- How comfortable are you with:
  - Special Education
  - Special Education Data
  - MOSIS

Data Requirements of IDEA04

- child count
- educational environments
- exiting
- discipline (suspension/expulsion)
- personnel
- assessment
- dispute resolution
- disproportionality (race/ethnicity)
- parentally-placed private school children
- early intervening services
- SPP / APR

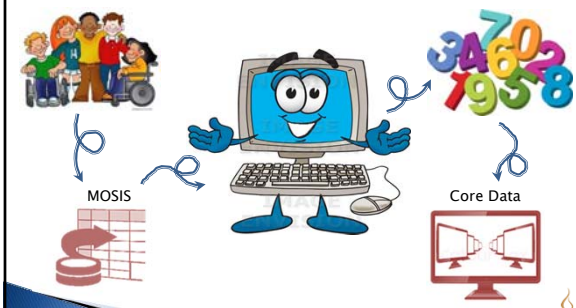
SPP: State Performance Plan

APR: Annual Performance Report

SPP / APR

- The State Performance Plan and the Annual Performance Report:
  - contain 17 indicators for the state
    - compliance indicators
    - results indicators
  - establish multi-year targets for each indicator
  - report the annual state progress for each indicator
- District/LEA progress is publicly reported annually via the Special Education District Profile

MOSIS & Core Data



Special Education MOSIS & Core Data

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

MOSIS Data Collection

1. Data about the students in your district (e.g., grade, race, age, gender, IEP status) is stored in a district student information system.
2. This data is extracted to a spreadsheet containing one line per student.
3. The spreadsheet is uploaded into the online MOSIS Data Collection System; this is called a "trial."
4. MOSIS runs edit checks and identifies errors that need to be corrected.
5. When all errors are corrected and the trial is certified, the data flows through to DESE and is populated in the Core Data screens.

MOSIS Data Collection

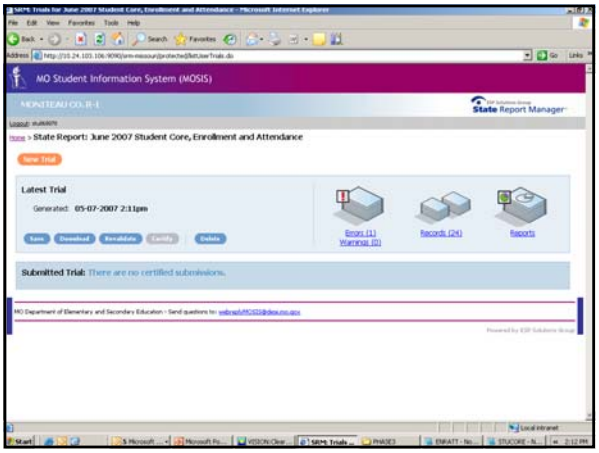
Month / Cycle	MOSIS File
October	Student Core Educator Core Educator School Course Assignment Student Assignment
December	Student Core
February	Student Core Graduate Follow-Up
April	Student Core
June	Student Core Student Enrollment/Attendance Discipline Incidents

DESE Data Collection

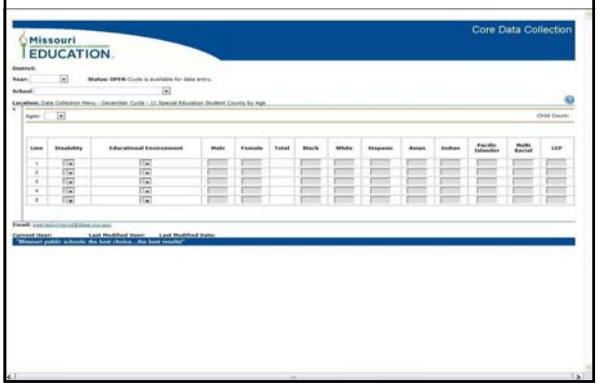
- Core Data:
  - contains many "screens" for specific data collections
  - displays aggregate counts after MOSIS trials are certified
  - allows limited data entry on some screens
- Manual contains definitions & instructions (exhibits)

Data Collection Information

- Core Data and Missouri Student Information System Reference Manual
  - http://dese.mo.gov/data-system-management/manuals
- Core Data/MOSIS Website
  - http://dese.mo.gov/data-system-management/core-datamosis
- SELS & SELS2
  - Listserv messages sent the month prior to collection due date
  - http://dese.mo.gov/special-education-listserv



Core Data Screen Shot



MOSIS Student Core File

- Contains a single line of data per student (70+ items):
  - MOSIS ID & student name
  - district & building codes (reporting, attending, resident)
  - student demographics
  - enrolled on count date
  - IEP disability
  - IEP placement or educational environment
  - SPED program exit
  - Early Childhood Outcomes (EOC) ratings
  - and MANY other fields

Key MOSIS Fields

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

Resident 1, 2 or Non-Resident?

- Resident II Public:
  - The resident district pays full tuition to the attending district. The attending district reports the student as a Non-Resident (NR) and does all of the reporting (Student Core, Student Enrollment & Attendance, etc.). DESE moves the membership counts and attendance hours back to the resident district for funding purposes. All accountability data (enrollment, graduates, dropouts, sped child count, etc.) stays with the attending district, and this is the important part for everyone to understand and agree to. The resident district does not report the student at all.

Resident I, II or Non-Resident?

- Resident I Cooperative/alternative school model:
  - The resident district reports the student as a Resident I (R1) student. All data for funding and accountability stays with the resident district. The attending district needs to send information to the resident district. The attending district will include the students in their Educator/Student Assignment files, but would not report the student in Student Core or Student Enrollment & Attendance files.

Resident I, II or Non-Resident?

- Resident II Private:
  - The resident district reports the student as a Resident II (R2) student. These students are placed by the IEP team in an approved private agency, and the LEA is paying full tuition to the agency.

Residency Status

Scenarios	Residency Status	Reporting District	Attending District	Resident District
Students attending resident district (A)	R1	A	A	A
Students attending non-resident district (B)	NR	B	B	A
Students placed in private agency	R2	A	Private Agency	A

Key MOSIS Fields

- MOSIS Student ID:
  - required for ALL
    - including ECSE, parentally-placed private school students, private placements, etc.
- Enrolled on Count Date:
  - definition varies by cycle

Special Education Child Count

- Child Count data:
  - reported via the MOSIS December Student Core File which populates Core Data Screen 11
  - includes students with disabilities who had an IEP (or Services Plan) and were receiving services on December 1
    - primary disability category
    - educational environment
- Requires signed verification after submission

Special Education Child Count

- The Child Count data includes all students receiving special education services:
  - students enrolled and attending the district
  - home-schooled students
  - parentally-placed private school students
  - students placed by IEP team in a private setting
  - Children in Early Childhood Special Education
  - NOT students in MSB, MSD or MSSD
    - These students are reported by MSB, MSD and MSSD.

Special Education Child Count

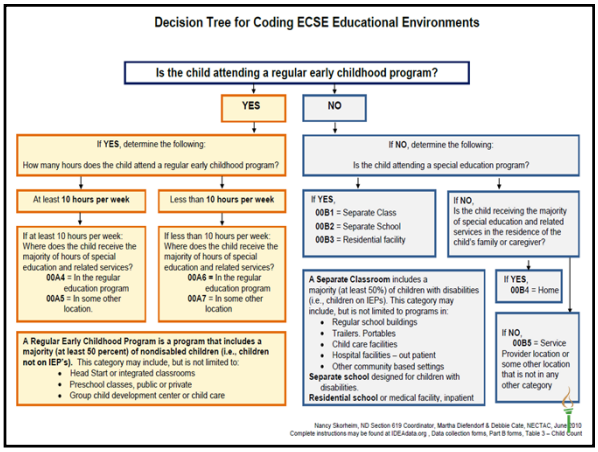
- Student Core File considerations:
  - The gender, race/ethnicity and LEP status should come from student data system.
  - The age on December 1 is automatically calculated from the date of birth.
  - In the December Student Core File, you must have the "Enrolled on Count Date" marked "Y" to designate students with IEPs that were receiving services on December 1.
  - The students' Disability and Educational Environment should reflect the status as of December 1.

Special Education Child Count

- School-Age Placement vs Educational Environment
  - Generally the same except for:
    - correctional facilities
    - parentally-placed private school students

Early Childhood Special Education (ECSE)

- Placement vs Educational Environment
  - They are NOT the same and you need to capture both:
    - Placement is used for the IEP.
    - Educational Environment is used for MOSIS reporting.
- Separate Class vs Separate School
  - Separate School would be for the most severe disabilities.
  - Most children would be in separate class.
    - This is true even for those students in a building that is physically separated from other district programs.
- Children are generally reported by the district providing the services (non-resident as appropriate).



Special Education Child Count

- Data used for:
  - SPP indicators 5 & 6—least restrictive environment
  - SPP indicators 9 & 10—disproportionate representation
  - triggering self-assessment requirements
  - identifying significant disproportionality
  - public reporting of incidence rates and educational environments
  - foundation formula special education add-on
  - federal reporting
  - miscellaneous reports

Special Education Exit Data

- MOSIS June Student Core
  - includes a single record for each student
    - provide the IEP disability category (at time of exit) for those who exited special education from July 1 – June 30
- MOSIS June Student Enrollment & Attendance File
  - includes a single record for each time a student exits a school, changes grade or changes residency status
    - must provide the entry and exit information
- Exit codes from both files are used to populate Core Data Screen 12 (by age based on 12/1)

Special Education Exit Data

Student Core (selected field)

MOSIS ID	Last Name	First Name	Gender	IEP Disability	Race/Ethnicity	Grade	SpEd Program Exit Code
1122334455	Thompson	Emmalee	F	09-LD	W	12	

Student Enrollment and Attendance (selected field)

MOSIS ID	Last Name	First Name	Regular Hrs Attended	Regular Hrs Absent	Entry Date	Entry Code	Exit Date	Exit Code
1122334455	Thompson	Emmalee	93.8	147.4	8/20/15	R101	10/13/15	5000
1122334455	Thompson	Emmalee	690.1	72.7	11/19/15	3100	5/19/16	901

Special Education Exiters

- The SpEd Program Exit field in MOSIS Student Core only needs to be populated with the following (all other exit types leave blank):
  - 01—return to regular education
  - 17—parent withdrew student from special education
- All other exit types will be pulled from the MOSIS Student Enrollment and Attendance File.

Special Education Exit Data

Student	IEP (Student Core)	SPED Program Exit (Student Core)	Exit Code (Student E & A)		Screen 12
Annie	09-LD	01-Return	G01-Grad	→	Return
Billie	02-ED	17-Withdrew	T001-Transfer	→	Withdrew
Carmen	09-LD		D01-Dropout	→	Dropout
Dave	01-ID		G01-Grad	→	Grad
Evelyn			G01-Grad	→	NA
Fred	02-ED		S000-Stopout	→	NA

Exit Data Codes: Graduates

- Who are Graduates?
  - graduated with a diploma (G01)
  - received GED/HiSET through the Missouri Option Program and a diploma is awarded
  - received a diploma based on credits and/or completion of IEP goals and objectives
- Does NOT include:
  - GED/HiSET recipients
    - unless received through the Missouri Option Program
  - students who remain until age 21, but who exit without a diploma

Exit Data Codes: Dropouts

- Dropout categories include:
  - D01: Dropped Out Other
  - D02: Dropped Out Expulsion
  - D03: Received Certificate
  - D04: Reached Maximum Age
  - D05: GED Program
  - D06: Moved, Not Known to Be Continuing

Four-Year Graduation Rate

- Calculation
  - The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.
- Adjusted Cohort
  - From the beginning of 9th grade, students who are entering that grade for the first time form a cohort. This cohort is "adjusted" by adding any students who transfer into the cohort during the four years and subtracting any students who transfer out, emigrate to another country or die during that same period.

Additional Graduation Rates

- Five-year rate
  - same except includes students who graduate within five years
- Six-year rate
  - same except includes students who graduate within six years
- Seven-year rate
  - same except includes students who graduate within seven years

Graduation Rate Example

- Max entered 9th grade in 2010-2011 and graduated in May 2015.
  - Max is in the 2014 cohort.
  - Max would have been included as a graduate in 2015 with the old graduation rate. This included all graduates from the school that year.
  - Max did not graduate within four years. Therefore, he would NOT be included in the 2014 four-year graduate count.
  - Max did graduate within five years. Therefore, he WOULD be included as a five-year graduate.
  - Max was NEVER counted as a dropout and did not negatively impact a dropout rate.

Graduation Rate Example

- In 2010-11 school year, there were 100 9th graders = cohort
  - In 2011-12, one student dropped out
  - In 2012-13, two students dropped out
  - In 2013-14, two students dropped out and 80 graduated
  - In 2014-15, five additional students graduated
  - No one transferred in or out of the cohort
- Four-year rate: 80 / 100 = 80%
- Five-year rate: 85 / 100 = 85%

Dropout Rate Calculation

- Event (or annual) rate calculation:
  - dropouts from grades 9-12 / total students in grades 9-12
- Dropouts include all MOSIS Exit Codes that start with "D"
  - reach max age
  - receive a certificate
  - moved, not known to continue
  - dropped out
  - etc.

Graduation & Dropout Rate Reports

- MCDS Portal (Secured Content)
  - guided inquiry: district and school information
    - district graduation rates and annual dropout rate
  - guided inquiry: accountability
    - MSIP5 Annual Performance Report
      - Standard 5
- Reports
  - allows drill down to student listing (if access level allows)

Exit Data

- Data used for:
  - SPP Indicators 1 & 2—graduation and dropout rates
  - triggering self-assessment requirements
  - determines "pool" of graduates and dropouts for follow-up
  - public reporting
  - federal reporting
  - miscellaneous reports

Graduate & Dropout Follow-Up

- For many years, districts have reported follow-up data on graduates.
- In 2009-10, districts began reporting follow-up data for dropouts who had an IEP in grades 9-12.
- You will report the follow-up category and "SpedMetDefinition" Y/N field.
  - You may need to talk to guidance staff about this.
- This data is used for SPP Indicator 14 & MSIP.

Graduate & Dropout Follow-Up

- Follow-up categories:
  - Non-College*
  - 2-Year College*
  - 4-Year College*
  - Military
  - Employment** (competitive)
  - Employment** (non-competitive)
  - Not Available
  - Unknown
  - Other
- SpedMetDefinition?
  - *Yes
    - if enrolled for at least one complete term
  - **Yes
    - if employed for at least 20 hours per week for at least 90 days.
  - No

Discipline

- Discipline incidents:
  - report **ALL** incidents resulting in in-school suspension, out-of-school suspension or expulsion
  - report **ALL** students; including students with disabilities
  - MOSIS June Discipline Incidents file populates Core Data Screen 09
  - due in June submission

Discipline

- Data elements include:
  - MOSIS ID
  - offense date
  - offense type
  - weapon type
  - discipline removal
  - length removed
  - and others

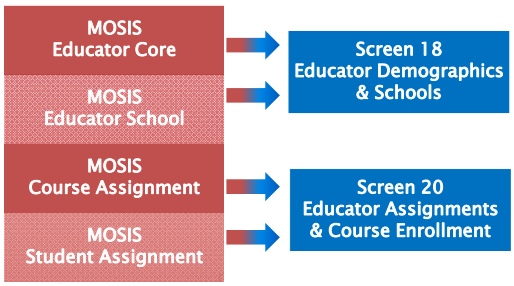
Discipline

- Data used for:
  - SPP Indicator 4—Discipline
    - identifying districts for review
    - significant discrepancies in rate
    - significant discrepancies in rates by race
  - public reporting
  - federal reporting

Educator, Course & Assignment

- All personnel, employed or contracted, are to be reported to DESE:
  - teachers
  - paraprofessionals
  - ancillary (e.g., therapists, diagnosticians)
  - administrators
- The data provided includes basic demographic information, building information, course/assignment and student assignment information.

Educator Data



Educator File Linkages

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

Educator, Course & Assignment

- Special Education teachers use codes that start with "19"
  - 195000 designates core content
  - 195010 designates non-core content
  - see Exhibit 10 in the Core Data Manual for a complete list
- Special Education Program Codes:
  - 06: K-12 Special Education
  - 17: ECSE
  - 09: Special Education fiscal agent
  - 19: Special Education contracted services

Delivery Systems

- Core Data Manual Exhibit 14
  - CO: co-teaching
  - IG: individual/small group
  - SC: self-contained
  - LI: low incidence self-contained
  - IN: ECSE integrated classroom

Speech/Language

Title	Role	Course Code	Position Code	Requirement
Speech/ Language	Diagnostic/ Evaluation/ Supervision	889000	90	SLP certification or licensure
Speech/ Language	Speech Services	195500	60	SLP certification or licensure
Speech Implementers	Speech Services	195500	60	**Annual** approval by Compliance
Speech/ Language Assistant/ Aide	Speech Services	195500	80	Licensure through State Board of Healing Arts

Educator, Course & Assignment

- For TEACHERS: caseload or student assignment?
  - delivery system of CO or IG
    - Report caseload number in Educator Assignment file
  - delivery system SC, LI or IN
    - provide students in Student Assignment file
  - rules with some exceptions
- See guidance docs on web
  - https://dese.mo.gov/special-education/special-education-data/data-collections

Staff Assignment Report

- Report of assignments and certification status of educators
- Available the day after MOSIS files certified via web apps:
  - data collection (Core Data)
    - reports, staff assignment report
  - educator qualifications
    - report menu, staff assignment report
- Special Education specific:
  - select programs 06, 09, 17, 19 and/or
  - select course range 190000 to 199999 or other specific course codes

Educator Course & Assignment

- Data used for:
  - appropriate certification checks
  - federal reporting
  - miscellaneous reporting

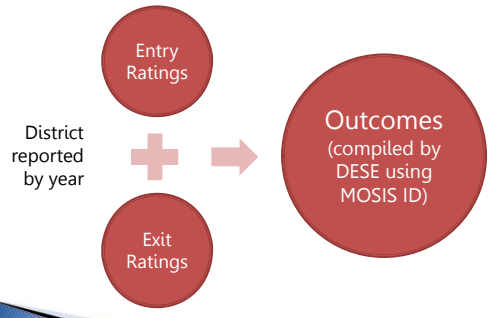
Early Childhood Outcomes

- Shows progress made from entry to exit in ECSE in each of the following areas:
  - positive social-emotional skills
  - acquisition and use of knowledge and skills
  - use of appropriate behaviors to meet needs
- Each child is assessed in all three areas at entry to and exit from ECSE (rating scale of 1-5).

Early Childhood Outcomes

- The data reported to DESE at end of year will be:
  - all entry data compiled during that school year
  - all exit data compiled during that school year
  - report via June MOSIS Student Core file
  - MOSIS ID required

Early Childhood Outcomes



Early Childhood Outcomes

- Examples to report:
  - 2 year old enters ECSE in April (report entry data)
  - child exits who entered and had entry data reported the previous year (report exit data)
- Examples NOT to report:
  - entry & exit for child in ECSE less than 6 months
  - exit data for children transferring to another ECSE program
  - entry data for children transferring from another ECSE program

Early Childhood Outcomes

- For more information:
  - http://dese.mo.gov/special-education/data/early-childhood-outcomes-eco-training
- Data used for:
  - SPP Indicator 7—ECO
  - public reporting

Parentally-Placed Private School Children with Disabilities

- Survey due June 30:
  - number of K-12 children initially EVALUATED during the school year
  - number of those evaluated who were determined ELIGIBLE
  - number of those determined eligible who were SERVED by the public school
- Data used to:
  - meet IDEA requirements for districts to report to the state

Monitoring Collections

- Part C to Part B transition timelines
  - IEP by 3rd birthday
- Initial evaluation timelines
  - 60 day timeline
- Both collected in IMACS during monitoring self-assessment
  - not every year for every district
- Data used for:
  - monitoring compliance with requirements
  - SPP Indicators 11 & 12
  - public reporting

Screen 3: Contact Information

- Core Data screen 3 lists out contact information for district personnel including:
  - Special Education
  - ECSE
  - Core Data
  - MOSIS

Special Education District Profiles

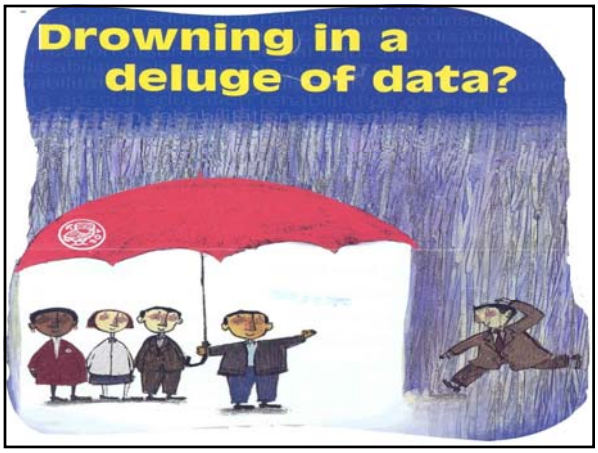
- District profiles are used as our method for public reporting of district data.
- Available through MCDS Portal
  - guided inquiry: special education
  - secured and public versions available
- Preliminary versions are available in August/September.
- Final public versions are available in September/October.

Determinations

- Determinations are based on:
  - correction of noncompliance
  - performance data
  - audit findings
  - timely and accurate data
    - December Student Core by January 10
    - October Educator & Assignment data by January 10
    - June Student Core, Enrollment & Attendance by August 1
    - June Discipline by August 1

Homework!

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



Special Education Data Contacts

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