

Special Education Exiting Q&A

Updated: February 2019

1. Q: What MOSIS submission is used to report these data?

A:

- June Cycle Student Core
- June Cycle Student Enrollment and Attendance

2. Q: Who are special education exiters?

A: Special education exiters are students who were receiving special education services at some point during the school year, but are no longer receiving special education services from the district due to 1) returning to regular education as a result of having met the objectives of their IEP, 2) the parent withdrawing the student from the special education program or 3) leaving the district due to graduating, dropping out, transferring to another district, etc.

3. Q: What are the special education exit codes?

A: Special education exit codes include those found in Exhibit 20 of the *Core Data and MOSIS Reference Manual* and the exit codes used in the MOSIS Student Enrollment and Attendance file.

4. Q: What does the code "17-Parent Withdrew Student" mean?

A: This code means that the student was receiving special education services, but the parent decided to withdraw the student from the special education program. This does not include students that were withdrawn from the district. This code can be used at any age/grade.

5. Q: How is special education exiter data derived from the MOSIS submission?

A: Aggregated exiting data from the MOSIS June cycle Student Core and Student Enrollment and Attendance are used to populate Core Data Screen 12 – Special Education Exiter Counts by Age and Core Data Screen 13 – Secondary Head Count.

Screen 12 will be populated using both the Special Education Program Exit Code in the MOSIS Student Core file and the Exit Code in the MOSIS Student Enrollment and Attendance file. If the MOSIS Student Core file indicates a special education exit code of 01-Return to Regular Education or 17-Parent Withdrew Student (from Special Education), that exit code will be used to populate Screen 12. For students with disabilities without special education exit codes 01 or 17, the students' final Exit Code in the MOSIS Student Enrollment and Attendance file will be used to populate Screen 12.

6. Q: How is special education exit data reported on the MOSIS June Student Core?

A: Special Education exit data is reported through the MOSIS June submission using the fields: SPED Program Exit Code (MOSIS Student Core), Exit Code (MOSIS Student Enrollment and Attendance) and other demographic information from Student Core. Districts are to report all students with disabilities ages 3-21 who exited special education at any time during the current school year.

7. Q: Should I report a student who has left the district to be home-schooled?

A: Yes, students who leave the district and transfer to a home school or private/parochial school should be reported using the appropriate exit codes in the MOSIS Student Enrollment and Attendance file (see MOSIS Exit_Codes code set).

8. Q: How do I report a student who has completed his or her IEP goals and objectives and has graduated?

A:

- The "Graduation Requirements for Students in Missouri's Public Schools" states that all students with disabilities who meet state and local graduation requirements by taking and passing regular courses with or without modification and/or successfully achieving IEP goals and objectives shall be graduated and receive regular high school diplomas.
- Students who complete their IEP goals and objectives and receive a regular high school diploma should be reported with code G03 in the MOSIS Student Enrollment and Attendance file (see Question 14).
- Students who reach age 21, or otherwise terminate their education, and who have met the district's attendance requirements, but who have not successfully attained the required credits and/or completed the goals and objectives of the IEP, can receive a certificate of attendance and should be reported with code D03 (Dropped Out: Received Cert) in the MOSIS Student Enrollment and Attendance file.
- Students who reach age 21 who have not successfully attained the required credits and/or completed the goals and objectives of the IEP and have not met the district's attendance requirements should be reported with code D04 (Dropped Out: Reached Max Age) in the MOSIS Student Enrollment and Attendance file.

9. Q: How is the exiting information collected in the June Cycle used?

A: Data are used to determine the special education dropout and graduation rates for each district. These data are reported in the Special Education District Profiles, used for the Annual Performance Report to OSEP, and used for monitoring and local determinations purposes.

10.Q: Which exit categories constitute a dropout?

A: Any of the exit codes used in the MOSIS Student Enrollment and Attendance file that start with "D" are considered dropout codes. In short, any student who leaves secondary school (excluding transfers to another district) without graduating with a regular diploma is considered a dropout.

11.Q: How are the special education graduation and dropout rates calculated?

A: The four-year adjusted cohort graduation rate for students with disabilities is as follows:

$$\left(\frac{\text{(Number of students who graduate in four years with a regular high school diploma)}}{\text{(Number of students who form the adjusted cohort for the graduation class)}} \right) \times 100.$$

Beginning with 2017-18, G03 graduates are not included in the numerator of the graduation rate calculation.

The dropout rate is as follows: $\left(\frac{\text{Number of Dropouts in grades 9-12}}{\text{Child Count in grades 9-12}} \right) \times 100$

12.Q: Should I report a student that exited during the summer and thus did not return to school in the fall?

A: Report the student status as of the end of the year, so if the students haven't transferred yet, you would report them in the Student Enrollment and Attendance File as Remained-Advanced. If they then move over the summer, you would report them as entering and exiting the district on the first day of school in the fall.

13.Q: How do we report students who went to Job Corp?

A: It depends. Job Corp Centers offer credits towards a high school diploma or a GED/HiSET. If the student is pursuing a high school diploma, then he or she would be coded as a transfer; if the student is pursuing a GED/HiSET, then he or she would be coded as a dropout.

14.Q: What is the code G03?

A: Exit code G03 was added for the 2016-17 school year and has the following definition:

- 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.

This exit code, G03-Graduated-Alternate Standards, should be used to report students with disabilities who received a regular diploma but had some required credits earned or transcribed from meeting IEP goals or objectives. Continue to report students with disabilities who received a regular diploma by meeting all credit requirements through regular or modified classes with the G01 exit code.