

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/sites/default/files/ProfileReviewGuide2019.pdf>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator		State Data 2018-19		Target 2018-19*	
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)		26.0%	Not Met	≥	47.3%
ECSE children in special education separate class, school or residential setting (SPP 6B)		35.9%	Not Met	≤	22.8%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)		99.8%	Not Met	=	100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	95.9%	Met	≥ 93.9%
		Summary Statement 2	42.2%	Not Met	≥ 48.2%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.9%	Met	≥ 95.5%
		Summary Statement 2	36.4%	Not Met	≥ 40.6%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	96.0%	Met	≥ 93.5%
		Summary Statement 2	51.5%	Not Met	≥ 56.9%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)		57.6%	Met	≥	56.0%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		8.4%	Met	≤	10.2%
Percent of children with IEPs served in separate settings (SPP 5C)		3.6%	Met	≤	3.7%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)		NA			
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) - (SPP 3B)		99.6%	Met	≥	95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)		99.5%	Met	≥	95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) (SPP 3C)		17.6%	Not Met	≥	20.0%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)		14.1%	Not Met	≥	15.0%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)		99.0%	Not Met	=	100.0%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		75.6%	Met	≥	70.0%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		NA			
Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)		NA			
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)		76.5%	Met	≥	74.5%
Dropout rate for students with disabilities (SPP2)		2.0%	Met	≤	4.8%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)		93.6%	Not Met	=	100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	25.2%	Met	≥	24.4%
	enrolled in higher education or competitively employed	57.9%	Met	≥	46.9%
	total employed / continuing education	62.6%	Met	≥	51.3%

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2016-17	2017-18	2018-19
Child Count	12,824	13,175	13,127

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2016-17		2017-18		2018-19	
	#	%	#	%	#	%
<i>In the regular early childhood program:</i>	7,355	57.4%	7,289	55.3%	7,253	55.3%
◆ 10+ hours with majority of sped services in						
EC Program*	2,911	22.7%	2,894	22.0%	2,980	22.7%
Other location	3,280	25.6%	3,270	24.8%	3,208	24.4%
◆ less than 10 hours with the majority of sped services in:						
EC Program*	367	2.9%	363	2.8%	434	3.3%
Other location	797	6.2%	762	5.8%	631	4.8%
Separate Class**	4,123	32.2%	4,405	33.4%	4,545	34.6%
Separate School**	177	1.4%	152	1.2%	166	1.3%
Residential Facility**	0	0.0%	0	0.0%	0	0.0%
Home	105	0.8%	143	1.1%	86	0.7%
Service Provider location	1,064	8.3%	1,186	9.0%	1,077	8.2%
Total Early Childhood	12,824	100.0%	13,175	100.0%	13,127	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	3,278	25.6%	3,257	24.7%	3,414	26.0%
Total separate placement** (SPP 6B)	4,300	33.5%	4,557	34.6%	4,711	35.9%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number referred and eligible	421	484	599	461	557
IEPs developed within acceptable timelines	402	472	593	456	556
Percent developed within acceptable timelines	95.5%	97.5%	99.0%	98.9%	99.8%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2018-19 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	77	1.4%	84	1.5%	87	1.6%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	122	2.2%	80	1.5%	103	1.9%
c. improved functioning to a level nearer to same-age peers but did not reach	2,987	54.2%	3,340	60.6%	2,482	45.1%
d. improved functioning to reach a level comparable to same-aged peers	1,641	29.8%	1,707	31.0%	2,027	36.8%
e. maintained functioning at a level comparable to same-aged peers	682	12.4%	298	5.4%	810	14.7%
Total	5,509	100.0%	5,509	100.0%	5,509	100.0%

Summary Statements

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited	95.9%	96.9%	96.0%
2. Percent of children who were functioning within age expectations by the time they exited.	42.2%	36.4%	51.5%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2018-19
Intellectual Disability	9,248	20	1.0%
Emotional Disturbance	7,107	29	0.8%
Speech Impairment	17,884	986	2.0%
Language Impairment	8,646	141	1.0%
Orthopedic Impairment	401	8	0.0%
Visual Impairment	447	3	0.1%
Hearing Impairment	1,071	18	0.1%
Specific Learning Disabilities	30,929	515	3.5%
Other Health Impairment	25,899	384	2.9%
Deaf/Blindness	29	0	0.0%
Multiple Disabilities	1,396	7	0.2%
Autism	12,625	162	1.4%
Traumatic Brain Injury	399	5	0.0%
Young Child w/ Developmental Delay	3,104	56	0.4%
Total	119,185	2,334	13.5%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2016-17		2017-18		2018-19	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	67,374	58.1%	68,330	57.9%	68,613	57.6%
Inside Regular Class 40-79%	32,010	27.6%	33,015	28.0%	33,820	28.4%
Inside Regular Class <40% (SPP 5B)	9,934	8.6%	9,959	8.4%	9,980	8.4%
Private Separate (Day) Facility*	901	0.8%	968	0.8%	1,026	0.9%
Public Separate (Day) Facility*	1,618	1.4%	1,599	1.4%	1,600	1.3%
Homebound/Hospital*	630	0.5%	620	0.5%	714	0.6%
Private Residential Facility*	2	0.0%	2	0.0%	1	0.0%
Correctional Facility	233	0.2%	209	0.2%	201	0.2%
Parentally Placed Private School	2,324	2.0%	2,427	2.1%	2,334	2.0%
State Operated Separate School [^]	931	0.8%	895	0.8%	896	0.8%
Total School Age	115,957	100.0%	118,024	100.0%	119,185	100.0%
Total of Separate Placements* (SPP 5C)	4,082	3.5%	4,084	3.5%	4,237	3.6%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2018-19	White %	Black %	Hispanic %	Asian %	Indian%	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	70.7%	15.6%	6.7%	2.1%	0.4%	0.3%	4.3%	100.0%
Total IEP Child Count (3-21)	70.6%	17.7%	5.8%	1.1%	0.5%	0.2%	4.2%	100.0%
Intellectual Disability	61.5%	28.1%	5.6%	1.4%	0.3%	0.1%	3.0%	100.0%
Emotional Disturbance	64.5%	24.4%	4.3%	0.4%	0.5%	0.1%	5.8%	100.0%
Speech/Language Impairment	74.9%	12.9%	5.9%	1.3%	0.5%	0.2%	4.3%	100.0%
Specific Learning Disability	68.7%	18.7%	7.3%	0.5%	0.5%	0.2%	4.1%	100.0%
Other Health Impairment	73.3%	17.1%	4.0%	0.6%	0.5%	0.1%	4.3%	100.0%
Autism	71.4%	15.6%	5.6%	2.4%	0.5%	0.1%	4.5%	100.0%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at: <http://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Assessment results across years are not comparable due to changes in the assessments.

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2018-19 - IEP MAP and MAP-A										
	Communication Arts					Mathematics				
3	10,309	10,283	2,366	99.7%	23.0%	10,302	10,274	2,110	99.7%	19.1%
4	10,395	10,374	2,149	99.8%	20.7%	10,381	10,358	1,975	99.8%	14.3%
5	10,130	10,116	1,768	99.9%	17.5%	10,125	10,109	1,448	99.8%	12.5%
6	9,958	9,931	1,616	99.7%	16.3%	9,955	9,927	1,240	99.7%	9.5%
7	9,478	9,453	1,252	99.7%	13.2%	9,463	9,437	899	99.7%	8.1%
8	8,971	8,945	1,213	99.7%	13.6%	8,731	8,703	704	99.7%	8.8%
HS	7,745	7,589	1,390	98.0%	18.3%	7,925	7,745	1,003	97.7%	13.0%
3-5	30,834	30,773	6,283	99.8%	20.4%	30,808	30,741	5,533	99.8%	18.0%
6-8	28,407	28,329	4,081	99.7%	14.4%	28,149	28,067	2,843	99.7%	10.1%
All	66,986	66,691	11,754	99.6%	17.6%	66,882	66,553	9,379	99.5%	14.1%
2017-18 - IEP MAP and MAP-A										
	Communication Arts					Mathematics				
3	10,024	10,006	2,354	99.8%	23.5%	10,019	10,000	2,112	99.8%	19.6%
4	10,159	10,139	2,314	99.8%	22.8%	10,149	10,133	1,988	99.8%	14.2%
5	10,185	10,168	1,962	99.8%	19.3%	10,181	10,166	1,441	99.9%	12.0%
6	9,560	9,531	1,671	99.7%	17.5%	9,552	9,525	1,145	99.7%	9.7%
7	9,077	9,050	1,276	99.7%	14.1%	9,060	9,033	872	99.7%	8.2%
8	8,970	8,947	1,276	99.7%	14.3%	8,761	8,734	718	99.7%	9.6%
HS	7,696	7,541	1,275	98.0%	16.9%	7,960	7,763	935	97.5%	12.0%
3-5	30,368	30,313	6,630	99.8%	21.9%	30,349	30,299	5,541	99.8%	18.3%
6-8	27,607	27,528	4,223	99.7%	15.3%	27,373	27,292	2,735	99.7%	10.0%
All	65,671	65,382	12,128	99.6%	18.5%	65,682	65,354	9,211	99.5%	14.1%
2016-17 - IEP MAP and MAP-A										
	Communication Arts					Mathematics				
3	9,962	9,947	3,534	99.8%	35.5%	9,954	9,940	2,670	99.9%	26.9%
4	10,314	10,291	3,563	99.8%	34.6%	10,305	10,283	2,547	99.8%	24.8%
5	9,897	9,875	2,745	99.8%	27.8%	9,891	9,868	1,894	99.8%	19.2%
6	9,392	9,371	2,420	99.8%	25.8%	9,385	9,364	1,293	99.8%	13.8%
7	9,224	9,198	2,234	99.7%	24.3%	9,212	9,182	1,206	99.7%	13.1%
8	8,782	8,742	1,911	99.5%	21.9%	8,498	8,456	736	99.5%	8.7%
HS	896	893	313	99.7%	35.1%	896	889	136	99.2%	15.3%
3-5	30,173	30,113	9,842	99.8%	32.7%	30,150	30,091	7,111	99.8%	23.6%
6-8	27,398	27,311	6,565	99.7%	24.0%	27,095	27,002	3,235	99.7%	12.0%
All	58,467	58,317	16,720	99.7%	28.7%	58,141	57,982	10,482	99.7%	18.1%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number evaluated	6,745	8,468	8,892	6,568	7,552
Number within acceptable timelines	6,608	8,366	8,844	6,508	7,477
Percent within acceptable timelines	97.97%	98.80%	99.46%	99.09%	99.01%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total Responses	4,865	6,756	6,712	5,546	6,067
Number Agree/Strongly Agree	3,579	5,111	4,880	4,127	4,588
% Agree/Strongly Agree	73.57%	75.65%	72.71%	74.41%	75.62%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2018-19	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	13,224	10.0	37,091	4.7	2.12
OSS > 10 Days	2,386	1.8	5,826	0.7	2.43
ISS - All	18,135	13.7	66,229	8.4	1.63
ISS > 10 Days	1,713	1.3	4,559	0.6	2.23
Total OSS and ISS	24,268	18.3	84,658	10.8	1.70
Incident Counts					
OSS - All	28,283	21.4	64,798	8.3	2.59
OSS > 10 Days	2,550	1.9	6,244	0.8	2.42
Indian	10	1.6	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		2.04
Asian	6	0.4			0.51
Black	1,205	5.3			6.71
Hispanic	103	1.4			1.70
Multi Racial	131	2.3			2.95
Pacific Islander	3	1.4			1.75
White	1,092	1.2			1.46
ISS - All	46,278	35.0	146,532	18.7	1.87
ISS > 10 Days	1,724	1.3	4,599	0.6	2.22
Total OSS and ISS	74,561	56.4	211,330	26.9	2.09

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2016-17	2017-18	2018-19
Number of students with disabilities who graduated	6,371	6,626	6,530

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2019 Cohort	2019	2020	2021	2022
Total Cohort Graduates	5,763			
Total Cohort	7,531			
Graduation Rate	76.52%	NA	NA	NA
2018 Cohort	2018	2019	2020	2021
Total Cohort Graduates	5,771	6,045		
Total Cohort	7,604	7,558		
Graduation Rate	75.89%	79.98%	NA	NA
2017 Cohort	2017	2018	2019	2020
Total Cohort Graduates	5,471	5,747	5,834	
Total Cohort	7,424	7,313	7,289	
Graduation Rate	73.69%	78.59%	80.04%	NA
2016 Cohort	2016	2017	2018	2019
Total Cohort Graduates	5,796	6,064	6,150	6,177
Total Cohort	7,473	7,384	7,339	7,331
Graduation Rate	77.56%	82.12%	83.80%	84.26%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only (SPP 2)	2016-17	2017-18	2018-19
Total number of students with disabilities grades 9-12	38,388	38,597	39,282
Number of students with disabilities who dropped out 9-12	856	837	797
Dropout rate for students with disabilities grades 9-12	2.23%	2.17%	2.03%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2014-15	2015-16	2016-17	2017-18	2018-19
Total Reviewed	709	666	738	609	549
Number Met	628	588	647	575	514
Percent Met	88.58%	88.29%	87.67%	94.42%	93.62%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2018-19 School Year</i>		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	<i>completed at least one term</i>	1,247	19.0%	4	0.5%	1,251	17.0%
(2) 4-year College		597	9.1%	4	0.5%	601	8.2%
(3) Non-College		237	3.6%	4	0.5%	241	3.3%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	2,166	33.0%	105	13.5%	2,271	30.9%
(5) Employed (Not Competitively)		99	1.5%	5	0.6%	104	1.4%
(6) Military		132	2.0%	0	0.0%	132	1.8%
(7) Other		735	11.2%	202	25.9%	937	12.8%
(8) Continuing Ed - did not complete 1 term		402	6.1%	15	1.9%	417	5.7%
(9) Employed - less 20 hrs/week or 90 days		518	7.9%	33	4.2%	551	7.5%
(10) Unknown		433	6.6%	407	52.2%	840	11.4%
(11) <i>Not Available</i>		40		36		76	
Total (excludes Not Available)		6,566	100.0%	779	100.0%	7,345	100.0%
A. Enrolled in higher education*		1,844	28.1%	8	1.0%	1,852	25.2%
B. Enrolled in higher education or competitively employed*		4,142	63.1%	113	14.5%	4,255	57.9%
C. Total Employed / continuing Education*		4,478	68.2%	122	15.7%	4,600	62.6%

***Summary Calculations**

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]