



Special Education Data

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Agenda – Part 2

- Special Education Exit Data
- Graduate & Dropout Follow-up
- Discipline Data

This session will cover special education exit data, graduate and dropout follow-up and discipline data reporting.

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
 - Entry and exit dates and codes
- Exit codes from both files are used to populate Core Data Screen 12 (by age on December 1)

Special education exit information is reported in two different MOSIS files. The first is the MOSIS June Student Core file using a field called Special Education Program Exit. The second is the MOSIS June Student Enrollment and Attendance file through fields that include entry and exit dates and codes.

Exit information is reported for all students, including students with disabilities, in the MOSIS Student Enrollment and Attendance file. Every student will have at least one record in this file with an entry date and an exit date. There could be multiple records for students if they move in and out of the district, change from one school to another, advance a grade or change residency status.

Exiting Special Education

- Two main ways that students exit special education:
 - They leave the LEA (graduate, dropout, transfer, etc.)
 - Reported via the exit codes in MOSIS Student Enrollment and Attendance file
 - They remain in the LEA but no longer receive special education services
 - Reported via the SpEd Program Exit field in MOSIS Student Core
 - ❖ 01 - Return to regular education
 - ❖ 17 - Parent withdrew student from special education
 - ❖ Blank - all other exit types
- When both fields are reported, we assume the student exited special education prior to exiting the LEA

There are two general ways that a student can exit special education at the LEA level. The first way is by far the most common, and that is by leaving the LEA by graduating, dropping out, transferring out, etc. These exit types are applicable for all students and are collected in the June Student Enrollment and Attendance file. Between the exit codes reported in the Enrollment and Attendance file and the disability information reported in the Student Core file, we are able to obtain most of the special education exit data that we need. The second way a student can exit special education is when they remain in the LEA but are no longer receiving special education services. There are two codes for reporting these occurrences in the Student Core file. The first is Special Education Program Exit code 01. It's called "return to regular ed" and would be used when the student has been re-evaluated and no longer qualifies for special education services. The other code is 17 and would be used when the parent has withdrawn consent for special education services. These two codes should only be used when the student exits special education but still remains in the LEA. The special education program exit field should be blank for students who have left the LEA.

Special Education Exit Example

Student Core (selected fields)

MOSIS ID	Last Name	First Name	Gender	IEP Disability	Race/Eth	Grade	SpEd Program Exit Code
1122334455	Bennet	Lizzy	F	09-LD	W	12	

Student Enrollment and Attendance (selected fields)

MOSIS ID	Last Name	First Name	Regular Hrs Attended	Regular Hrs Absent	Entry Date	Entry Code	Exit Date	Exit Code
1122334455	Bennet	Lizzy	93.8	147.4	8/20/2016	R101	10/13/2016	S000
1122334455	Bennet	Lizzy	690.1	73.7	11/19/2016	S100	5/19/2017	G01

This slide provides an example of the Student Core and Student Enrollment and Attendance files for a student with two enrollment segments. The Student Core file shows that this student was white, female, in 12th grade, and had a primary disability category of specific learning disability. The Enrollment and Attendance file shows two enrollment segments indicating that the student had a gap in enrollment. The first segment shows that she started the school year on 8/20/2016 with an entry code of R101 for “remained-advanced” meaning that she was in 11th grade in the district the prior year. She was then dropped from enrollment on 10/13/2016 with exit code S000 for “stopout.” A stopout is a dropout who returned to school before the September count date of the following school year. In other words, a stopout is a recovered dropout. Any time a stopout exit code is used, there must be a corresponding stopout entry code, which is what you see in the second enrollment segment in this example. She returned to school 11/19/2016 with stopout entry code of S100, and exited for the year on 5/19/2017 with an exit code of G01-graduated. For special education exiting purpose, this student was counted as a graduate.

Special Education Exit Example

Student	IEP (MOSIS Student Core)	SPED Program Exit (MOSIS Student Core)	Exit Code (MOSIS Student E & A)	Core Data 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		G03-Grad	Grad G03
Evelyn			G01-Grad	NA
Fred	02-ED		S000-Stopout	NA

This slides provides additional examples of exit reporting and how it gets translated to Core Data Screen 12 which displays the special education exit data.

Annie has a disability category of Specific Learning Disability and was reported with 01-Return to Regular Education in the Student Core File and G01-Graduate in the Enrollment & Attendance file. Core Data Screen 12 will show her exit reason as Return to Regular Education. Because we have no date associated with the special education program exit field, we have to assume that the “return to regular education” occurred prior to her graduation date. If there was not a separate event such as a reevaluation that found her no longer eligible for special education services, then the special education program exit field should have been left blank.

Billie has a disability category of Emotional Disturbance and was reported with 17-Parent Withdrew from Services in the Student Core File and T001-Transfer to another Public School in the Enrollment & Attendance File. Screen 12 will shows his exit reason as Parent Withdrew.

Carmen, Specific Learning Disability, has nothing reported in the special ed program exit field, which is perfectly fine. She is reported as a dropout in the E & A file. She will show up as a dropout on Screen 12.

Dave, Intellectual Disability, has a G03 exit code, for gradated based on alternate standards. More on G03 coming up. Dave will show up as a G03 graduate on Screen 12.

Evelyn has no disability code reported. She won't be included on Screen 12 or any special education exit counts since she does not have a disability code reported. If she did have an IEP when she graduated, the June Student Core should be updated with that information.

Fred, Emotional Disturbance, is reported as a stopout. Since the Stopout exit code has to be paired with a subsequent Stopout entry code, this student would not be counted as a special education exit.

Exit Data Codes: Graduates



- Who are Graduates?
 - ❑ Graduated with a diploma (G01, G03)
 - ❑ 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 not through the Missouri Option Program
 - ❑ Students who remain until age 21, but who exit without a diploma

Who should be reported as a graduate? Definitions are on the next slide, but any student who receives a signed diploma should be reported as a graduate, either using code G01 or G03. A diploma can be awarded based on meeting credit requirements or completing IEP goals and objectives if that is the route that the IEP team determined was appropriate for the student. Graduates also include students who are participating in the Missouri Option program and receive a diploma in addition to their GED.

Graduate Codes: G01 & G03



- G01: Graduated by earning all required credits through regular or modified classes aligned with state [regular grade level] standards. No credits were earned by meeting IEP goals
- 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

Graduate code definitions are shown here. Essentially, the G01 code should be used when the student has earned all required credits through regular or modified classes aligned with state standards. The G03 code would indicate that classes were aligned with alternate state standards or the student is graduating by meeting IEP goals. There should be fairly strong alignment between the use of the G03 graduate code and alternate assessments.

Four-Year Graduation Rate



- Calculation
 - The number of students who graduate in four years with a regular high school diploma (G01 only, not G03) 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

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma (G01 code only) divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

Graduation Rate Example



- Max entered 9th grade in 2015-16 and graduated in May 2020
 - Max is in the 2019 cohort
 - Max did not graduate within four years. Therefore, he was NOT included in the 2019 four-year graduate count
 - Max did graduate within five years. Therefore, he is included as a five-year graduate
 - Max was NEVER counted as a dropout and did not negatively impact a dropout rate

This is an example of the graduation rate calculation. Max entered 9th grade in 2015-16 and graduated in May 2020. If Max had graduated in four years, he would have graduated in May 2019. Since he stayed in school for a fifth year, he was not included in the four year graduation rate, but he is included in the five-year rate.

Graduation Rate Example



- In 2015-16 school year, there were 100 9th graders = cohort
 - ❑ In 2016-17, one student dropped out
 - ❑ In 2017-18, two students dropped out
 - ❑ In 2018-19, two students dropped out and 80 graduated
 - ❑ In 2019-20, five additional students graduated
 - ❑ No one transferred in or out of the cohort
- Four-year rate: $80 / 100 = 80\%$
- Five-year rate: $85 / 100 = 85\%$

As another example, in the 2015-16 school year, there were 100 9th graders which is considered the “cohort.” In 2016-17, one student dropped out. In 2017-18, two more students dropped out. In 2018-19, two more students dropped out and 80 graduated. In 2019-20, five additional students graduated. In this example, no students transferred in or out of the cohort.

The four-year graduation rate is the 80 students who graduated in four years divided by the 100 students in the cohort, or 80%.

The five-year graduation rate is the 80 students who graduated in four years plus the 5 who graduated in five years divided by the 100 students in the cohort, or 85%.

Stopouts

- Stopouts are dropouts who came back to school
- "Recover" if dropout came back prior to the following school year's September count date
- Every stopout exit code must have a corresponding stopout entry code in current school year or next
- Student out of school for at least 20 calendar days

As mentioned earlier, stopouts are dropouts who returned to school prior to the September count date of the following school year. A student must have been out of school for at least 20 calendar days in order to use the stopout codes. Absences of less than 20 days would be reported as absent days or hours.

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"
 - ❑ D01: Dropped Out
 - ❑ D02: Dropped Out: Expulsion
 - ❑ D03: Received Certificate of Attendance
 - ❑ D04: Reached Maximum Age
 - ❑ D05: GED Program
 - ❑ D06: Moved, Not Known to Be Continuing

As shown here, there are several codes for reporting dropouts. Basically, a dropout is a student who is no longer in school and did not earn a diploma. The D01 code should be used when none of the other code apply. The dropout rate calculation is an annual or event calculation that compares the number of students who dropped out to the total number of students at the high school level.

Graduation & Dropout Reports



- MCDS Portal (Secured Content)
 - Students
 - Adjusted Cohort Graduation Rates
 - Annual Dropout Rate
 - LEA Follow-Up Report
 - Districts, Charters & Schools
 - MSIP5 Annual Performance Report
 - ❖ Standard 5 (includes data by disability category)
 - Special Education
 - Special Education District Profile
- Exit Report from Office of Special Education
- MOSIS Student Core, Student Enrollment and Attendance, Graduate Follow-up files
- Local student information system

This slide lists out various reports that provide information about graduates, dropouts and follow-up.

Exit Data Used For

- Data used for:
 - ❑ SPP Indicators 1 & 2 - graduation and dropout rates
 - ❑ Triggering self-assessment requirements
 - ❑ Determines “pool” of graduates and dropouts for follow-up reporting
 - ❑ Public reporting
 - ❑ Federal reporting
 - ❑ Miscellaneous reports

Special Education exit data are used for a variety of purposes, including SPP Indicators 1 and 2, which means that graduation and dropout data must be publicly reported. We also use the graduate and dropout data to determine which students must have follow-up data reported the following school year. We'll talk about that next.

Graduate & Dropout Follow-Up



- Tells us what students are doing six months after exiting high school
- Follow-up reported for
 - ❑ All graduates
 - ❑ IEP students who dropped out from grades 9-12
- Data reported
 - ❑ Follow-up category
 - ❑ "SpedMetDefinition" Y/N field for IEP students in certain follow-up categories
- Due February 15 via MOSIS Graduate Follow-up file
- MCDS: LEA Follow-up Report
- Data is used for SPP Indicator 14 & MSIP

Follow-up data, also called six-month follow-up or 180 day follow-up, tells us what students are doing six months after exiting high school. Follow-up is reported for all graduates and IEP students who dropped out from grades 9-12. There are two main code sets for students with disabilities. First is the follow-up category itself, and the second is call Sped Met Definition which provides additional information about the follow-up category.

Follow-up data is due February 15 in the MOSIS Graduate Follow-up file and is required by SPP Indicator 14 and the MSIP process.

There is a separate recorded webinar on reporting follow-up data available on the DESE website.

Follow-Up Codes

- Follow-up categories:
 - ❑ 4-Year College
 - ❑ 2-Year College
 - ❑ Non-College
 - ❑ Advanced Training
- Sped Met Definition
 - ❑ 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: If didn't complete a term or worked less than 20 hours a week/90 days
- ❑ Employment (competitive)
- ❑ Employment (not competitive)
- ❑ Nat'l or comm service
- ❑ Military
- ❑ Other
- ❑ Unknown
- ❑ Not Available

The follow-up categories listed on the left are the categories used for all students. Definitions are available in the Core Data MOSIS Guide or on the DESE website. One quick note is that the difference between competitive and not competitive employment is minimum wage. If a person is compensated at or above minimum wage, report it as competitive employment. Sheltered workshops would be considered non-competitive employment.

Sped Met Definition provides additional detail about the follow-up category. It is a yes/no field that is dependent on the follow-up category. If the follow-up category is four or two year college, non-college (meaning non-college credit post-secondary training) or advanced training, "yes" for Sped Met Definition means that the person was enrolled for one complete term. "No" means that while the person is enrolled in a program, they have not completed a term yet. If the follow-up category is employment or national or community service, "yes" for Sped Met Definition means that the person has been working for at least 20 hours per week for at least 90 days.

Follow-Up Examples

- Attending a 4-year college and completed one semester:
 - ❑ 4-Year College & SpedMetDef = Y
- Attending a 4-year college but has not completed one semester:
 - ❑ 4-Year College & SpedMetDef = N
- Working at WalMart full-time for last five months:
 - ❑ Competitive Employment & SpedMetDef = Y
- Working at WalMart full-time for two weeks – unemployed prior:
 - ❑ Competitive Employment & SpedMetDef = N

These are examples of follow-up reporting. If a person is attending a four-year college and has completed one semester, you would report the follow-up category of four-year college and Sped Met Definition of Yes.

If a person had not yet completed one semester, you would report the follow-up category of four-year college, but Sped Met Definition would be No.

If a person is working at WalMart full-time for the past five months, the follow-up category would be Competitive Employment and Sped Met Definition is Yes, since that meets the 20 hours per week and 90 day criteria.

If a person is working at WalMart full-time for the past two weeks, and was unemployed prior to that, the follow-up category would be Competitive Employment, but the Sped Met Definition would be No since that did not meet the 90 day criteria.

Follow-up Measures for IEP Students

- Three cumulative measures for which targets are set
 - Enrolled in higher education
 - 4YR and 2YR with SpedMetDef=Y
 - Enrolled in higher education or competitively employed
 - 4YR, 2YR, EMP (competitively) with SpedMetDef=Y and MIL
 - Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment
 - 4YR, 2YR, NOC, ADV, EMP, ENC, NPC with SpedMetDef=Y and MIL

- SpedMetDef=N is not considered a positive outcome

The follow-up data is used for SPP indicator 14 which includes three measures that build on each other. The first measure looks at the percent of exiters who are enrolled in higher education. This includes four- and two-year college follow-up categories with Sped Met Definition of Yes. The second measure adds competitive employment to the first measure by including competitive employment with Sped Met Definition of Yes as well as Military. The third measure adds on other postsecondary training and non-competitive employment, all with Sped Met Definition of Yes.

In all cases, a Sped Met Definition of No is not considered a positive outcome for SPP Indicator 14 purposes.

Again, a much more detailed recorded webinar for follow-up reporting is available on the DESE website.

Discipline Removals

- Discipline incidents:
 - ❑ Report ALL incidents resulting in in-school suspension, out-of-school suspension, unilateral removal or expulsion
 - ❑ Report ALL students; including students with disabilities
 - ❑ MOSIS June Discipline Incidents file populates Core Data Screen 09
 - ❑ Due in June submission

All in-school and out-of-school suspensions that are a half day or longer, unilateral removals, and expulsions are to be reported to DESE in the June MOSIS submission. Removals are reported for all students, including students with disabilities.

Discipline Data Elements

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

These are the main data elements reported for each removal. They include the student's MOSIS ID, the offense date and type, the removal type, and the length of the removal.

Discipline Removal Type Definitions



- 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
- 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
- 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
- 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

Shown here are the discipline removal type definitions. An in-school suspension is the removal of a student from their regular classroom. This could be to an In-School Suspension room, but it could also be for an extended visit to the principal's office or other area that is not the regular classroom. And out-of-school suspension is the removal of a student from their regular school. This could include an alternative setting or school. In general, if a student is not where they would normally be as a result of a disciplinary offense, it needs to be reported.

Discipline Data Used For

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

As the years have gone by, there is more and more interest in the discipline data that are collected. One of the main ways we use the data is to look at differences in discipline rates between students with disabilities and nondisabled students as well as discipline rates by race/ethnicity.

Special Education Data Contacts



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If you have any questions, please don't hesitate to reach out for assistance.