

# **IDEA PART B EXITING FOR SCHOOL YEAR 2017–2018**

OSEP Data Documentation

November 2019

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## **1.0 Introduction**

### **1.1 Purpose**

The purpose of this document is to provide information necessary to appropriately use State level data files on Individuals with Disabilities Education Act (IDEA) Part B Exiting from the Office of Special Education Programs (OSEP). The accompanying data file provides data at the State level on the unduplicated number of children (students) with disabilities (IDEA) who are ages 14 through 21 and were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

### **1.2 OSEP Background**

OSEP, within the Office of Special Education and Rehabilitative Services (OSERS), is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist States, local districts and programs.

Section 618 of IDEA requires that each State submit data about the infants and toddlers, birth through age 2, who receive early intervention services under Part C of IDEA and children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA.

There are 12 data collections authorized under Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. These data are collected via an *EDFacts* system (i.e., *EDFacts* Submission System (ESS) or the *EDFacts* Metadata and Process System (*EMAPS*)). Information related to the Section 618 data collected via ESS can be found in the *EDFacts* Series - [EDFacts Special Education/IDEA 2011-12 Study in the ED Data Inventory](#). Information related to the IDEA Section 618 data collected via *EMAPS* can be found in the [IDEA Section 618 entry in the ED Data Inventory](#). This data documentation deals only with the Part B Exiting data collection and file.

## **2.0 OSEP Part B Exiting Data and Metadata**

### **2.1 State Data**

States / entities are required to report the Exiting data under Title 1, Part A, Subsection 618 of IDEA.

Part B Exiting Data comes from one file:

- DG85/C009 - The unduplicated number of children (students) with disabilities (IDEA) who are ages 14 through 21 and were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

This information is submitted to OSEP via ESS by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States / entities were required to submit SY 2017-2018 data to *EDFacts* no later than November 7, 2018. OSEP reviewed the data for quality issues and provided feedback to States / entities. States / entities were given the opportunity to address the data quality issues by resubmitting the data or providing a data note prior to the data being published. Finalized data were extracted from the *EDFacts* system after 11:59pm ET on May 29, 2019. Please see [Appendix A](#) for the specific date each State / entity submitted these data.

### **2.2 State Supplemental Survey (SSS) – IDEA Metadata**

The State Supplemental Survey – IDEA (SSS-IDEA) collects metadata related to the IDEA Section 618 data collections. OSEP uses the States' / entities' SSS-IDEA metadata responses to verify the accuracy of the IDEA Section 618 data and to appropriately understand and analyze the IDEA Section 618 data. This information is submitted to OSEP via *EMAPS* by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities. States / entities were required to submit initial SY 2017-18 metadata to *EMAPS* no later than February 21, 2018 and finalized metadata by no later than January 16, 2019.

States / entities were required to report responses to the following questions:

- What is the maximum age at which a student with disabilities (IDEA) can receive special education services?
- Maximum age comment

- Is there a minimum age for dropping out of school in your state?
- If yes, what is the minimum age for dropping out of school in your state?
- Minimum age comment
- Does your state offer a state-defined alternate diploma, defined in accordance with Section 8101(23) and (25) of ESEA(A)(ii)(I)(bb), as amended by the ESSA, that is for students with the most significant cognitive disabilities?
- Alternate diploma comment
- Can a student with disabilities (IDEA) exit an educational program by receiving a high school completion certificate, modified diploma, or similar document?
- If yes, please provide the statutory/regulatory/policy citation(s)
- Certificate comment
- Is there a minimum age for graduation with a regular high school diploma in your state?
- If yes, provide the minimum age for graduation with a regular high school diploma.
- When reporting counts under the “Moved, Known to be Continuing” reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an education program), what is your state’s catchment area for SEA level counts?
- SEA level comment
- When reporting counts under the “Moved, Known to be Continuing” reporting category in the IDEA Exiting data (i.e., total who moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an education program), what is your state’s catchment area for LEA level counts?
- LEA level comment

Please see [Appendix B](#) for the specific responses submitted by each State / entity as of January 16, 2019.

## 2.3 Definitions

**Dropped out** - These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

- **GED** - In States where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.

**Graduated with regular high school diploma** - These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or GED.”

**Graduated with alternate diploma** - These students exited an educational program through receipt of an alternate diploma defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma.

**Moved, known to be continuing** - These students moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol

rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

**Reached maximum age** - These students exited special education because of reaching the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

**Received a certificate** - These students exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This also includes students receiving any alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED, so long as the student remained continuously enrolled in the secondary education program.

- GED – Received a certificate includes GED recipients when the State allows the students to receive a GED without dropping out of school (the students are jointly enrolled in secondary education and a GED program).

**Transferred to regular education** - These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. (See 34 CFR §300.300(b)(4))

### 3.0 Data Quality

#### 3.1 Data Quality Checks

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States / entities to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States / entities.

##### 3.1.1 Timeliness

OSEP identifies a Section 618 data submission as **timely** if the State / entity has submitted the required data to the appropriate data submission system (i.e., ESS or EMAPS) on or before the original due date. The due dates for IDEA Section 618 data are:

- The first Wednesday in November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
- During the third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States for the Consolidated State Performance Reports (CSPR).
- The first Wednesday in May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

### 3.1.2 Completeness

OSEP identifies a Section 618 data submission as **complete** if the State / entity has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State / entity match the information in metadata sources such as the *EMAPS* State Supplemental Survey-IDEA and the *EMAPS* Assessment Metadata Survey.

### 3.1.3 Accuracy

OSEP identifies a Section 618 data submission as **accurate** if the State / entity has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data Edits and Part C Data Edits documents available to States / entities in Office of Management and Budget (OMB) MAX. The majority of these edit checks are incorporated into the business rules in ESS and *EMAPS*. Specific business rules or edit checks are outlined in the [EDFacts Business Rules Single Inventory \(BRSI\)](#) and the *EMAPS* user guides available through the [EDFacts Initiative](#) website.

### 3.1.4 Year-to-Year Change Analysis

OSEP also conducts **year-to-year change analysis** in order to determine if there has been a large fluctuation in the counts reported by a State / entity from year to year. If large changes are identified, OSEP requests that the State / entity review the data to ensure that the changes are not the result of a data quality issue and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

OSEP reviews the data notes and explanations States / entities provide in relation to the submission of the Section 618 data to better understand if and how the State / entity is meeting the reporting instructions and requirements for the specific data collection. Many of these data notes and explanations are published in the [Data Notes](#) documents accompanying the IDEA Section 618 data files.

### 3.2 Suppression

OSEP did not identify any data quality concerns and did not suppress any Part B Exiting data for any States / entities for SY 2017-18.

### 3.3 Data Notes

States / entities have the option to provide addition information to OSEP related to the data quality inquiries or reporting changes. This information has been compiled and accompanies the data files for data users Please review the [Exiting Data Notes](#) document when using the public file.

### 4.0 File Structure

The following table provides the layout of the Part B Exiting file.

Number of Variables: 24

Extraction Date: The date the data were extracted from ED Facts Data Warehouse (EDW).

Updated: The date changes were made to the text, format or template of the file; if no changes have occurred this line will be blank.

Revised: The date updates were made to the data; if no changes have occurred this line will be blank.

Variable Name	Type
School Year	Reference Year
State	State Name
Exit Code	Number of students ages 14 through 21 who exited special education by basis of exit
Disability	Number of students ages 14 through 21 who exited special education by disability category
Age 14	Number of students age 14 who exited special education
Age 15	Number of students age 15 who exited special education
Age 16	Number of students age 16 who exited special education

<b>Variable Name</b>	<b>Type</b>
Age 17	Number of students age 17 who exited special education
Age 18	Number of students age 18 who exited special education
Age 19	Number of students age 19 who exited special education
Age 20	Number of students age 20 who exited special education
Age 21	Number of students age 21 who exited special education
Age 14 to 21 total	Number of students ages 14 through 21 who exited special education
Hispanic/Latino	Number of Hispanic/Latino students ages 14 through 21 who exited special education
American Indian or Alaska Native	Number of American Indian or Alaska Native students ages 14 through 21 who exited special education
Asian	Number of Asian students ages 14 through 21 who exited special education
Black or African American	Number of Black or African American students ages 14 through 21 who exited special education
Native Hawaiian or Other Pacific Islander	Number of Native Hawaiian or Other Pacific Islander students ages 14 through 21 who exited special education
White	Number of White students ages 14 through 21 who exited special education
Two or more races	Number of students of two or more races ages 14 through 21 who exited special education
Male	Number of male students ages 14 through 21 who exited special education
Female	Number of female students ages 14 through 21 who exited special education
English Learner	Number of English Learner students ages 14 through 21 who exited special education
Non-English Learner	Number of Non-English Learner students ages 14 through 21 who exited special education

## 5.0 Guidance for Using these Data - FAQs

### Which students should be reported in this file?

Report children with disabilities (IDEA) who were in special education at the start of the reporting period and who exited special education during the reporting period. The definition of children with disabilities (IDEA) is in the ED*Facts* Workbook.

### **Which students should not be reported?**

Do not include students with disabilities (IDEA) who were parentally-place in private schools.

### **Where do I report a student who left school to be home schooled?**

If the student continues to receive special education and related services from the LEA, then the student should not be reported on the exiting data collection form. If the student is no longer receiving special education, then report him/her in the exit category "Transferred to regular education".

### **What are the permitted values for the basis of exit?**

The permitted values are:

- **GHS** - Graduated with regular high school diploma
- **RC** - Received a certificate
- **RMA** - Reached maximum age
- **D** - Died
- **MKC** - Moved, known to be continuing
- **DROPOUT** - Dropped out
- **TRAN** - Transferred to regular education
- **GRADALTDPL** - Graduated with an alternate diploma

### **What are the requirements for the state-defined alternate diploma?**

State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma.

### **How are state-defined alternate diplomas included in this file?**

If a state adopts an alternate diploma that is aligned to the requirements above, they must report eligible students receiving the alternate diploma under the permitted value of GRADALTDPL - Graduated with an alternate diploma for the basis of exit. These students should not be included in any other basis of exit category/ permitted value.

### **How are students who receive GEDs reported?**

In States where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.

### **How is a student's age reported in this file?**

Report students by their age, in years, on the date of the most recent child count prior to the students exiting special education, not the age at the time of exit.

### **How are student counts reported by Disability Category (IDEA) Exiting?**

Report students by one of the disability categories under IDEA that are listed in the *EDFacts* Workbook. The disability category “developmental delay” cannot be used.

### **How are student counts reported by racial ethnic?**

SEAs must submit racial and ethnic data using 7 permitted values, which are:

- **AM7** – American Indian or Alaska Native
- **AS7** – Asian
- **BL7** – Black or African American
- **HI7** – Hispanic/Latino
- **PI7** – Native Hawaiian or Other Pacific Islander
- **WH7** – White
- **MU7** – Two or more races

### **How are student counts reported by English Learner Status (Both)?**

Students who meet the definition of English learner (EL) students in the *EDFacts Workbook* as of the date of exit should be reported as EL. Students who do not meet that definition as of the date of exit should be reported as non-EL.

## **6.0 Privacy Protections Used**

Beginning in August 2012, the US Department of Education established a Disclosure Review Board (DRB) to review proposed data releases by the Department's program offices (e.g., OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by The Family Educational Rights and Privacy Act (FERPA) and IDEA and to help prevent the unauthorized disclosure of personally identifiable information in OSEP's public IDEA Section 618 data file releases.

The DRB applied the FERPA standard for de-identification to assess whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

The data do not contain any individual-level information, and are aggregated to the State (or entity) level. The DRB has determined that the aggregation of the Part B Exiting data to the State (or entity) level is typically sufficient to protect privacy, except in those circumstances where (1) there are only 1-2 students in a reported demographic (i.e., discrete age, race, gender, or English learner status); or (2) where only a small number of individuals (0-2) are reported for any individual disability in either the "Certificate" or "Diploma" categories, as this information could be combined with commonly available public information about High School graduation ceremonies, and then used to infer what specific type of degree was

conferred. In all other situations, the DRB considers the aggregation of these data to the State-level to be sufficient to protect against re-identification of any specific individuals from small cells.

For these reasons, OSEP implemented the following privacy protections:

1. If any demographic group (i.e., discrete age, race, gender, or English learner status) has only 1-2 individuals for the entity, suppress all information for that demographic group in the entity.
2. If only 1 demographic group is suppressed, suppress all information for the next smallest (non-zero) demographic group as well.
3. When calculating national totals, ensure that each demographic group suppressed in steps 1-2 above is suppressed in at least 1 additional entity to prevent calculation of the suppressed values from the national totals.
4. Create a new variable that is the subtotal of certificates plus diplomas.
5. If either the “certificate” or “diploma” category contains 0-2 individuals for any disability, suppress both categories for that disability and only report the subtotal for that disability. (If both categories are 0, then true 0s can be reported.)
6. If the “certificate” and “diploma” categories are only suppressed for 1 disability category, also suppress the “certificate” and “diploma” categories and only report the subtotal for the next smallest disability category as well.
7. For each set of suppressions, ensure that at least one group suppressed under Steps 1-6 has a value of greater than 1. If not, suppress all information for an additional disability category or demographic group with a value of greater than 1.
8. When calculating national totals, ensure that each disability for which certificate and diploma data are suppressed in steps 5-6 above also has certificate and diploma data suppressed in at least 1 additional entity to prevent calculation of the suppressed values from the national totals.

With these privacy protections applied, it is the consensus of the Disclosure Review Board that the 2017-2018 IDEA Part B Exiting Data File is safe for public release under FERPA.

**7.0 Appendix A**

**Date of the Last State Level Submission**

<b>State</b>	<b>File 009</b>
ALABAMA	1/25/2019
ALASKA	10/24/2018
AMERICAN SAMOA	10/15/2018
ARIZONA	10/31/2018
ARKANSAS	10/18/2018
BUREAU OF INDIAN EDUCATION	11/5/2018
CALIFORNIA	10/8/2018
COLORADO	10/25/2018
CONNECTICUT	11/5/2018
DELAWARE	10/31/2018
DISTRICT OF COLUMBIA	11/2/2018
FEDERATED STATES OF MICRONESIA	10/18/2018
FLORIDA	1/15/2019
GEORGIA	10/29/2018
GUAM	10/21/2018
HAWAII	10/5/2018
IDAHO	11/5/2018
ILLINOIS	11/7/2018
INDIANA	10/29/2018
IOWA	1/16/2019
KANSAS	11/5/2018
KENTUCKY	10/29/2018
LOUISIANA	11/7/2018
MAINE	1/14/2019
MARYLAND	11/7/2018
MASSACHUSETTS	11/2/2018
MICHIGAN	10/19/2018
MINNESOTA	11/7/2018
MISSISSIPPI	11/5/2018
MISSOURI	11/6/2018
MONTANA	11/5/2018
NEBRASKA	1/10/2019
NEVADA	5/15/2019
NEW HAMPSHIRE	1/15/2019
NEW JERSEY	10/22/2018
NEW MEXICO	1/11/2019

<b>State</b>	<b>File 009</b>
NEW YORK	10/5/2018
NORTH CAROLINA	10/17/2018
NORTH DAKOTA	10/5/2018
NORTHERN MARIANAS	10/18/2018
OHIO	11/5/2018
OKLAHOMA	1/14/2019
OREGON	1/18/2019
PENNSYLVANIA	11/7/2018
PUERTO RICO	10/29/2018
REPUBLIC OF PALAU	11/1/2018
REPUBLIC OF THE MARSHALL ISLANDS	11/5/2018
RHODE ISLAND	10/30/2018
SOUTH CAROLINA	11/2/2018
SOUTH DAKOTA	10/26/2018
TENNESSEE	1/10/2019
TEXAS	3/19/2019
UTAH	1/16/2019
VERMONT	-
VIRGIN ISLANDS	1/10/2019
VIRGINIA	1/9/2019
WASHINGTON	1/16/2019
WEST VIRGINIA	11/5/2018
WISCONSIN	1/17/2019
WYOMING	3/21/2019

- Data not submitted

**8.0 Appendix B**

**State Survey Responses**

States submitted these responses via the EMAPS State Supplemental Survey-IDEA.

<b>Maximum Age</b>		
<b>State</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Alabama	20	Students w/ disabilities who have not earned an AL High School Diploma and who have not reached 21 by August 1 may receive services up to age 21. A student who turns 21 on or after August 1 is entitled to begin and complete the school year.
Alaska	21	If an eligible student is age 21 on the 1st day of the school term, special education services continue for the entire school year, even if the student's 22nd birthday occurs during the school year.
American Samoa	21	
Arizona	22	Per Arizona Revised Statute 15-764(A)(1)
Arkansas	21	
Bureau of Indian Education	21	
California	22	
Colorado	21	
Connecticut	21	Students are reported by their age at the time of the most recent child count which means it is accurate to report 20 year old's as Reached Max Age.
Delaware	21	State regulations generally require a child's eligibility for special education and related services to terminate when the child reaches his or her 21st birthday. However, a child with a disability who reaches his or her 21st birthday after August 31st may continue to receive special education and related services until the end of the school year, including appropriate summer services through August 31st. 14 DE Admin Code §§ 925.6.6 - 6.18
District of Columbia	22	
Federated States of Micronesia	21	
Florida	22	
Georgia	22	Through age 21.
Guam	21	

<b>Maximum Age</b>		
<b>State</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Hawaii	21	A child is eligible for special education services up until the age of 22. Upon reaching the age of 22, the child is no longer eligible for services. Hawaii Revised Statutes Section 302A-1134(c), also known as Act 163 (SLH 2010). Exceptions to this would include due process hearing or court settlements that requires the student be serviced past the maximum age.
Idaho	21	
Illinois	21	
Indiana	22	
Iowa	21	May be approved through 24 by director of special education.
Kansas	21	
Kentucky	21	A student with a disability is entitled to special education through age 20 as long as they have not graduated with a standard diploma. Districts may provide services to a student over age 20 if they desire and must if there is an order from a Hearing Officer for compulsory education.
Louisiana	21	Services provide the entire school year the student turns 22.
Maine	20	
Maryland	21	Services provided the entire school year the student turns 21.
Massachusetts	21	
Michigan	26	"not more than 25 yrs of age as of 9/1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from HS. A student who reaches the age of 26 yrs after Sept. 1 is a SWD and entitled to continue a SE program or service until the end of that school yr."
Minnesota	21	
Mississippi	20	State law mandates FAPE to all children residing in the State from age three (3) through age twenty (20). It is the policy of the MDE that the provision of FAPE will continue for a student with a disability through the school year in which the student reaches age twenty-one (21), if the student was enrolled in a public agency and was age twenty (20) on or before September 1.
Missouri	21	
Montana	21	While the state's maximum age is 21, state law allows individual districts to also set a maximum age, and most of those are set at 19 on or before Sept. 10 of the current school year
Nebraska	21	
Nevada	21	
New Hampshire	20	

<b>Maximum Age</b>		
<b>State</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
New Jersey	21	
New Mexico	22	Section 22-8-2(M)(3), NMSD 1978
New York	21	Students who are 20 years of age at the beginning of the school year may remain in school until they finish that school year, even if they will become 21 years of age during the year. Students who are age 21 at the beginning of the school year are not entitled to educational services as per State law and regulations.
North Carolina	22	Students who turn 22 during the school year may remain in services.
North Dakota	21	
Northern Marianas	21	
Ohio	21	
Oklahoma	22	It is through the age of 21. We may have students who exit at the age of 22 but were only 21 on the October 1 Child Count.
Oregon	21	A student with disabilities must be under 21 years on September 1 (OAR 581-015-2040). The student is eligible to receive special education and related services until the end of the school year in which the student turns 21.
Pennsylvania	21	
Puerto Rico	21	
Republic of Palau	21	
Republic of the Marshall Islands	21	
Rhode Island	21	Students can continue to receive special education services up until the student's 21st birth date.
South Carolina	21	Please see State Board of Education Regulation 43-243.
South Dakota	21	
Tennessee	26	There will be some students who are 21 years of age on the state's Child Count date (December 1) who will be reported in the age 21 report category.
Texas	21	Can extend beyond 21 if student begins school year at age 21 and subsequently turns 22 before end of school year.
Utah	22	
Vermont	22	
Virgin Islands	21	

<b>Maximum Age</b>		
<b>State</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Virginia	22	
Washington	21	If turns 21 after August 31 eligible for remainder of school year.
West Virginia	21	
Wisconsin	21	For the exiting file, the age for a student reaching the maximum age for services may be reported as age 20 because of the age calculated as of the date of the most recent child count prior to exiting.
Wyoming	21	WY statute 21-4-301; as of September 15 of the applicable school year the student is under the age of twenty-one (21). WDE Rules Chapter 7 Section 5(a)(i) If a student turns 21 during the school year the student may complete the current school year.

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
Alabama	yes	17	On August 1, 2009, Alabama enacted Alabama Act 2009-564, which raised the minimum age in which a student could drop out of school to age 17. However, if a student with disability who is age 16 and turns age 17 anytime during the school year, he/or she may be counted as a drop out.
Alaska	no		Although Alaska has a compulsory education law (AS 14.30.010) stating “every child between seven and 16 years of age shall attend school,” districts are able to report students under the age of 16 who have dropped out of school. Alaska’s official dropout rate calculation includes students enrolled in grades 7-12. Also, preventing the reporting of dropouts covered by the compulsory education law is in direct conflict to the guidance included in the EDFacts file specification for file C032 that “underage dropouts are to be reported even if the students are not of legal age to drop out.”
American Samoa	no		
Arizona	yes	17	While the state has a statute that specifies legal recognition of drop-out, it does not prohibit students from exiting school with a status consistent with drop-out. The statute only details legal authority for parents and students attending public schools.
Arkansas	yes	18	Although there is a compulsory attendance requirements for students ages minimum age five (5) through seventeen (17) there are numerous exceptions. Here is a link to the Arkansas code - <a href="https://advance.lexis.com/container?config=00JAA3ZTU0NTIzYy0zZDEyLTRhYmQtYmRmMS1iMWlxNDgxYWMxZTQKAFBvZENhdGFsb2cubRW4ifTiwi5vLw6cl1uX&amp;crd=9df29da2-211e-4a5f-b82d-a25f38682563">https://advance.lexis.com/container?config=00JAA3ZTU0NTIzYy0zZDEyLTRhYmQtYmRmMS1iMWlxNDgxYWMxZTQKAFBvZENhdGFsb2cubRW4ifTiwi5vLw6cl1uX&amp;crd=9df29da2-211e-4a5f-b82d-a25f38682563</a> . Additionally, Arkansas has numerous withdrawal codes in the student management system which are converted to dropout. These codes may be used for any student in grades k-12 and are included in the district, thus state, dropout data
Bureau of Indian Education	no		BIE has LEAs in 23 States; our LEAs follow the statutory regulations that governed the State in which the school is located.
California	no		
Colorado	no		Colorado Law § 22-33-104 specifies the age 17 to be the minimum age to dropout, but there are exceptions that allow students of 16 and younger to dropout.
Connecticut	no		CT has public law limiting when a parent can legally allow a student to no longer attend school (CT Ed Statutes Section 10-184). This statute allows parents to sign a student out as a 'dropout' when they are 17 years of age or older. HOWEVER, any student who simply

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
			disappears from public education without notifying the school they have transferred, moved out of state or exited for any other legitimate reason will be reported as a dropout if the student stops attending school.
Delaware	yes	16	Minimum age for dropout - 16 with written consent from the parent/guardian and an exit interview.
District of Columbia	no		Students under the age of 13 with attendance issues are referred to Child and Family Services while students aged 13 and older with attendance issues are referred to Court Social Services
Federated States of Micronesia	no		
Florida	yes	16	Per Section 1003.21, Florida Statutes, a student must be 16 and must file a formal declaration of intent to terminate school enrollment with the district school board. However, students under age 16 are reported as dropouts if their whereabouts is unknown. If the student cannot be found enrolled in another educational setting, they are reported as dropouts in our system.
Georgia	no		
Guam	yes	16	
Hawaii	no		
Idaho	no		Idaho does not specifically define a minimum age for dropout. Per Idaho Administrative Procedures Act (IDAPA) 33-202. SCHOOL ATTENDANCE COMPULSORY. The parent or guardian of any child resident in this state who has attained the age of seven (7) years at the time of the commencement of school in his district, but not the age of sixteen (16) years, shall cause the child to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho. To accomplish this, a parent or guardian shall either cause the child to be privately instructed by, or at the direction of, his parent or guardian; or enrolled in a public school or public charter school, including an on-line or virtual charter school or private or parochial school during a period in each year equal to that in which the public schools are in session; there to conform to the attendance policies and regulations established by the board of trustees, or other governing body, operating the school attended. Prior to reaching age sixteen, a student may be categorized as habitually truant as defined in IDAPA 33-206. 33-206. HABITUAL TRUANT DEFINED. (1) An habitual

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
			truant is: (a) Any public school pupil who, in the judgment of the board of trustees, or the board's designee, repeatedly has violated the attendance regulations established by the board; or (b) Any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section 33-202, Idaho Code. (2) A child who is an habitual truant shall come under the purview of the juvenile corrections act if he or she was within the age of compulsory attendance at the time of the violations. Idaho per requirements of EDFacts FS009 – Children with Disabilities (IDEA) Exiting Special Education File Specifications Idaho federally reports students exiting special education for ages 14 through 21 years.
Illinois	no		
Indiana	no		By law students must attend school through age 18. However, students can be considered dropouts at any age if they withdraw from school without notice under the State Accountability System.
Iowa	no		
Kansas	yes	16	
Kentucky	no		Our official dropout age is 18 in all districts. However, many students leave a district and are unable to be located before they turn 18 years-old. These students are considered dropouts.
Louisiana	yes	18	
Maine	no		
Maryland	yes	18	State legislation (Age for Compulsory Public Education) passed in 2012 created a multi-stage process to increase the age for compulsory school attendance from 16 to 18 as of July 01, 2017.
Massachusetts	no		
Michigan	yes	16	Michigan's Revised school Code 380.1561 states: the child's parent, guardian, or other person in this state having control and charge of the child shall send the child to a public school during the entire school year from the age of 6 to the child's eighteenth birthday. For a child who turns age 11 on or after December 1, 2009 or who was age 11 before that date and enters grade 6 in 2009 or later, this section does not apply to the child if the child is at least age 16 and the child's parent or legal guardian has provided to school officials of the

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
			school district in which the child resides a written notice that the child has the permission of the parent or legal guardian to stop attending school.
Minnesota	yes	17	MN Statute §120A.22
Mississippi	yes	17	Mississippi compulsory school attendance law requires all students between the ages of 6-17 years of age to be enrolled in a public, private or home school educational program. {37-13-91}
Missouri	no		
Montana	yes	16	The law allows students to drop out after having completed the 8th Grade. MCA 20-5-102 (a) and (b)
Nebraska	yes	16	
Nevada	no		
New Hampshire	yes	18	
New Jersey	no		
New Mexico	yes	18	Under 22-12-2 (A) of NMSA a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a high school equivalency credential. A parent may give written, signed permission for the school-age person to leave school in case of hardship approved by the local superintendent.
New York	yes	16	
North Carolina	yes	16	There is a minimum age for drop out - 16 per: <a href="http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115c/GS_115c-378.html">http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115c/GS_115c-378.html</a>
North Dakota	yes	16	
Northern Marianas	yes	16	
Ohio	no		While a student under age 18 is considered truant and the district must continue to attempt to get him to come to school, any student who leaves school without a known continuation of enrollment is counted as a dropout for exiting, regardless of age.

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
Oklahoma	no		A student can leave school, without a diploma, at the age of 16 but it must be agreed upon by the LEA administration and the parent.
Oregon	no		
Pennsylvania	no		Pa Code says 17 but by definition students who leave and cannot be located in another lea, they are considered drop outs.
Puerto Rico	no		
Republic of Palau	no		
Republic of the Marshall Islands	yes	19	All children between the ages of five and eighteen are required to attend elementary or secondary school unless excluded or excepted from attendance by the Commissioner for compelling or legitimate reasons.
Rhode Island	yes	16	Compulsory Attendance law allows for a superintendent to waive the attendance requirements for those students over the age of 16 who have an alternative-learning plan that support their continued progress toward obtaining a diploma or its equivalent..
South Carolina	yes	17	Please reference SC Code of Laws Section 59-65-10.
South Dakota	yes	16	
Tennessee	no		
Texas	no		
Utah	no		
Vermont	yes	16	Some students may drop out ahead of this age so we report them at the age of their drop out.
Virgin Islands	yes	16	
Virginia	yes	14	
Washington	no		
West Virginia	yes	17	While WV's minimum drop out age is 17, when a student leaves (and does not return) a school or district without further contact with the school or district and they cannot be located, the school will use the drop out code because no other exit code is appropriate.
Wisconsin	no		Wisconsin Compulsory School Attendance Law applies until a student is 18 years old.

<b>Minimum Age for Dropping Out</b>			
<b>State</b>	<b>Minimum Age for Dropping Out of School Y/N</b>	<b>Minimum Age for Dropping Out of School</b>	<b>Minimum Age for Dropping Out of School Comment</b>
Wyoming	yes	16	W.S. 21-4-102(a): 16th birthday or completed 10th grade

<b>State-Defined Alternate Diploma</b>			
<b>State</b>	<b>Offer State-defined Alternate Diploma Y/N</b>	<b>State-defined Alternate Diploma Citation(s)</b>	<b>State-defined Alternate Diploma Comment</b>
Alabama	no		
Alaska	no		
American Samoa	no		
Arizona	no		
Arkansas	no		
Bureau of Indian Education	no		BIE has LEAs with high schools in 20 States; our LEAs follow the statutory regulations that governed the State in which the school is located.
California	no		
Colorado	no		
Connecticut	no		
Delaware	no		Delaware currently has the option for a Regular Diploma or Certificate of Performance : Delaware Regulations: Administrative Code: Title 14:500, Delaware Code - Title 14 Chapter 1 §152(d)
District of Columbia	no		
Federated States of Micronesia	no		
Florida	no		The alternate diplomas were eliminated in 2014, however, the alternate diploma is still available to students who entered 9th grade prior to the elimination of the alternate diploma.
Georgia	no		
Guam	no		
Hawaii	no		
Idaho	no		The Idaho Administrative Procedures Act (IDAPA) 08.02.03 109 07 specifies that a modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities.

<b>State-Defined Alternate Diploma</b>			
<b>State</b>	<b>Offer State-defined Alternate Diploma Y/N</b>	<b>State-defined Alternate Diploma Citation(s)</b>	<b>State-defined Alternate Diploma Comment</b>
Illinois	no		
Indiana	no		
Iowa	no		
Kansas	no		
Kentucky	no		
Louisiana	no		
Maine	no		
Maryland	no		
Massachusetts	no		
Michigan	no		No. The legislation clearly stipulates that a diploma shall not be awarded unless the pupil successfully completes all of the credit requirements in MCL 380.1278a and 380.1278b. This does not prevent districts from issuing alternative certificates such as a GED or certificate of completion for students who do not meet all of the requirements of the MMC. A certificate of completion, however, has no legal standing as a substitute for a diploma.
Minnesota	no		
Mississippi	yes	Mississippi Public School Accountability Standards – Appendix A-10	Applies to incoming 9th graders in 2018-2019
Missouri	no		
Montana	no		
Nebraska	no		
Nevada	yes	Assembly Bill 64, as enrolled, 2017 Legislative Session, <a href="https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB64_EN.pdf">https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB64_EN.pdf</a>	
New Hampshire	no		

<b>State-Defined Alternate Diploma</b>			
<b>State</b>	<b>Offer State-defined Alternate Diploma Y/N</b>	<b>State-defined Alternate Diploma Citation(s)</b>	<b>State-defined Alternate Diploma Comment</b>
New Jersey	no		
New Mexico	no		New Mexico offers one diploma, but has 3 graduation options to get to that diploma.
New York	no		
North Carolina	no		
North Dakota	no		
Northern Marianas	no		
Ohio	no		
Oklahoma	no		
Oregon	no		
Pennsylvania	no		
Puerto Rico	no		
Republic of Palau	no		
Republic of the Marshall Islands	no		
Rhode Island	no		
South Carolina	no		
South Dakota	no		
Tennessee	yes	Policy 2.103 addressing high school policy in the state of Tennessee includes information on a state-defined alternate academic diploma that will be available to students entering the 9th grade in the 2018-19 school year. More information about the diploma, which has passed final read by the state board of education, can be found here: <a href="https://www.tn.gov/content/dam/tn/s">https://www.tn.gov/content/dam/tn/s</a>	

<b>State-Defined Alternate Diploma</b>			
<b>State</b>	<b>Offer State-defined Alternate Diploma Y/N</b>	<b>State-defined Alternate Diploma Citation(s)</b>	<b>State-defined Alternate Diploma Comment</b>
		tateboardofeducation/documents/policies/2000/2.103%20High%20School%20Policy%201-26-18.pdf	
Texas	no		
Utah	yes	R277-705-5 Alternate Diploma	
Vermont	no		
Virgin Islands	no		
Virginia	no		Stakeholders expressed a desire to include in the FGI calculation students with the most significant cognitive disabilities who are assessed using Virginia’s alternate assessments and complete the requirements for the Applied Studies Diploma. Virginia is considering making adjustments to the requirements for the Applied Studies Diploma in order to include this diploma type in the FGI calculation; however, the Applied Studies Diploma will not be included in the FGI calculation at this time.
Washington	no		Per Page 33 of Washington’s Approved ESSA Plan
West Virginia	no		While this option is not available now, 2020-2021 will be the first year this diploma will be an option.
Wisconsin	no		
Wyoming	no		

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
Alabama	yes	Graduation Certificate (students with disabilities only) – Alabama Administrative Code Rule 290-3-1	
Alaska	yes	Any student in Alaska can exit with a certificate of achievement, completion or attendance (4AAC 06.790)	
American Samoa	yes	Territory of American Samoa Policies and Procedures Pg.3: "IEP students who do not meet full requirements of a regular education diploma and are of maximum age to graduate are issued certificates of completion (formally known as modified diplomas)".	IEP students who do not meet full requirements of a regular education diploma and are of maximum age to graduate are issued certificates of completion (formally known as modified diplomas).
Arizona	no	N/A	Exiting with a certificate is not a recognized exit category given that Arizona statute does not address a certificate option for any student. However, PEAs may grant certificates if their governing board policies permit.
Arkansas	yes	Rules Governing Standards for Accreditation of Arkansas Public School and School Districts. Section 14.04 Special Education.	Link to PDF: <a href="http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf">http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf</a>
Bureau of Indian Education	yes	25 CFR 36.24(g)	
California	yes	51224.5 (d)	
Colorado	yes	ECEA 2.08	A TA document regarding diploma and certificate is available here: <a href="http://www.cde.state.co.us/cdesped/ta_graduationdiplomas">http://www.cde.state.co.us/cdesped/ta_graduationdiplomas</a>
Connecticut	yes	CT allows for a standard high school diploma or Certificate of Completion; CT does not allow for a modified diploma or similar document; LEAs have authority to outline requirements for the Certificate of Completion, however, the Certificate of Completion cannot not count as a	

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
		standard high school diploma (Sec. 10-221 & 10-221a)	
Delaware	yes	Authority: 14 Del.C. §311	
District of Columbia	yes	DCMR Regulations Rule 5-E2203 Graduation Academic Requirements 2203.6	
Federated States of Micronesia	no		
Florida	yes	Sections 1003.438; 1003.4282, Florida Statutes; Rule 6A-1.09963, Florida Administrative Code	Section 1003.438 Florida Statutes, was repealed in 2014. Students who began ninth grade before the 2014-15 school year and whose IEP designated that they would work toward a special diploma may continue to work toward a special diploma should they choose to do so. Section 1003.4282, Florida Statutes, now contains high school diploma and certificate of completion requirements for all students, including students with significant cognitive disabilities. These are further defined and described in Rule 6A-1.09963, Florida Administrative Code.
Georgia	yes	Georgia State Board Rule: 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years	
Guam	no		Students with disabilities graduate with a regular high school diploma.
Hawaii	yes	Chapter 60 of Title 8, Hawaii Administrative Rules 8-60-37(e)(2). Also if under 22 years of age, a student is still eligible for special education services. Once a student reaches the age of 22, he/she is not eligible for services per recent 9th Circuit Court Decision. Hawaii Revised Statutes Section 302A-1134(c), also known as Act 163 (SLH 2010).	

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
Idaho	no		The Idaho Administrative Procedures Act (IDAPA) 08.02.03 109 07 specifies that a modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities.
Illinois	yes	105 ILCS 5/14-16	
Indiana	yes	IC 20-35-4-11	
Iowa	no		
Kansas	no		
Kentucky	yes	Students who complete the 12th grade state assessment may receive an alternative high school diploma and exit school. However they remain entitled to special education until age 21 even if they have some other type of certificate that is NOT a standard high school diploma or better.	
Louisiana	yes	Bulletin 1706 Section 905 1. (a-f)	The minimum age for graduation with a regular high school diploma is 16.
Maine	no		
Maryland	yes	Code of Maryland Regulations (COMAR) 13A.03.02.09E	
Massachusetts	yes	<a href="http://www.doe.mass.edu/boe/news/112602coa.html">http://www.doe.mass.edu/boe/news/112602coa.html</a>	
Michigan	yes	no state statute/regulation/policy--locally determined. These would count as other completers, not graduates. The legislation clearly stipulates that a diploma shall not be awarded unless the pupil successfully completes all of the credit requirements in MCL 380.1278a and 380.1278b. This does not	

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
		prevent districts from issuing alternative certificates such as a GED or certificate of completion for students who do not meet all of the requirements of the MMC. A certificate of completion, however, has no legal standing as a substitute for a diploma. For students with a disability, only a diploma ends the entitlement to a Free and Appropriate Public Education (FAPE).	
Minnesota	no		Minnesota Statute §125A.04
Mississippi	yes	§ 37-16-11. Special diploma or certificate of completion for students with disabilities; alternate diploma for students with significant cognitive disabilities.	Alternate diploma applies to incoming 9th graders in 2018-2019
Missouri	yes	Graduation Requirements for Students in Missouri Public Schools POLICY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES UNDER IDEA	
Montana	no		
Nebraska	yes	Nebraska State Statute 79-729; 79-770	
Nevada	yes		
New Hampshire	yes	Chapter Ed 1100 Standards for the Education of Children with Disabilities and Chapter Ed 300 Administration Of Minimum Standards In Public Schools	
New Jersey	no		
New Mexico	yes	6.29.1.9 (K)(13)(i) of the New Mexico Administrative Code.	The certificate does not end a student's right to FAPE
New York	yes	8 CRR-NY 100.6	<a href="http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</a>

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
North Carolina	yes	16 NCAC 06d .0503	Students who have exited, but haven't received a high school diploma are allowed to re-enroll through age 21.
North Dakota	no		
Northern Marianas	no		
Ohio	yes	The IEP team may decide that a student with a disability will meet graduation requirements solely by meeting the goals on the student's IEP, as permitted by section ORC §3313.61(A)(1).	There is NOT a different diploma, certificate of completion, or any other non-diploma document, but Ohio Revised Code permits student to receive a regular diploma meeting alternative requirements.
Oklahoma	no		
Oregon	yes	OAR 581-022-2015; OAR 581-022-2010; OAR 581-022-2020	Student may complete requirements in less than four years, but must attend at least three years and have parent/guardian or adult student consent.
Pennsylvania	yes	Students who exit programs with other than a high school diploma may return to school to receive an educational program to the age of 21. If students to not meet the graduation requirements by age 21 they exit as Reached Max Age.	GED
Puerto Rico	yes	Sec. 300.305(e)2,3	
Republic of Palau	yes	It's stated in the Palau Public High School Handbook (pg. 16)	
Republic of the Marshall Islands	yes	Title 14, Ministry of Education, Chapter 12, Item 4 (14-12-4b) Promotion and Graduation: "To signify a student's completion of the secondary program, a "diploma" shall be awarded. Students who do not meet the required GPA for high school graduation but have completed all required secondary courses shall be awarded a "certificate of completion."	

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
Rhode Island	yes	3001.101 (a) General. A free appropriate public education must be available to all eligible children residing in the LEA, between the ages of 3 and 21, inclusive (until the child's twenty-first birthday or under child receives a regular high school diploma	
South Carolina	yes	Please see SC Code Regulation 59-39-100	
South Dakota	yes		
Tennessee	yes	State Board of Education Chapter 0520-01-03 Minimum Requirements for Approval of Public Schools (see page 18): <a href="http://tntel.tnsos.org/TEL-Dept_of_Ed-Legislation-0520-01-03.pdf">http://tntel.tnsos.org/TEL-Dept_of_Ed-Legislation-0520-01-03.pdf</a>	
Texas	yes	TAC 89.1070	Students who (1) received a high school diploma but did not meet the same standards for graduation as students without disabilities earn the same diploma as non-disabled students based on criteria aligned with the student's IEP. The State does not provide (2) an alternative degree not fully aligned with the State's academic standards.
Utah	yes	R277-705-4 Diplomas and Certificates of Completion	
Vermont	yes	Local policy.	
Virgin Islands	yes		the minimum age is 17
Virginia	yes	8VAC 20-81-100 FAPE A 2(a)	The student continues to be entitled to FAPE until graduating with a Standard or Advanced Studies diplomas or reaching the age of eligibility.
Washington	yes	RCW 28A.155.045 and RCW 28A.655.061	
West Virginia	yes	Policy 2510 Assuring the Quality of Education	This is currently an option referred to as a Modified Diploma in WV and will exist until 2020-2021 school year.

<b>High School Completion Certification</b>			
<b>State</b>	<b>Exit an ed. prog. by getting HS completion certif.</b>	<b>Exit Cert. statutory/regulatory policy citation</b>	<b>Exit Certificate Comment</b>
			The state defined Alternate Diploma will replace this option.
Wisconsin	yes	Wisconsin Statute 118.33, Wisconsin Statute 115.29(4), PI 5 Wisconsin Administrative Code	The minimum age at which a student may receive a high school completion certificate other than a regular high school diploma is age 17. For the exiting file, the age for a student receiving a certificate may be reported as age 16 because of the age calculated as of the most recent child count prior to exiting.
Wyoming	no		

<b>Minimum Graduation Age for Regular High School Diploma</b>		
<b>State</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Alabama	no	Alabama does not have an age limit for students that may receive a diploma. However, the answer limits our ability to provide complete information. While Alabama does not provide for a minimum age for graduation by law, the ability to acquire all needed credits, would nearly be impossible to be accomplished prior to a student's 10th grade year (age 16 or greater). Therefore, Alabama does not collect data for ages 14 and 15 for "Graduated with Regular High School Diploma" basis of exit".
Alaska	no	
American Samoa	yes	Age 17
Arizona	no	Arizona has no minimum age requirement for graduation.
Arkansas	no	
Bureau of Indian Education	no	BIE has LEAs with high schools in 20 States; our LEAs follow the statutory regulations that governed the State in which the school is located.
California	no	
Colorado	no	
Connecticut	no	
Delaware	no	
District of Columbia	no	
Federated States of Micronesia	no	

<b>Minimum Graduation Age for Regular High School Diploma</b>		
<b>State</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Florida	no	
Georgia	no	
Guam	no	Guam Education Board Policy #351.4 (11/27/00) states that graduates must have a minimum of 24 credits for a high school diploma from a Guam public high school.
Hawaii	no	
Idaho	no	
Illinois	no	
Indiana	no	
Iowa	no	
Kansas	no	
Kentucky	no	
Louisiana	yes	The minimum age for graduation with a regular high school diploma is 16.
Maine	no	
Maryland	no	
Massachusetts	no	
Michigan	no	

<b>Minimum Graduation Age for Regular High School Diploma</b>		
<b>State</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Minnesota	no	
Mississippi	yes	16
Missouri	no	
Montana	yes	14
Nebraska	no	
Nevada	no	
New Hampshire	no	
New Jersey	no	
New Mexico	no	NMSD 1978 22-13-1.1
New York	no	
North Carolina	no	
North Dakota	no	
Northern Marianas	no	
Ohio	no	
Oklahoma	no	We have minimum requirements that would make it difficult to graduate before the age of 16 but not legislation that states an age.

<b>Minimum Graduation Age for Regular High School Diploma</b>		
<b>State</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Oregon	no	With parent/guardian or adult student consent, an LEA may award a regular high school diploma to a student who has satisfied all the requirements (OAR 581-022-1130).
Pennsylvania	no	
Puerto Rico	no	
Republic of Palau	no	
Republic of the Marshall Islands	no	
Rhode Island	no	
South Carolina	no	
South Dakota	no	
Tennessee	no	
Texas	no	
Utah	no	
Vermont	yes	16
Virgin Islands	yes	the minimum age is 16
Virginia	no	

<b>Minimum Graduation Age for Regular High School Diploma</b>		
<b>State</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Washington	no	
West Virginia	no	However, regarding minimum dropout age, WV state law precludes students who are 14 to 16 years old from dropping out of school. Moreover, West Virginia Code was revised in 2012 to raise the dropout age to 17 with freshman cohort class entering high school in SY 2011-2012.
Wisconsin	no	
Wyoming	no	

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
Alabama	Districtwide		Districtwide		
Alaska	Entire state		Entire state		Alaska has the ability to use a districtwide catchment area if that is the preferred method.
American Samoa	Entire state		Other	American Samoa is a Unitary System we only report on SEA	
Arizona	Entire state		Districtwide		
Arkansas	Districtwide		Districtwide		
Bureau of Indian Education	Districtwide		Districtwide		
California	Entire state		Districtwide		
Colorado	Districtwide		Districtwide		
Connecticut	Entire state		Entire state		
Delaware	Entire state		Districtwide		
District of Columbia	Entire state		Entire state		
Federated States of Micronesia	Entire state		Entire state		Federated States of Micronesia has a unitary system therefore reporting

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
					of all exiting categories are the same for both SEA and LEAs.
Florida	Entire state		Districtwide		
Georgia	Entire state		Districtwide		
Guam	Other	Guam DOE is a unitary school system. It is both an SEA and LEA. Guam DOE also has the capacity of collecting data for students who have moved off-island and have enrolled in an off-island school.	Other	Guam DOE is a unitary school system. It is both an SEA and LEA.	
Hawaii	Entire state		Entire state		
Idaho	Districtwide		Districtwide		
Illinois	Entire state		Entire state		
Indiana	Entire state		Entire state		
Iowa	Entire state		Districtwide		
Kansas	Entire state		Other	Catchment areas may be individual districts or a group of districts under a	

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
				parent organization for which the individual districts are members, or state schools (school for the deaf / blind, etc.)	
Kentucky	Entire state		Districtwide		Kentucky has a statewide student level tracking system for public schools that allows us to track a student reported in an LEA as Moved, Known to Continue to determine if that student is still enrolled for the SEA level reporting.
Louisiana	Entire state		Entire state		
Maine	Entire state		Entire state		
Maryland	Districtwide		Districtwide		
Massachusetts	Districtwide		Districtwide		
Michigan	Entire state		Entire state		
Minnesota	Entire state		Entire state		
Mississippi	Districtwide		Districtwide		

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
Missouri	Districtwide		Districtwide		
Montana	Districtwide		Districtwide		
Nebraska	Entire state		Entire state		
Nevada	Districtwide		Districtwide		
New Hampshire	Entire state		Districtwide		
New Jersey	Districtwide		Districtwide		
New Mexico	Other	When reporting SEA the NMPED identifies Moved Known to be Continuing at a School level.	Other	When reporting LEA the NMPED identifies Moved Known to be Continuing at a School level.	
New York	Districtwide		Districtwide		
North Carolina	Entire state		Entire state		
North Dakota	Entire state		Entire state		
Northern Marianas	Entire state		Districtwide		
Ohio	Districtwide		Districtwide		
Oklahoma	Entire state		Entire state		In previous years, OSDE aggregated LEA reporting. We now have a statewide IDEA management system

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
					that is integrated with our State Student Information System and tracks entry and exit dates. We have developed a report using that system that uses the state as the catchment area.
Oregon	Districtwide		Districtwide		
Pennsylvania	Entire state		Entire state		
Puerto Rico	Entire state		Entire state		
Republic of Palau	Entire state		Entire state		
Republic of the Marshall Islands	Entire state		Entire state		
Rhode Island	Other	'Moved, Known to be Continuing' reporting category is for those students who moved out of state or who moved out of district and are known to be continuing.	Other	'Moved, Known to be Continuing' reporting category is those students who moved out of state or who moved out of district and are known to be continuing.	
South Carolina	Districtwide		Districtwide		

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
South Dakota	Districtwide		Districtwide		
Tennessee	Other	A student is defined as "Moved, Known to be Continuing" at the SEA and LEA level if the LEA has received a request for records from another education entity or notification that the student is enrolling in a homeschool, homeschool consortia, on-line education program, etc.	Other	A student is defined as "Moved, Known to be Continuing" at the SEA and LEA level if the LEA has received a request for records from another education entity or notification that the student is enrolling in a homeschool, homeschool consortia, on-line education program, etc. Documentation of the requests must be kept on file and available for auditing/monitoring.	
Texas	Other	Both the entire state and district wide student movements.	Other	Both the entire state and district wide student movements.	
Utah	Districtwide		Districtwide		
Vermont	Entire state		Districtwide		
Virgin Islands	Districtwide		Districtwide		

<b>Moved, Known to be Continuing</b>					
<b>State</b>	<b>Moved, Known to be Continuing SEA Level Counts</b>	<b>Moved, Known to be Continuing SEA Comments</b>	<b>Moved, Known to be Continuing LEA Level Counts</b>	<b>Moved, Known to be Continuing LEA Comments</b>	<b>Moved, Known to be Continuing Comments</b>
Virginia	Entire state		Districtwide		
Washington	Other	Washington’s count of “Moved, Known to be Continuing” indicates that the student has one of the following: (1) a confirmed transfer out of the enrolled school to attend another school within that district; or (2) a confirmed transfer out of the enrolled school and district to attend another school within the State of Washington; or (3) a confirmed transfer out of the enrolled school and district to attend a school in another state.	Other	Washington’s count of “Moved, Known to be Continuing” indicates that the student has one of the following: (1) a confirmed transfer out of the enrolled school to attend another school within that district; or (2) a confirmed transfer out of the enrolled school and district to attend another school within the State of Washington; or (3) a confirmed transfer out of the enrolled school and district to attend a school in another state.	
West Virginia	Entire state		Districtwide		
Wisconsin	Entire state		Entire state		
Wyoming	Entire state		Districtwide		