

# **IDEA PART B EXITING FOR SCHOOL YEAR 2018-2019**

OSEP Data Documentation

November 2020

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## 1.0 Introduction

### 1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use State/entity 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/entity 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/entities and local districts.

Section 618 of IDEA requires that each State/entity 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/Entity 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 2018-2019 data to *EDFacts* no later than November 6, 2019. 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 prior to the data being published. Finalized data were extracted from the *EDFacts* system after 11:59pm ET on May 27, 2020. 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 2018-19 metadata to *EMAPS* no later than February 20, 2019 and finalized metadata by no later than January 15, 2020.

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

- Does your state use the required reference period of July 1 to June 30 to report exiting data for IDEA?
- What is the maximum age at which a student with disabilities (IDEA) can receive special education services?

- Maximum 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?
- If yes, please provide the statutory/regulatory/policy citation(s) in your state.
- 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?
- Please provide Other area catchment information - SEA
- 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?
- Please provide Other area catchment information - LEA
- Moved, known to be continuing comment

Please see Appendix B for the specific responses submitted by each State/entity as of January 15, 2020.

## 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/entities 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/entity requirements for the regular high school diploma; and (3) obtained within the time period for which the State/entity 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/entity 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/entities 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 identified data quality concerns and suppressed Part B Exiting data for the following States/entities:

- Louisiana: Data were suppressed across all categories in Children with Disabilities (IDEA) Exiting Special Education (FS009), due to data quality concerns.

### 3.3 Data Notes

States/entities have the option to provide addition information to OSEP related to the data quality issues or 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

<b>Variable Name</b>	<b>Type</b>
Age 16	Number of students age 16 who exited special education
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 *EDFacts 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/entity requirements for the regular high school diploma; and (3) obtained within the time period for which the State/entity 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/entity 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/entities 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/entity-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 2018-2019 IDEA Part B Exiting Data File is safe for public release under FERPA.

**Appendix A**

**Date of the Last State/entity Level Submission**

<b>State/entity</b>	<b>File 009</b>
ALABAMA	1/15/2020
ALASKA	10/24/2019
AMERICAN SAMOA	1/13/2020
ARIZONA	10/23/2019
ARKANSAS	10/9/2019
BUREAU OF INDIAN EDUCATION	4/1/2020
CALIFORNIA	10/7/2019
COLORADO	1/15/2020
CONNECTICUT	11/4/2019
DELAWARE	11/5/2019
DISTRICT OF COLUMBIA	1/16/2020
FEDERATED STATES OF MICRONESIA	11/4/2019
FLORIDA	10/31/2019
GEORGIA	10/24/2019
GUAM	10/21/2019
HAWAII	1/14/2020
IDAHO	11/5/2019
ILLINOIS	4/28/2020
INDIANA	10/31/2019
IOWA	1/10/2020
KANSAS	1/21/2020
KENTUCKY	5/7/2020
LOUISIANA	11/4/2019
MAINE	5/27/2020
MARYLAND	11/5/2019
MASSACHUSETTS	10/17/2019
MICHIGAN	10/16/2019
MINNESOTA	5/26/2020
MISSISSIPPI	10/23/2019
MISSOURI	11/1/2019
MONTANA	10/23/2019
NEBRASKA	11/6/2019
NEVADA	11/4/2019
NEW HAMPSHIRE	1/15/2020
NEW JERSEY	10/11/2019
NEW MEXICO	10/31/2019
NEW YORK	3/10/2020
NORTH CAROLINA	10/16/2019
NORTH DAKOTA	1/13/2020
NORTHERN MARIANAS	10/15/2019
OHIO	10/9/2019

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<b>State/entity</b>	<b>File 009</b>
OKLAHOMA	11/5/2019
OREGON	10/30/2019
PENNSYLVANIA	10/31/2019
PUERTO RICO	11/4/2019
REPUBLIC OF PALAU	10/18/2019
REPUBLIC OF THE MARSHALL ISLANDS	11/1/2019
RHODE ISLAND	1/13/2020
SOUTH CAROLINA	10/30/2019
SOUTH DAKOTA	11/4/2019
TENNESSEE	1/15/2020
TEXAS	3/20/2020
UTAH	10/28/2019
VERMONT	11/5/2019
VIRGIN ISLANDS	11/5/2019
VIRGINIA	10/21/2019
WASHINGTON	1/14/2020
WEST VIRGINIA	10/28/2019
WISCONSIN	2/21/2020
WYOMING	10/14/2019

- Data not submitted

**Appendix B**

**State/entity Survey Responses**

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

<b>Maximum Age</b>			
<b>State/entity</b>	<b>Ref. Period July 1 - June 30</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Alabama	yes	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	yes	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	yes	21	
Arizona	yes	22	Per Arizona Revised Statute 15-764(A)(1)
Arkansas	yes	21	
Bureau of Indian Education	yes	21	
California	yes	22	
Colorado	yes	21	
Connecticut	yes	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-olds as Reached Max Age.
Delaware	yes	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
Federated States of Micronesia	yes	21	
Florida	yes	22	
Georgia	yes	22	Through age 21.

<b>Maximum Age</b>			
<b>State/entity</b>	<b>Ref. Period July 1 - June 30</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Guam	yes	21	
Hawaii	yes	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	yes	21	
Illinois	yes	21	
Indiana	yes	22	Student must not turn 22 years before the beginning of the school year. Students who turn age 22 during a school year may finish that school year.
Iowa	yes	21	May be approved through 24 by director of special education.
Kansas	yes	21	
Kentucky	yes	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	yes	21	If a student turns 22 after the first day of school, they can complete that school year.
Maine	yes	20	A student can receive special education services while age 20, however, if a 19-year-old student, at the time of the October child count, turns 20 during the school year (after the October child count), the student will be ineligible for services the following year and will be marked as reached maximum age at the close of the school year. Therefore, reached maximum age is a permissible value for 19-year-olds on relevant <i>EDFacts</i> reports.
Maryland	yes	21	Services provided the entire school year the student turns 21.
Massachusetts	yes	21	
Michigan	yes	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. Students who are in the department of corrections are entitled to receive special education programs and services until the age of 21.
Minnesota	yes	21	
Mississippi	yes	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

<b>Maximum Age</b>			
<b>State/entity</b>	<b>Ref. Period July 1 - June 30</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
			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	yes	21	
Montana	yes	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	yes	21	
Nevada	yes	21	
New Hampshire	yes	20	
New Jersey	yes	21	
New Mexico	yes	22	Section 22-8-2(M)(3), NMSD 1978
New York	yes	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	yes	22	Students who turn 22 during the school year may remain in services.
North Dakota	yes	21	
Northern Marianas	yes	21	
Ohio	yes	21	
Oklahoma	yes	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	yes	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	yes	21	
Puerto Rico	yes	21	
Republic of Palau	yes	21	

<b>Maximum Age</b>			
<b>State/entity</b>	<b>Ref. Period July 1 - June 30</b>	<b>Maximum Age</b>	<b>Max age Comment</b>
Republic of the Marshall Islands	yes	21	
Rhode Island	yes	21	Students can continue to receive special education services up until the students 21st birth date.
South Carolina	yes	21	Please see State Board of Education Regulation 43-243.
South Dakota	yes	21	
Tennessee	yes	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	yes	21	Can extend beyond 21 if student begins school year at age 21 and subsequently turns 22 before end of school year.
Utah	yes	22	
Vermont	yes	22	
Virgin Islands	yes	21	
Virginia	yes	22	
Washington	yes	21	If turns 21 after August 31 eligible for remainder of school year.
West Virginia	yes	21	
Wisconsin	yes	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	yes	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>State-defined Alternate Diploma</b>			
<b>State/entity</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 LEA's with high schools in 20 states. Our LEA's follow the statutory regulations that govern the State in which the school is located.
California	no		
Colorado	no		
Connecticut	no		
Delaware	no		
Federated States of Micronesia	no		
Florida	no		
Georgia	no		
Guam	no		
Hawaii	no		
Idaho	no		
Illinois	no		
Indiana	no		
Iowa	no		
Kansas	no		
Kentucky	no		
Louisiana	yes	Bulletin 741 §2320. Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1).	
Maine	no		
Maryland	no		
Massachusetts	no		
Michigan	no		

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Minnesota	no		
Mississippi	no		
Missouri	no		
Montana	no		
Nebraska	no		
Nevada	yes	Nevada Revised Statutes (NRS) 390.600.4(b)	
New Hampshire	no		
New Jersey	no		
New Mexico	no		
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/stateboardofeducation/documents/policies/2000/2.103%20High%20School%20Policy%201-26-18.pdf">https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/2000/2.103%20High%20School%20Policy%201-26-18.pdf</a>	
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 assessment and complete the requirements of the Applied Studies Diploma. Virginia is considering adjusting to the requirements for the Applied Studies Diploma in order to include this diploma in the FGI calculation; however, the Applied Studies Diploma will not be included in the FGI at this time.
Washington	no		
West Virginia	no		WV currently has a Modified diploma and not an Alternate diploma. Beginning with the 9th grade cohort that entered in the 2017-2018 school year, West Virginia will be prepared to offer an alternate diploma under ESSA section 8101(23) and (25). The state-defined alternate diploma must be standards-based, be aligned with State requirements for the regular high school diploma, and be obtained within the time period for which the State ensures the availability of a free appropriate public education (FAPE).
Wisconsin	no		
Wyoming	no		

<b>Exit Certificate</b>			
<b>State/entity</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	

<b>Exit Certificate</b>			
<b>State/entity</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>
		Certificate of Completion cannot not count as a standard high school diploma (Sec. 10-221 & 10-221a)	
Delaware	yes	Authority: 14 Del.C. §152 (d)	This Diploma of Alternate Achievement Standards is not in alignment with ESSA to be counted in the graduation rate.
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	

<b>Exit Certificate</b>			
<b>State/entity</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>
		Revised Statutes Section 302A-1134(c), also known as Act 163 (SLH 2010).	
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	

<b>Exit Certificate</b>			
<b>State/entity</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>
		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. 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	Nevada Revised Statutes (NRS) 390.600.4(a)	
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/CDOScredentialememo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredentialememo-613.htm</a>

<b>Exit Certificate</b>			
<b>State/entity</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 students 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 do 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>Exit Certificate</b>			
<b>State/entity</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		
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 diploma 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. The state defined Alternate Diploma will replace this option.

<b>Exit Certificate</b>			
<b>State/entity</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>
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	yes	Last year this was incorrectly reported. Students can exit with a certificate of completion.	

<b>Minimum Age for Graduation</b>		
<b>State/entity</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	
California	no	
Colorado	no	
Connecticut	no	

<b>Minimum Age for Graduation</b>		
<b>State/entity</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Delaware	no	
Federated States of Micronesia	no	
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	
Minnesota	no	
Mississippi	yes	16
Missouri	no	
Montana	yes	14
Nebraska	no	
Nevada	no	
New Hampshire	no	
New Jersey	no	

<b>Minimum Age for Graduation</b>		
<b>State/entity</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
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.
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	
Washington	no	
West Virginia	no	
Wisconsin	no	

<b>Minimum Age for Graduation</b>		
<b>State/entity</b>	<b>Is there a min. age for graduation w/reg. HS dipl.</b>	<b>Minimum age comment</b>
Wyoming	no	

<b>Moved, Known to be Continuing</b>					
<b>State/entity</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		
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		
Federated States of Micronesia	Entire state		Entire state		
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	Other	Guam DOE is a unitary school system. It is both an SEA and LEA.	

<b>Moved, Known to be Continuing</b>					
<b>State/entity</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>
		and have enrolled in an off-island school.			
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 parent organization for which the individual districts are members, or state schools (school for the deaf / blind, etc.)	
Kentucky	Entire state		Districtwide		
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		
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	Other	When reporting LEA the NMPED	

<b>Moved, Known to be Continuing</b>					
<b>State/entity</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>
		identifies Moved Known to be Continuing at a School level.		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		
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		
South Dakota	Districtwide		Districtwide		
Tennessee	Other		Other		
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/entity</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		