

Part B Exiting Data Notes

2017-18 Reporting Year

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

Arizona

- The State provided the following response to a large Year to Year change: Increase in exiters reported as “Transferred to Regular Education” can be attributed to Specially Designed Instruction (SDI) in regular education settings; more file reviews being done by SEA monitoring team; increase in student attendance at online charter schools; and parents choosing to withdraw students and alternatively switch to 504 accommodations.

Arkansas

- The State provided the following response to a large Year to Year change: The issuance of a certificate is a local decision.

California

- Students who are age 16 by the end of the school year, will have their Federal age in December as 15.

Connecticut

- The State provided the following responses to large Year to Year changes:

- The reduction in the number of students exiting in 2017-18 because they reached the maximum age for services is due to a smaller cohort of students remaining enrolled thru age 21 in this particular year and an increase in the number of students exiting with a standard HS Diploma.
- The increase in the transfers to regular education is a result of the large increases in the early childhood population that CT has seen over the last 6 years. As we increase the early intervention opportunities, we are seeing an increase in the number of students exiting back to general education after only 2-3 years of services.

Florida

- The State provided the following response to a large Year to Year change: Florida’s special diploma (certificate) was eliminated from statute. Students who began 9th grade in 2014-15 or later were required to work toward a standard (regular) diploma. Students who began grade 9 in 2013-14 or earlier could continue to work toward a special diploma or switch to a standard diploma. 2017-18 was the first year in which the entire cohort worked toward a standard diploma. This accounts for the significant drop in certificates and contributes to the large increase in the graduation with a regular diploma rate.

- Significant efforts have been made to increase the inclusion of students with disabilities in the general education environment including the use of data-based early warning systems to determine which students are at risk of not graduating and providing interventions to those students so they do graduate and increased use of evidence-based practices, including but not limited to Universal Design for Learning, Positive Behavior Support, Strategic Instructions Model, and Check and Connected mentoring programs.

Idaho

- The State provided the following responses to large Year to Year changes:

- Student demographic exit and special education exit are collected through separate files. During the 2017-18 school year, Idaho mapped demographic exit and special education program exit so that all students who exited the district using a code that denoted dropout also used for calculating dropout in ED Facts FS 032. This includes “Completed - Adapted Requirements.” Idaho has one diploma any certificate provided must be available to all students.
- Student demographic exit and special education exit are collected through separate files. During the 2017-18 school year, Idaho mapped and added business rules validating the special education program exit against the demographic exit. As a result, there was an increase in the amount of information collected showing an overall increase in the number of students exiting special education including “Graduated” and “Moved Known to Continue.”

Illinois

- The State provided the following responses to large Year to Year changes:

- Prior to 2017-18, The Illinois Student Information System (SIS) allowed LEAs to indicate an Aged-Out exiting code for students at ages 14-18. In the 2018-19 school year, an edit check was added to SIS that disallows LEAs to submit an Aged-Out exit code if the student is 14-18.
- Prior to 2017-18, the data was self-reported by the LEAs through a system designed for IDEA students only and that data are not comparable to the Illinois Student Information System (SIS). To improve the data quality and align with the state accountability system, starting school year 2017-18, Illinois started using SIS to report the Exiting data, and this accounts for the year-to-year differences.

Indiana

- The State provided the following response to a large Year to Year change: Indiana has taken significant action in improving the data quality of the “Transferred to regular education” indicator, including validations in its statewide data system in the last two years. Indiana has seen a large number of students transferring to home school during the high school years, which is reflected in this number.

Massachusetts

- Due to Massachusetts accepting non-binary as a gender selection/categories that report, gender may have different counts.

Michigan

- Michigan does not have a minimum age limit for graduation.

- The Exiting table for SY 2017-18 indicates Michigan had students age out of special education. Michigan serves students birth to 26 in special education except for the Department of Corrections, which serves students with disabilities until age 21. The data indicates students who aged out because they reached the age of 21 and were in the Department of Corrections.

Missouri

- The State provided the following response to a large Year to Year change: Beginning with the 2017-18 reporting, Missouri reported students who received regular diplomas but who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by

meeting IEP goals in the Received Certificate category rather than the Graduated category. This accounts for the large increase in the Received Certificate category from the prior year.

Montana

- The State provided the following response to a large Year to Year change: Montana did not report any students for SY 2017-18 in the category of "Received a Certificate," because that category is not appropriate for the state. In the last few years, data was reported there based on a misunderstanding of the definition by a previous employee. Montana's SSS-IDEA Survey for 2017-18 reflected that it would not be using that category. The increase in students reported in the "Moved, known to be continuing" category can be attributed to an increase in 3 of our larger high school districts that have highly mobile populations. The increase in "Transferred to Regular Education" can be attributed to small increases in all LEAs throughout the state.

New York

- The State provided the following response to a large Year to Year change: NYC did not report any declassified students in 2017-18 at the time of reporting. There appear to have been a few historical corrections, but it is still grossly under-reported.

Ohio

- The State provided the following response to a large Year to Year change: The increase in students with disabilities graduating with a regular high school diploma as well as the decrease in students with disabilities receiving a certificate are due to additional graduation pathways made available to all students in the classes of 2018 and 2019 to earn an Ohio high school diploma. To assist with transition to more rigorous graduation requirements, state legislation provides additional graduation options for all students in the classes of 2018 and 2019 who do not meet one of the three established graduation pathways: (1) end of course state tests; (2) workforce readiness test and an industry-recognized credential; or (3) college and career readiness tests (ACT or SAT). All students who graduate through these additional options in 2018 or 2019 earn a regular Ohio high school diploma.

Oklahoma

- The State provided the following responses to large Year to Year changes:

- Regarding exiting reason "Dropped Out:" In SY 2016-17, "Homeschooled" was coded as a drop out due to Oklahoma statute. With the updated federal guidance dictating that homeschool exits should be coded as "Transferred to regular education," Oklahoma experienced a large decrease in the count of "Dropped Out."
- Regarding exiting reason "Moved, known to be continuing:" SY 2016-17 Exiting Data were incorrect. The majority of the count of "Moved, known to be continuing" was inadvertently added to and included in "Transferred to regular education. A large year to year difference would be found in "Transferred to /regular education" due to a redefinition of the catchment area from district to state level.
- Regarding exiting reason "Transferred to regular education:" As mentioned previously, the count for "Transferred to regular education" for SY 2016-17 is incorrect. However, the corrected data would still indicate a large year to year increase of +191/31.6%. This can be explained by the recategorization of "Homeschool" exits from "Dropped Out" to "Transferred to regular education," per the updated federal guidance.

Puerto Rico

- The State provided the following response to a large Year to Year change: During 2017-18, PRDE experienced a significant increase in the number of students within the category “moved, known to be continuing” due in large part to the impact of two significant hurricanes hitting Puerto Rico back-to-back (Hurricanes Irma and María) during September 2017.

In the aftermath of Hurricane Maria, a large number of PRDE public schools served as shelters for families and individuals. Additionally, several schools were closed and unable to serve these key roles for their communities following the hurricanes due to the significant levels of damages to their structure. By November 7, 2017, PRDE had been able to re-open approximately half of the schools that existed at the start of the 2017-18 school year. A total of approximately 20 schools that existed at the start of the 2017-18 school year never re-opened due to severe damages sustained as a result of the hurricanes. As a result of the hurricanes, significant numbers of families, including students, left Puerto Rico either temporarily or permanently. As such, the 2017-18 data for the number of students who fell within the category “Moved, known to be continuing” increased dramatically as compared to the prior year.

Rhode Island

- The State provided the following response to a large Year to Year change: Rhode Island has increased pathway flexibility enabling more students to remain enrolled in secondary education and a GED program without dropping out of school thereby decreasing the number of drop-outs.

South Carolina

- South Carolina has verified and confirmed with the LEAs that there were in fact two 15 year old students with a disability that graduated with a high school diploma.

Vermont

- We are in the middle of full implementation of our Statewide Longitudinal Data System (SLDS). With so much change happening, the field is struggling to meet their data reporting requirements to us here at the SEA.

As such, we are assisting the field with every resource we have available so as to help them complete their data reporting process so that they can successfully provide their data to us, and we can then in turn, compile and report at a State and Federal level.

Once the SLDS is fully implemented in the next 6 months, we anticipate much cleaner, more timely, and accurate data to be reported to us with far lower burden on the field going forward. As it is our plan to also adopt and implement Generate over the next 12-24 months, we anticipate a significantly more seamless reporting process in the long run.

West Virginia

- The State provided the following responses to large Year to Year changes:

- Concerning the Y2Y comparison “Dropped out:” Over the last several years dropout rates among West Virginia students have declined. In fact, the dropout rate among students with disabilities has dropped enough to now be lower than the rate for the all group which in part has impacted the dropout rate among all students. While there are many contributing factors, we believe work with our State Systemic Improvement Plan (WV GRADUATION 20/20) is impacting the dropout rate. WV GRADUATION 20/20 was established to assist in building capacity to increase the high school completion rate for ALL students with special emphasis on students with disabilities and those of low socio-economic status. WV GRADUATION 20/20 uses evidence-based practices to address issues that have negatively impacted school completion. With goals that included:

- Increase number of students who graduate with a regular diploma.
 - Decrease number of students who drop out.
 - Concerning Y2Y comparison “Moved, known to be continuing:” WV’s population continues to decline, and schools are recognizing the impact. Students/families are also very transient and often leave the school systems/state without notification or returning. This may be a driving force to the increase in the number of students who have no data for schools to report. In addition, a recent report from our state superintendent, says that enrollment has also suffered due to students being withdrawn from public schools to attend private or home schools.
- Beginning with the 9th grade cohort that entered in the 2017-18 school year, West Virginia will be prepared to offer an alternate diploma under the Every Student Succeeds Act (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

- The State provided the following response to a large Year to Year change: Wisconsin is pleased to see the decrease in the number of students who dropped out as the state has increased efforts related to reducing drop-out rates for students with Individualized Education Programs (IEPs). The number of students who continue to receive free appropriate public education (FAPE) until maximum age does vary from year to year.

Wyoming

- The collection mechanism/method for discipline data changed during SY 2016-17; therefore, the data are in a transition period. Business rules are being implemented for the SY 2018-19 and further fluctuations are expected. Wyoming anticipates these changes will improve data quality as well as accuracy.