

IDEA PART B EXITING FOR SCHOOL YEAR 2014–2015

OSEP Data Documentation

December 2016

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1.0 Introduction

2.0 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.

3.0 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 and local districts.

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 the ESS can be found in the *EDFacts* Series - *EDFacts* Special Education/IDEA, 2011-12 Study in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=196&searchTerm=EDFacts&searchType=Exact>). 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 (<http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact>). This data documentation deals only with the Part B Exiting data collection and file.

4.0 OSEP Part B Exiting Data

5.0 State Data

States 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 were required to submit SY 2014-2015 data to *EDFacts* no later than November 4, 2015. 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 8pm ET on June 6, 2016. Please see Appendix A for the specific date each State/entity submitted these data.

6.0 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.”

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))

7.0 Data Quality

8.0 Data Quality Checks

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

8.1.1 Timeliness

OSEP identifies a Section 618 data submission as **timely** if the State 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.

8.1.2 Completeness

OSEP identifies a Section 618 data submission as **complete** if the State 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 match the information in metadata sources such as the EMAPS State Supplemental Survey-IDEA and the EMAPS Assessment Metadata Survey.

8.1.3 Accuracy

OSEP identifies a Section 618 data submission as **accurate** if the State 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 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 ED*Facts* Business Rules Guide and the EMAPS user guides on www.ed.gov/edfacts.

8.1.4 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 from year to year. If large changes are identified, OSEP requests that the State 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 provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection.

9.0 State Survey Responses

Some States provide different ages for exiting. Appendix B provides a table identifying how States classify this information as it is appropriate for this data collection.

10.0 Suppression

OSEP identified data quality concerns and suppressed Exiting data for the following States/entities:

- AS: Children with Disabilities (IDEA) Exiting Special Education for some gender categories was suppressed from the public file due to minor data quality concerns.
- IL: Children with Disabilities (IDEA) Exiting Special Education for all categories was suppressed from the public file due to significant data quality concerns.

11.0 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.

12.0 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
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

Variable Name	Type
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
Limited English Proficiency	Number of Limited English Proficiency students ages 14 through 21 who exited special education
Non-limited English Proficiency	Number of Non-Limited English Proficiency students ages 14 through 21 who exited special education

13.0 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 section 4.2 of the *EDFacts* Workbook.

Which students should not be reported?

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

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

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 section 4.5 of 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 LEP status?

Students who meet the definition of limited English proficient (LEP) students in section 4.3 of the *EDFacts* Workbook as of the date of exit should be reported as LEP. Students who do not meet that definition as of the date of exit should be reported as non-LEP.

14.0 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 principal 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 assesses 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 LEP 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 LEP 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.

It was determined by the DRB Exiting data file was safe for public release under FERPA with the privacy protections (noted above) applied.

15.0 Appendix A

Date of the Last State Level Submission

State	File 009
ALABAMA	11/2/2015
ALASKA	10/16/2015
AMERICAN SAMOA	11/16/2015
ARIZONA	10/29/2015
ARKANSAS	10/23/2015
BUREAU OF INDIAN AFFAIRS	10/23/2015
CALIFORNIA	11/3/2015
COLORADO	10/27/2015
CONNECTICUT	10/30/2015
DELAWARE	2/24/2016
DISTRICT OF COLUMBIA	11/4/2015
FEDERATED STATES OF MICRONESIA	9/10/2015
FLORIDA	10/20/2015
GEORGIA	10/22/2015
GUAM	10/21/2015
HAWAII	10/29/2015
IDAHO	11/4/2015
ILLINOIS	11/2/2015
INDIANA	11/3/2015
IOWA	10/21/2015
KANSAS	10/27/2015
KENTUCKY	11/3/2015
LOUISIANA	10/14/2015
MAINE	1/5/2016
MARYLAND	11/2/2015
MASSACHUSETTS	10/30/2015
MICHIGAN	11/3/2015
MINNESOTA	11/3/2015
MISSISSIPPI	10/19/2015
MISSOURI	11/2/2015
MONTANA	10/23/2015
NEBRASKA	11/4/2015
NEVADA	10/27/2015
NEW HAMPSHIRE	10/26/2015
NEW JERSEY	10/2/2015
NEW MEXICO	11/4/2015
NEW YORK	10/26/2015

IDEA Part B Exiting SY 2014-2015

NORTH CAROLINA	10/26/2015
NORTH DAKOTA	10/5/2015
NORTHERN MARIANAS	10/29/2015
OHIO	7/15/2016
OKLAHOMA	10/20/2015
OREGON	10/29/2015
PENNSYLVANIA	11/4/2015
PUERTO RICO	11/4/2015
REPUBLIC OF PALAU	10/12/2015
REPUBLIC OF THE MARSHALL ISLANDS	11/3/2015
RHODE ISLAND	10/28/2015
SOUTH CAROLINA	11/3/2015
SOUTH DAKOTA	11/5/2015
TENNESSEE	10/28/2015
TEXAS	10/30/2015
UTAH	7/8/2016
VERMONT	10/2/2015
VIRGIN ISLANDS	10/29/2015
VIRGINIA	10/6/2015
WASHINGTON	2/25/2016
WEST VIRGINIA	10/12/2015
WISCONSIN	5/26/2016
WYOMING	10/19/2015

- Data not submitted

16.0 Appendix B

State Survey Responses

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
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.	yes	Graduation Certificate (students with disabilities only) – Alabama Administrative Code Rule 290-3-1
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 students 22nd birthday occurs during the school year.	yes	Any student in Alaska can exit with a certificate of achievement or attendance Sec 14.03.075 2Bd
American Samoa	21		yes	
Arizona	22	Per Arizona Revised Statute 15-764(A)(1)	no	N/A
Arkansas	21		yes	Rules Governing Standards for Accreditation of Arkansas Public School and School Districts. Section 14.04 Special Education.
Bureau of Indian Affairs	21		yes	25 CFR 36.24(g)

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
California	22		yes	
Colorado	21		yes	ECEA 2.08; CDE/ESLU Fast Facts re: graduation and diplomas at http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/ff-diplomas.pdf
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 olds as Reached Max Age.	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 standard high school diploma (Sec. 10-221 & 10-221a)
Delaware	21		yes	Authority: 14 Del.C. §311
District of Columbia	22		yes	DCMR Regulations Rule 5-E2203 Graduation Academic Requirements 2203.6
Federated States of Micronesia	21		no	
Florida	22		yes	1003.438, Florida Statutes; 1003.4282, Florida Statutes; Rule 6A-1.09963, Florida Administrative Code
Georgia	22	Through age 21.	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	21		no	

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
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.	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).
Idaho	21		no	
Illinois	21		yes	105 ILCS 5/14-16
Indiana	22		yes	IC 20-35-4-11
Iowa	21	May be approved through 24 by director of special education.	no	
Kansas	21		no	
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.	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	21		yes	Bulletin 1706 Section 905 1. (a-f)

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
Maine	20		no	
Maryland	21	Services provided the entire school year the student turns 21.	yes	Code of Maryland Regulations (COMAR) 13A.03.02.09E
Massachusetts	21		yes	http://www.doe.mass.edu/boe/news/112602coa.html
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."	yes	no state statute/regulation/policy--locally determined. These would count as other completers, not graduates
Minnesota	21		no	Minnesota Statute section 125A.04
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.	yes	§ 37-16-11. Special diploma or certificate of completion for students with disabilities; occupational diploma for students with disabilities.

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
Missouri	21		yes	Graduation Requirements for Students in Missouri Public Schools POLICY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES UNDER IDEA
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	yes	ARM 10.55.905 and ARM 10.55.906
Nebraska	21		yes	Nebraska State Statute 79-729; 79-770
Nevada	21		yes	
New Hampshire	20		yes	Ed1100
New Jersey	21		no	
New Mexico	22	Section 22-8-2(M)(3), NMSD 1978	yes	Subsection J of 6.29.1.9 of the New Mexico Administrative Code
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.	yes	8 CRR-NY 100.6

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
North Carolina	21	Students who turn 22 during the school year may remain in services.	yes	16 NCAC 06d .0503
North Dakota	21		no	
Northern Marianas	21		no	
Ohio	21		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).
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	no	
Oregon	21	A student with disabilities must be under 21 years on 9/1 (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.	yes	OAR 581-022-1133; OAR 581-022-1134; OAR 581-022-1135
Pennsylvania	21		no	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.
Puerto Rico	21		yes	Sec. 300.305(e)2,3

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
Republic of Palau	21		yes	It's stated in the Palau Public High School Handbook (pg. 16)
Republic of the Marshall Islands	21		yes	
Rhode Island	21	Students can continue to receive special education services up until the students 21st birth date.	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	21	Maximum age is determined by whether or not the child turns 21 on or before September 1st of each school year.	yes	State Board Regulation No.: 43-259
South Dakota	21		no	
Tennessee	22	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.	yes	State Board of Education High School Policy: http://www.tn.gov/sbe/Policies/2.103%20High%20School%20Policy.pdf State Board of Education High School Policy (Class of 2013): http://www.tn.gov/sbe/Policies/2.103_2009%20High%20School%20Policy.pdf
Texas	21	Can extend beyond 21 if student begins school year at age 21 and subsequently turns 22 before end of school year.	yes	TAC 89.1070
Utah	22		yes	R277-705-4 Diplomas and Certificates of Completion & R277-705-5. Students with Disabilities

State	Maximum Age	Max age Comment	Exit an ed. prog. by getting HS completion certif.	Exit Cert. statutory/regulatory policy citation
Vermont	22		yes	Local policy.
Virgin Islands	21		yes	
Virginia	22		yes	8VAC 20-81-100 FAPE A 2(a)
Washington	21	If turns 21 after August 31 eligible for remainder of school year.	yes	RCW 28A.155.045
West Virginia	21		yes	Policy 2510 Assuring the Quality of Education
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.	yes	Wisconsin Statute 118.33, Wisconsin Statute 115.29(4), PI 5 Wisconsin Administrative Code
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). If a student turns 21 during the school year the student may complete the current school year.	yes	Students can graduate with a certificate of completion. It is up to local school boards to establish this policy.

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
Alabama	The receipt of a graduation certificate is applicable for students prior to the 2013-2014 graduation cohort. As the State transitions out this option, a decrease in numbers is expected.	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".	Student exiting data, including those who move out of state or to another district, are tracked through the student electronic data management system. A student has only one record within the electronic system and all transfers are electronically monitored; therefore, student exiting data are tracked at the state and district level, but no duplicate reporting occurs.
Alaska			
American Samoa		Age 17	
Arizona	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.	Arizona has no minimum age requirement for graduation.	
Arkansas	Link to PDF: http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_282_standards_0709_current.pdf		
Bureau of Indian Affairs			

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
California			
Colorado			
Connecticut			
Delaware		16	
District of Columbia			
Federated States of Micronesia			
Florida	<p>The statute allowing a special diploma, s. 1003.438, F.S., was repealed in 2014, effective July 1, 2015. Students who began ninth grade before the 2014-15 school year 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 disabilities. These are further defined and described in Rule 6A-1.09963, Florida Administrative Code.</p>		
Georgia			
Guam	<p>Students with disabilities graduate with a regular high school diploma.</p>	<p>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.</p>	<p>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.</p>
Hawaii			

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana	The minimum age for graduation with a regular high school diploma is 16.	The minimum age for graduation with a regular high school diploma is 16.	
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi		16	
Missouri			
Montana	14	14	
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico		NMSD 1978 22-13-1.1	When reporting SEA the NMPED identifies Moved Known to be Continuing at a School level.
New York	http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm		
North Carolina	Students who have exited, but haven't received a high school diploma are allowed to re-enroll through age 21.		

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
North Dakota			
Northern Marianas			
Ohio	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	We have minimum requirements that would make it difficult to graduate before the age of 16 but not legislation that states an age.	We have minimum requirements that would make it difficult to graduate before the age of 16 but not legislation that states an age.	
Oregon	While there is no minimum age at which a student can earn a regular high school diploma in Oregon, the minimum age at which a student can earn an alternate certificate is 16 (15 on the child count prior to exit).	While there is no minimum age at which a student can earn a regular high school diploma in Oregon, the minimum age at which a student can earn an alternate certificate is 16 (15 on the child count prior to exit).	
Pennsylvania			
Puerto Rico			
Republic of Palau			
Republic of the Marshall Islands			
Rhode Island			'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.
South Carolina			
South Dakota			
Tennessee			A student is defined as "Moved,

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
			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			Both the entire state and district wide student movements.
Utah			
Vermont		16	
Virgin Islands	the minimum age is 17	the minimum age is 16	
Virginia	The student continues to be entitled to FAPE until graduating with a Standard or Advanced Studies diplomas or reaching the age of eligibility.		
Washington			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

State	Exit Certificate Comment	Minimum age comment	Moved, Known to be Continuing SEA Comments
			confirmed transfer out of the enrolled school and district to attend a school in another state.
West Virginia		However, regarding minimum dropout age, WV state law precludes students who are 14 and 15 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	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			

State	Minimum age comment	Moved, Known to be Continuing LEA Comments
Alabama	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".	Student exiting data, including those who move out of state or to another district, are tracked through the student electronic data management system. A student has only one record within the electronic system and all transfers are electronically monitored; therefore, student exiting data are tracked at the state and district level, but no duplicate reporting occurs.
Alaska		
American Samoa	Age 17	American Samoa is a Unitary System we only report on SEA
Arizona	Arizona has no minimum age requirement for graduation.	
Arkansas		
Bureau of Indian Affairs		
California		
Colorado		
Connecticut		
Delaware	16	
District of Columbia		
Federated States of Micronesia		
Florida		
Georgia		
Guam	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.	Guam DOE is a unitary school system. It is both an SEA and LEA.
Hawaii		
Idaho		
Illinois		

State	Minimum age comment	Moved, Known to be Continuing LEA Comments
Indiana		
Iowa		
Kansas		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		
Louisiana	The minimum age for graduation with a regular high school diploma is 16.	
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi	16	
Missouri		
Montana	14	
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico	NMSD 1978 22-13-1.1	When reporting LEA the NMPED identifies Moved Known to be Continuing at a School level.
New York		
North Carolina		
North Dakota		
Northern Marianas		
Ohio		
Oklahoma	We have minimum requirements that would make it difficult to graduate before the age of 16 but not legislation that states an age.	
Oregon	While there is no minimum age at which a student can earn a regular high school diploma in Oregon, the minimum age at which a student can	

State	Minimum age comment	Moved, Known to be Continuing LEA Comments
	earn an alternate certificate is 16 (15 on the child count prior to exit).	
Pennsylvania		
Puerto Rico		
Republic of Palau		
Republic of the Marshall Islands		
Rhode Island		'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		
South Dakota		
Tennessee		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		Both the entire state and district wide student movements.
Utah		
Vermont	16	
Virgin Islands	the minimum age is 16	
Virginia		
Washington		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	However, regarding minimum	

State	Minimum age comment	Moved, Known to be Continuing LEA Comments
	dropout age, WV state law precludes students who are 14 and 15 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		
Wyoming		