

# Part B Exiting Data Notes

## 2013-14 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.

### Alabama

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The decrease in the numbers for Basis of Exit as Dropped Out can be attributed to the improved implementation of dropout prevention programs. In addition, due to the dissolution of the Alabama High School Graduation Exam (AHSGE) as an exiting requirement, students have chosen to stay in school.

The increase in the numbers and percentages for Basis of Exit as Graduated with a Regular High School Diploma and the decrease in the numbers and percentages for Basis of Exit as Received a Certificate, can be attributed to the implementation of multiple diploma pathways leading to the receipt of one diploma.

The increase in the numbers for Basis of Exit as Moved, Known to be Continuing can be attributed to the districts' ability to better monitor the location of students as they transfer in/transfer out of the district via the statewide database.

The state is not able to identify a clear reason for the year to year change in the number for Basis of Exit as Transferred to Regular Education.

### Alaska

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The 2013-14 Exiting data collection showed an increase in the number of students with disabilities who dropped out. The special education drop out count from 2012-13 was especially low. The 2013-14 counts have returned to more typical counts and the increase occurred over many LEAs.

### Colorado

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Because Colorado's number of exit with certificate historically has been in the range of 80 to 90, last year's count (60) might have been rather an outlier. This year's count of 92 seems to be within our normal range. Another reason for this increase is that, given the fewer graduates in 2013-2014, more seniors seemed to have stayed in school and received a certificate upon reaching maximum age without earning a diploma. The increase can also be attributed to our trend of increasingly more difficult competency-based standards that students with special needs have a hard time meeting before receiving a diploma.

## **Indiana**

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The number of students “Moved Known to be Continuing in Education Programs (not necessarily special education programs) decreased from 2012-13 (950) to 2013-14 (739) by 211 students. This would indicate that students are continuing their special education program once they move to another corporation.

While the number of Indiana students who dropped out of school in 2012-13 decreased by 125 students, the number of students who remained in school until the age of 22 increased by 59 during 2013-14. This would indicate that students are staying in school longer.

## **Iowa**

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The number of students with an IEP exiting special education having reached maximum age increased from 45 during the 2012-13 school year to 67 during the 2013-14 school year. The State attributes these fluctuations to year to year changes in the data.

## **Kansas**

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Kansas had a proportional increase in the number of 21 year olds that graduated with diploma, which accounts for the proportional decrease in the number of 21 year olds that reached maximum age from FY2013 to FY2014

## **Louisiana**

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Increase in Students Graduating with a Diploma – Various programs were being implemented during this time to help students with disabilities achieve proficiency.

## **Maryland**

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The increase in the numbers and percentages for Basis of Exit as Graduated with a Regular High School Diploma and the decrease in the numbers and percentages for Basis of Exit as Received a Certificate, can be attributed to the implementation of multiple diploma pathways leading to the receipt of one diploma.

The increase in the numbers for Basis of Exit as Moved, Known to be Continuing can be attributed to the districts’ ability to better monitor the location of students as they transfer in/transfer out of the district via the statewide database.

The state is not able to identify a clear reason for the year to year change in the number for Basis of Exit as Transferred to Regular Education.

## **Michigan**

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Michigan has had a decrease in students participating in special education. Many students are moving to different districts or out of State. Less students are dropping out of school and receiving a certificate of completion.

## **Micronesia**

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One major factor in the increase in FSM's dropped outs in 2013-2014 from 2012-2013 is a result of families of students with disabilities consistently changing their residency to different islands and not reenrolling their children in their new community schools. This makes it difficult to track the students. In addition, because FSM's compulsory education is from 1st grade to 8th grade or until 14 years old, several students decided not to attend school anymore.

## **Nebraska**

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In 2013-2014 an increase in validity checks of LEA data provided more accurate reporting of children 1) Moved, known to be continuing and 2) Transferred to regular education.

## **Utah**

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Utah reported an increase in the number of students with disabilities exiting due to "reached maximum age" from the 2012-2013 school year to the 2013-2014 school year. This increase is the result of increased technical assistance provided to Utah LEAs by the USOE regarding appropriate use of exit codes. Prior to 2013-2014, some students were reported by LEAs as receiving a certificate when the student was no longer eligible for services due to age. The USOE clarified that although students may participate in graduation type ceremonies and receive documents during those ceremonies, if the reason the student leaves services is because s/he has reached the maximum age, then the appropriate code must be used.