

# **IDEA PART B EXITING FOR SCHOOL YEAR 2012-2013**

OSEP Data Documentation

January 2015

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## 1.0 Introduction

### 1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use state level data files on IDEA Part B Exiting from OSEP. The accompanying data file provides state level data 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

The Office of Special Education Programs (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 the Individuals with Disabilities Education Act (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., EDEN Submission System or the EDFacts Metadata and Process System). Information related to the Section 618 data collected via the EDEN Submission System 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 the EDEN Submission System (ESS) 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 Part B Exiting data collection and file.

## 2.0 OSEP Part B Exiting Data

### 2.1 State Data

States are required to report the exiting data under Title 1, Part A, Subsection 618 of the *Individuals with Disabilities Education Act* (IDEA).

Part B Exiting Data come 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 EMAPS by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States are required to submit data to EDFacts no later than November 6, 2013. OSEP reviews the data for quality issues and provides feedback to states/entities. States or entities are given chances to address the data quality issues prior to the data being published. Finalized data was pulled from the EDFacts system on June 5, 2014. Please see Appendix A for the specific date each state/ entity submitted these data.

### 2.2 Definitions

*American Indian or Alaska Native* - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. (Does not include persons of Hispanic/Latino ethnicity.)

*Asian* - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Does not include persons of Hispanic/Latino ethnicity.)

*Autism*—This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational

performance is adversely affected primarily because the child has an emotional disturbance.

*Black or African American* - A person having origins in any of the Black racial groups of Africa. (Does not include persons of Hispanic/Latino ethnicity.)

*Deaf-blindness*—This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

*Developmental delay*—A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Note: A state may only use this disability category for children with disabilities (IDEA) ages 3 through 9.

*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.

*Emotional disturbance*—This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes

schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.

*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."

*Hearing impairment* - This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

*Hispanic/Latino* - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.

*Intellectual disability* - This refers to significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

*LEP students* – In coordination with the State's definition based on Title 9 of ESEA, Limited English Proficient students are students:

(A) who are aged 3 through 21;

(B) who are enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (Who is i or ii or iii)

(i) who were not born in the United States or whose native languages are languages other than English;

(ii) (Who is I and II)

(I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and

- (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
  - (iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who is denied i or ii or iii*)
- (i) the ability to meet the State's proficient level of achievement on State assessments described in § 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

*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.

*Multiple disabilities* - This refers to concomitant impairments (e.g., intellectual disability-blindness, intellectual disability -orthopedic impairments, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

*Native Hawaiian or Other Pacific Islander* - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (Does not include persons of Hispanic/Latino ethnicity.)

*Orthopedic impairment* - This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

*Other health impairment* - This refers to having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

*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).

*Specific learning disability* - This refers to a disability in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

*Speech or language impairment* - This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

*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))

*Traumatic brain injury* - This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

*Two or more races* - A person having origins in two or more of the five race categories listed immediately above. (Does not include persons of Hispanic/Latino ethnicity.)

*Visual impairment* - This refers to a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

*White* - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (Does not include persons of Hispanic/Latino ethnicity.)

### **3.0 Data Quality**

The Office of Special Education Programs (OSEP) reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of the Individuals with Disabilities Education Act (IDEA). 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., EDEN Submission System (ESS) or EDFacts Metadata and Process System (EMAPS)) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in the month of 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.

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- The first Wednesday in the month 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 the month of May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

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.

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 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 Guide and the EMAPS user guides on [www.ed.gov/edfacts](http://www.ed.gov/edfacts)

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 make sure 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.

In rare occasions, some data may need to be suppressed in the public release file due to data quality issues.

### 3.1 Data Notes

States or 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 this Word document when evaluating any state or entity data.

### 3.2 State Survey Responses

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

## 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 EDFact Data Warehouse (EDW).

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

<b>Variable Name</b>	<b>Type</b>
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 children with disabilities age 14
Age 15	Number of children with disabilities age 15
Age 16	Number of children with disabilities age 16
Age 17	Number of children with disabilities age 17
Age 18	Number of children with disabilities age 18
Age 19	Number of children with disabilities age 19
Age 20	Number of children with disabilities age 20
Age 21	Number of children with disabilities age 21

Variable Name	Type
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
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

## 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 section 4.2 of the *EDFacts Workbook*.

### Which students are not reported?

Students with disabilities (IDEA) who were parentally-place 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 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.

## **5.1 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 the Individuals with Disabilities Education Act (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 (entity) level is typically sufficient to protect privacy, except in those circumstances where (1) there are only 1 or 2 students in a reported demographic (i.e., race); 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 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.

OSEP will apply the following additional privacy protections:

1. If any demographic groups (i.e., discrete age, race, gender, or LEP status) has only 1 or 2 individuals for an entity, suppress all information for that demographic group in the entity.
2. If only 1 demographic groups is suppressed, suppress all information for the next smallest (non-zero) demographic group as well.

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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 re-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 category 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” or “diploma” categories are only suppressed for 1 disability category, also suppress the “certificate” or “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.

**Appendix A**

**Date of the Last State Level Submission**

<b>State</b>	<b>File 009</b>
ALABAMA	11/20/2013
ALASKA	09/24/2013
AMERICAN SAMOA	11/05/2013
ARIZONA	11/2/2013
ARKANSAS	11/01/2013
BUREAU OF INDIAN AFFAIRS	-
CALIFORNIA	03/03/2014
COLORADO	10/28/2013
CONNECTICUT	11/05/2013
DELAWARE	03/28/2014
DISTRICT OF COLUMBIA	11/06/2013
FEDERATED STATES OF MICRONESIA	12/08/2013
FLORIDA	11/05/2013
GEORGIA	10/02/2013
GUAM	11/04/2013
HAWAII	11/07/2013
IDAHO	11/06/2013
ILLINOIS	05/01/2014
INDIANA	10/31/2013
IOWA	11/12/2013
KANSAS	10/23/2013
KENTUCKY	01/14/2014
LOUISIANA	11/04/2013
MAINE	11/01/2013
MARYLAND	10/31/2013
MASSACHUSETTS	10/30/2013
MICHIGAN	12/04/2013
MINNESOTA	10/22/2013
MISSISSIPPI	10/30/2013

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<b>State</b>	<b>File 009</b>
MISSOURI	11/05/2013
MONTANA	10/04/2013
NEBRASKA	09/06/2013
NEVADA	11/06/2013
NEW HAMPSHIRE	10/25/2013
NEW JERSEY	08/23/2013
NEW MEXICO	11/06/2013
NEW YORK	10/28/2013
NORTH CAROLINA	10/30/2013
NORTH DAKOTA	10/21/2013
NORTHERN MARIANAS	10/16/2013
OHIO	10/24/2013
OKLAHOMA	10/25/2013
OREGON	10/28/2013
PENNSYLVANIA	11/06/2013
PUERTO RICO	10/28/2013
REPUBLIC OF PALAU	10/24/2013
REPUBLIC OF THE MARSHALL ISLANDS	11/01/2013
RHODE ISLAND	11/05/2013
SOUTH CAROLINA	10/29/2013
SOUTH DAKOTA	01/15/2014
TENNESSEE	11/01/2013
TEXAS	03/17/2014
UTAH	11/06/2013
VERMONT	09/30/2013
VIRGIN ISLANDS	10/24/2013
VIRGINIA	10/22/2013
WASHINGTON	04/10/2014
WEST VIRGINIA	11/01/2013
WISCONSIN	05/28/2014
WYOMING	11/05/2013

- Data not submitted

**Appendix B**

**State Survey Responses**

<b>State</b>	<b>minimum age for graduation with a regular high school diploma</b>	<b>Minimum age</b>	<b>Maximum Age</b>	<b>Exit an Education program by receiving a high School completion certificate, modified diploma, or similar document</b>
Alabama	No		20	yes
Alaska	No		21	yes
American Samoa	Yes	17	21	yes
Arizona	No		22	no
Arkansas	No		21	yes
Bureau of Indian Affairs	No		26	yes
California	No		22	no
Colorado	No		21	yes
Connecticut	No		21	yes
Delaware	Yes	16	21	yes
District of Columbia	No		22	yes
Florida	No		22	yes
Georgia	No		22	yes
Guam	No		21	no
Hawaii	No		20	yes
Idaho	No		21	no
Illinois	No		21	yes
Indiana	No		22	yes
Iowa	No		21	no
Kansas	No		21	no
Kentucky	No		21	yes
Louisiana	Yes	16	22	yes

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<b>State</b>	<b>minimum age for graduation with a regular high school diploma</b>	<b>Minimum age</b>	<b>Maximum Age</b>	<b>Exit an Education program by receiving a high School completion certificate, modified diploma, or similar document</b>
Maine	No		20	yes
Marshall Islands	-	-	-	-
Maryland	No		21	yes
Massachusetts	No		21	yes
Michigan	No		26	yes
Micronesia	No		21	no
Minnesota	No		21	no
Mississippi	Yes	16	20	yes
Missouri	No		21	yes
Montana	Yes	14	21	no
Nebraska	No		21	yes
Nevada	No		21	yes
New Hampshire	No		20	no
New Jersey	No		21	no
New Mexico	No		22	yes
New York	No		20	yes
North Carolina	No		21	yes
North Dakota	No		21	no
Northern Marianas	No		21	no
Ohio	No		21	yes
Oklahoma	No		22	no
Oregon	No		21	yes
Palau	No		21	yes
Pennsylvania	No		21	yes
Puerto Rico	No		21	yes

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<b>State</b>	<b>minimum age for graduation with a regular high school diploma</b>	<b>Minimum age</b>	<b>Maximum Age</b>	<b>Exit an Education program by receiving a high School completion certificate, modified diploma, or similar document</b>
Rhode Island	No		21	yes
South Carolina	No		21	yes
South Dakota	Yes	14	21	no
Tennessee	No		22	yes
Texas	No		21	yes
Utah	No		22	yes
Vermont	Yes	16	22	yes
Virgin Islands	Yes	16	21	yes
Virginia	No		22	yes
Washington	No		21	no
West Virginia	No		21	yes
Wisconsin	No		21	yes
Wyoming	No		21	yes