

PART B EXITING DATA NOTES

2012-13 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.

Alaska

Alaska attributes the increase in certificate recipients in 2012-13 primarily to a change in reporting practice in one of the largest districts in the state. This district offers a post-secondary school program for adult students needing additional transitional supports after completing their required core credits at their neighborhood school. For the students who enter this program, beginning in 2012-13, the district began reporting their certificates in the year the certificates were issued rather than in the year the student completed or departed from the post-secondary program.

Arkansas

In 2012/13 fewer students were dismissed from special education and transferred to regular education fulltime. While the exact reason is unclear, it could be linked to the falling child count Arkansas experienced for the previous five years. Most Arkansas districts have an extensive RtI program thus reducing the number of referrals and placement into special education.

Colorado

Dropped out

Administrative Units continue to engage in dropout prevention programs and offering alternative options for students to earn credits and complete their diploma, such as online programs.

Moved, known to be continuing

Administrative Units (AUs) continue to strive to meet the needs of the students and families within their boundaries. Fewer transfers out of districts may reflect a greater satisfaction with the school district. Additionally, as the State's economy continues to stabilize there may be less mobility among the population possibly due to fewer families moving to secure employment opportunities outside their districts/AUs as compared to the previous year.

Reached maximum age

Fewer students with disabilities continued in programs to reach maximum age. This reflects efforts on the part of Administrative Units to either graduate students with a regular diploma or complete special

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education programs prior to reaching maximum age. Many Administrative Units offer alternative options for students to earn credits and complete their diploma, such as online programs.

Received a certificate

Many Administrative Units offer alternative options for students to earn credits and complete their diploma, such as online programs.

Transferred to regular education

As Administrative Units continue to implement RTI, a continuum of supports and improve their identification processes, fewer students with disabilities are staffed out to regular education. To ensure that students receive all the needed support to be successful, there may be efforts to err on the side of caution when considering moving students back to general education, i.e., thus fewer students were transferred to general education.

Connecticut

Connecticut's decrease in students exiting special education as a result of reaching maximum age (RMA) is due to ongoing training on accurately reporting student exit types. Specifically, training has been provided to LEAs on correctly reporting students who remain enrolled for post-secondary transition services and exit at age 21 with a standard high school diploma. In the past, Connecticut has found that students who met all academic requirements for and received a standard high school diploma at age 21 were inaccurately reported as having reached maximum age.

Florida

Transferred to regular education

Florida's data system used to include information about students who had been dismissed from any exceptional program and the state would submit only those who were dismissed from all programs for the exit report. In 2011-12, Florida edited their system and asked districts only to submit an exit date for those students exiting all exceptional education programs. One very large district mistakenly submitted data for students exiting any exceptional program (example: a student is identified as both learning disabled and having speech impairment and subsequently dismissed from the speech program.) This error was not repeated in 2012-13, thus, the large year-to-year change.

Maine

Drop out by exit reason: The SEA attributes the year to year change to improved reporting of the 3 categories that equate to dropout: Dropped Out, Status Unknown, and Moved, Not Known to be Continuing. Reporting practices have been affected by the State's implementation of LEA data coaches and other initiatives to improve data quality.

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Michigan

Michigan has been working with local districts to implement a multi-tiered system of supports that enables more students with disabilities to transfer to general education. These supports are benefitting students academically and are resulting in more students who are able to leave special education.

Micronesia

Dropped out

“One major factor in the increase in FSM’s Dropped out in 2012-2013 is a result of families of students with disabilities consistently changing their residency to different islands and not reenrolling them in their new community school. This makes it difficult to track the students. In addition, because compulsory school age is only 14 in the FSM, several students decided not to attend school anymore.”

Graduated with regular high school diploma

“In 2011-2012, FSM has more senior enrollment than 2012-2013. As a result more students graduated with diploma in 2011-2012.”

Reached maximum age

“The increase in the reached maximum age for 2012-2013 is a result of 6 students retained their 12th grade to complete their high school requirements.”

Transferred to regular education

“As FSM continues to provide training that supports the collaboration of general and special education teachers, more students were transferred to regular education in 2011-2012 than in 2012-2013. FSM is working to determine the root cause of the 50% reduction in the number transferred to regular education. The variation may be due to enrollment patterns.”

Nebraska

Nebraska’s general education drop-out rate decreased from 1.5% to 1.0% and the special education population experienced a corresponding decrease.

Nevada

Nevada has an adjusted diploma option for students with disabilities who do not satisfy the requirements to earn a regular high school diploma. In 2012-2013, more students with disabilities opted to earn an adjusted diploma than during 2011-2012.

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North Dakota

The significant changes reported in the data between FFY 2011 -12 and FFY 2012 – 13 were/are due in part to the oil boom currently going on within the state. The influx of individuals or migrant population moving to the state for employment and bringing along their school aged children is reflected in the data through the increases year to year. On the other side of that there is a large percentage of the migrant population that may leave within a relative short time due to personal circumstances which also affect the actual year to year percentages of the individuals that do remain constant in ND.

Puerto Rico

The state attributed the difference in numbers of graduates to the implementation of a relationship between the student information system and the information system of special education (MiPE) students. This process allows that if the student leaves school and the reason for discharge is equal to an exit code in Special Ed, the student is inactivated in the "MiPE". The state attributed the increase in the number of students who exit special Ed to new edit checks, validations and automated processes conducted by the state.

South Carolina

Heretofore, a certificate in South Carolina was earned when a student completed the required coursework necessary for a state high school diploma yet failed to complete one or more sections of the exit exam. The state has been encouraging local educational agencies (LEAs) to decrease dropout rates and ensure that students with disabilities work toward a high school diploma. The inference the state would make is that the increase reflects the hard work undertaken by the state and LEAs to ensure more students stay in school and either graduate or earn a certificate.

As an update, in Spring 2014, the South Carolina General Assembly enacted legislation removing the requirement of passing the exit exam to earn a high school diploma. As a result, the state expects higher numbers and percentages of students (including those with disabilities) graduating with a state high school diploma in the future.

Tennessee

Tennessee saw an increase in the number of students with disabilities assigned the exit reason of "dropped out." We suspect this is because the state has included two new exit categories to the drop out calculation that were previously excluded. Categories of "transfer to another school in same system with no subsequent enrollment" and "transfer to another school in state with no subsequent enrollment" were not previously viewed as drop out categories, but now have been recognized as such, thus increasing the count of students listed as exiting with the "dropped out" exit reason.

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Washington

Our State continues to coordinate internally with the refinement of our data collection system. This has allowed district staff to track students more efficiently as they moved between districts. This technical assistance has also helped special education staff partner with their district staff submitting this data to the State, resulting in an increased tracking and accuracy of student level data.