

SPED Student Exiting Data

Authorization: P.L. 108-446, Sections 618 (a)(1)(A)(iv) and 618(a)(3); 34 CFR §§ 300.640, 300.641(b) through 300.641(d), 300.644, 300.645

General Instructions

The Arizona Department of Education (ADE) will populate the Exit Report with data extracted from the Arizona Education Data Standards (AzEDS). Specifically, this Exit Report will be populated with the last known special education exit reason code for each student and report aggregately for each school within each public education agency (PEA).

Only students who were in special education at the beginning of the reporting school year (first two weeks) but were not in special education at the end of the reporting year will be included.

Each PEA is responsible for verifying the accuracy of the exit data provided for each school within the PEA. If the data is incorrect, it is the PEA's responsibility to make the applicable corrections in its student information system (SIS) and upload to AzEDS. Any revisions to AzEDS data must be completed by the Year-End Recalculation due date. Please refer to the [Monthly Payment and AzEDS Processing Schedule](#) to review the timeline specific to Year-End Recalculation. Otherwise, any AzEDS corrections submitted after this date will be subject to the Data Correction Process.

Using AzEDS extraction, ADE will provide a list of students with disabilities reported under IDEA, Part B who exited special education, by school in the current reporting year.

Data will provide student's age, basis of exit, disability category, race/ethnicity, gender, English Learner (EL) status, and if student is tuitioned-out.

The age of a student should reflect his/her age in years on October 1, not at the time of exit. To calculate a student's age for this report, use the October 1 count date PRIOR to the student's exit. For example, for the July–June reporting period, a student who exits prior to October 1 of the current reporting year, would have his/her age calculated as of October 1 of the prior reporting year, and a student who exits on or after October 1 of the current reporting year, would have his/her age calculated as of October 1 of the current reporting year.

The reporting year is July 1 - June 30 of the current reporting year.

Exit Categories

Based on data extracted from AzEDS, ADE will report an unduplicated count of students with disabilities ages 14–21, by age, disability, race/ethnicity, gender, and EL status who were in special education at the start of the reporting year, but were not in special education at the end of the reporting year.

Transferred to regular education. The total number of students who were served in special education at the start of the reporting year, but at some point, during the reporting year, returned to regular education as a result of having met the objectives of their IEPs (students must be re-evaluated and determined no longer eligible for special education) or as a result of parental revocation of consent under 34 CFR §

300.300(b)(4). These are students who no longer have an IEP and are receiving all their educational services from a regular education program.

Graduated with regular high school diploma. The total number of students who exited an educational program through receipt of a high school diploma. These are students who met the same standards for graduation as those 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 general educational development credential (GED).”

When an IEP team exempts a student with a disability from certain graduation requirements, the method of receiving a diploma is not identical between students with and without disabilities because students without disabilities do not have the option of an IEP team exempting them from certain graduation requirements.

For instance, a student with disability should not be reported under this category:

- If the student received a regular high school diploma but did not meet the same standards for graduation as students without disabilities because he/she was allowed to complete fewer credits than a student without disabilities.
- If the student received a high school diploma based on the student meeting his/her IEP goals.
- If the student received a certificate of attendance.

Reached maximum age. The total number of students who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached maximum age and did not receive a high school diploma.

Died. The total number of students who died.

Moved, known to be continuing. The total number of students who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in another educational program. This includes counts of students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.

However, if this is NOT the last known exit for the student as they either continued in a SPED program through the end of the year or exited with a reportable exit code at another PEA, student will not be listed.

Dropped out. The total number of students who were enrolled at the start of the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other bases previously described. This row includes dropouts, runaways, GED recipients, expelled students, status unknown students, students who moved and are not known to be continuing in another educational program, and other exit reason from special education.

Race/Ethnicity by Basis of Exit

Federal regulations specifically address how data must be collected by schools and districts (see hyperlinks at the end of this section). Race and ethnicity reporting consists of two data elements that must be collected in order: ethnicity first, then race.

Ethnicity: consists of two categories, Hispanic / Latino and Non-Hispanic / Latino. All students must be reported as one of these two categories:

Hispanic / Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Non-Hispanic / Latino

All other persons.

Race: consists of six categories defined as follows:

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 has tribal affiliation or community attachment.

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.

Black or African American

A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Multi-Racial

A person having origins in two or more of the five race categories listed immediately above.

Federal Reporting: Race / ethnicity data will include a student in only one of the following seven categories. Note that students included in Hispanic / Latino will not be reported under any other category:

1. Hispanic / Latino of any race;
 - a. *For individuals who are non-Hispanic / Latino only:*
2. *American Indian or Alaskan Native;*
3. *Asian;*
4. *Black or African American;*
5. *Native Hawaiian or Other Pacific Islander;*
6. *White; or*
7. *Multi-Racial*

In October 2007, the *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education* was published in the Federal Register ([Vol. 72, No. 202](#)).

English Learner (EL) Status by Basis of Exit

ADE will extract from AzEDS for each school the total number of students ages 14–21 who exited special education by EL status.

EL status should reflect the student’s status as of the date of exit.

Tuitioned-Out Student Reporting

As the district of residence (DOR), it is the PEA’s responsibility to verify the exit data for tuitioned-out students within the “Tuitioned-Out School” included in the PEA’s School List. For purposes of this data collection, “tuitioned-out” refers to students who reside in your PEA and are tuitioned-out to one of the following:

- Approved private day school
- Approved private residential treatment center (RTC)
- Head start
- Arizona State School for the Deaf and the Blind (ASDB) Co-operatives and students identified as Fee-for-Service (this does not include ASDB campuses)
- Another PEA