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| **LEA Name:** |  | | |
| **Date:** | |  |
| **Date Updated:** | |  |

## Essential Elements

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| Data Collection Name:[[1]](#footnote-2) Reference the name the collection is known by in the LEA. For accuracy of communication throughout the LEA, reference each data collection by only one name. |
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| Exiting Data Definitions/Descriptions |
| **Graduated:** Number of youth with individualized education programs (IEPs) graduating from high school with a regular 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. 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 Education Development or General Education Diploma (GED).  **Graduated with alternate diploma:** State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), which states that it must be (1) standards-based, (2) aligned with the state requirements for the regular high school diploma; and (3) obtained within the time period for which the state ensures the availability of a free appropriate public education under Section 612(a)(1) of the *Individuals with Disabilities Education Act* (IDEA).  Only students with the most significant cognitive disabilities whom the LEA assessed using the alternate assessment aligned to alternate academic achievement standards under Section 1111(b)(2)(D) are eligible for the state-defined alternate diploma.  **Dropped out:** Percent of youth with individualized education programs (IEPs) dropping out of high school. 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. These students include 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, students whose status is 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, the LEA may report these students as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, the LEA should report GED recipients as dropped out.   **Received a certificate:** Percent of youth with individualized education programs (IEPs) receiving 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, as 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).   **Reached maximum age:** Youth with individualized education programs (IEPs) who exit upon reaching maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.  **Moved, known to be continuing:** Youth with individualized education programs (IEPs) who moved out of the LEA 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 operate as separate districts, excluding normal matriculation.  **Transferred to regular education:** Youth with individualized education programs (IEPs) who transferred to regular education. The LEA served these students in special education at the start of the reporting period, but at some point during that 12-month period, the students 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 LEA would report the student in this category. |
| Data Staff:[[2]](#footnote-3) Provide titles and names, contact information, department, and any notes for persons responsible for collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education coordinator/case manager, special education data manager, district data manager). |
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| Data Collection Elements and Levels: These are the data collection elements and levels at which the LEA collects and submits data to the SEA. |
| * Student demographics (race/ethnicity, gender, disability, age, and English learner status) * By basis of exiting * By exiters during the covered period (July 1 through June 30) who began the year in special education * Student and aggregate levels * LEA level (based on the boundaries of the counting entity) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| LEA Submission Schedule: Provide a list of dates when the data collection period opens, when data are due to the LEA from the school, and when the LEA pulls data after the collection closes. |
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# Processes

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| Collection: Provide detailed information about how the LEA pulls data from the database, how schools submit data to the LEA, etc., including the titles of persons responsible. |
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| Data Validation:[[3]](#footnote-4) Describe the data cleaning processes the LEA uses to prepare these data for submission. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off and timelines). |
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| Submission:[[4]](#footnote-5) Describe the process for generating and submitting the data to the SEA. |
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| Responding to State Request for Information About Discrepancies in Data: Describe how the LEA responds to the SEA’s requests for information about inconsistent or incomplete data submissions. Identify the position of the lead contact for handling this request and describe how the request is communicated to the school level. Include information regarding the timeline for responding. |
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| Data Analysis:[[5]](#footnote-6) Describe the process for data analysis. |
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| Data Use: Record any strategies and procedures for the LEA or schools to use Exiting data (e.g., for professional development, student supports, systems improvement). Describe how the LEA engages with the schools to help them utilize data for school improvement. |
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| Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements. |
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| **Blank Heading:** Use this row for additional topics. Create new heading rows as needed. |
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1. **Data Collection Name:** This template is customizable and users should update it to reflect the language used within the state. Local education agencies may be referred to as LEAs, districts, etc. [↑](#footnote-ref-2)
2. **Data Staff:** When reviewing processes and procedures for Exiting data collection and submission, include all departments associated with this collection. This often includes data and special education personnel. [↑](#footnote-ref-3)
3. **Data Validation:**

   * Confirm that each exiting student was enrolled in special education at the beginning of the reporting period, that the student was not enrolled in special education at the end of the reporting period (in any school in the LEA), that the data capture the basis (reason) of exiting special education, and that the student’s demographic data (disability, age, race, gender, grade, English learner status) are correct.
   * Confirm that all expected exiting records are submitted. (Review against students counted as receiving services during the previous reporting period.)
   * Review and correct students reported as exiting more than once.
   * Address records to explain unusual or impossible basis for exiting (e.g., “dropped out” at age 14, “graduated” at age 14–16, “reached maximum age” before age 21).
   * Verify and correct, if necessary, the LEA total, as it may not equal the sum total of the schools’ exiters. For example, a student exiting special education by moving from one school may still be enrolled in special education in a receiving school (elsewhere in the LEA) and, therefore, not be reported as exiting special education on the LEA report.
   * Clarify (and disseminate) LEA business rules in concert with SEA requirements (data elements) regarding
     + regular high school diploma;
     + certificate;
     + GED; and
     + reached maximum age.

   [↑](#footnote-ref-4)
4. **Submission:** Describe where and how the LEA stores or accesses a copy of the submitted Exiting file(s) for future reference. [↑](#footnote-ref-5)
5. Data Analysis: Review data year to year, looking for patterns districtwide and within schools, outliers,and information about whether targets are met or not met. [↑](#footnote-ref-6)