



INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

It's 2021! What Do States Need to Know About IDEA Exiting Data?

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IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data





Presenters

Richelle Davis, U.S. Department of Education, Office of Special Education Programs

Erin Lomax, IDEA Data Center

Audrey Rudick, IDEA Data Center

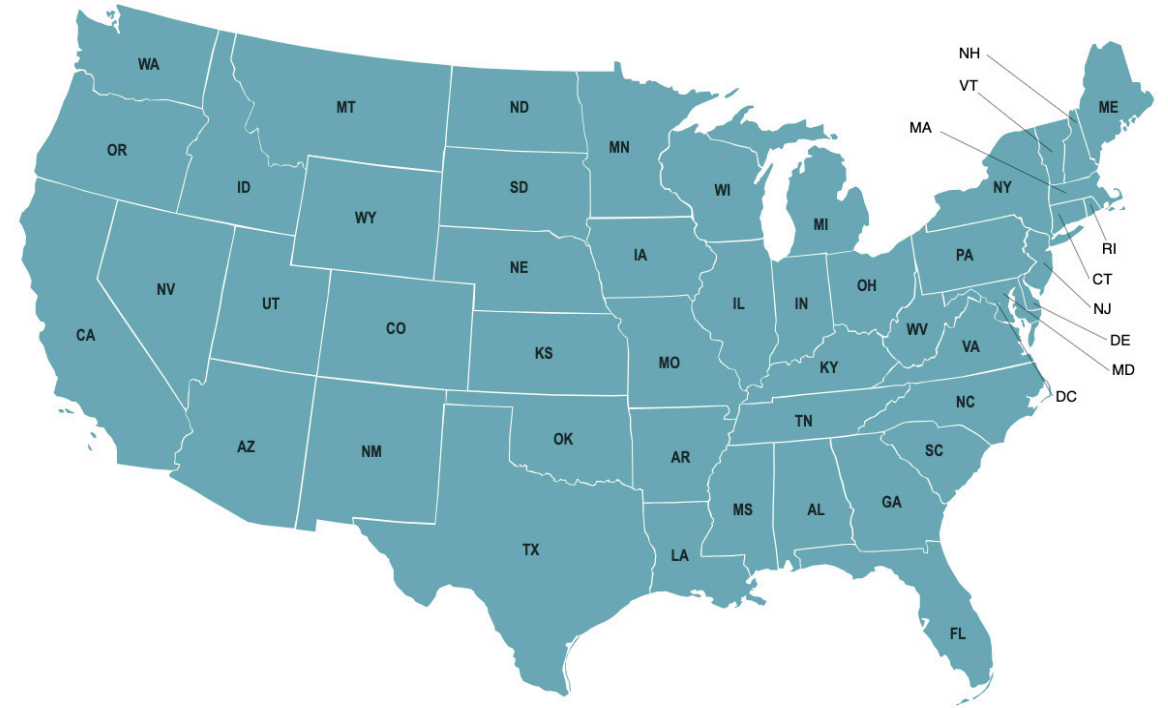
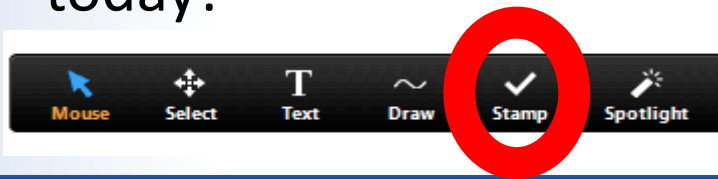


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Who Is With Us Today?

- Click “View Options” at the top of your screen and choose “Annotate.”
- Choose a stamp (a check mark or a heart) and click on the map to show us where you are joining from today!



Agenda

- Provide an overview of IDEA Exiting data, including multiple exits, catchment areas, and reaching maximum age
- Discuss using Exiting data in calculations for Part B State Performance Plan/Annual Performance Report (SPP/APR) Indicators B1 and B2

IDEA 618 Exiting Reporting



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The Basics

States collect IDEA Part B Exiting data using *EDFacts* File Specification FS009: Children with Disabilities (IDEA) Exiting Special Education

Definition:

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period, and were not in special education at the end of the reporting period

The Basics (cont.)

- *EDFacts* File Specification (FS)009
- SEA- and LEA-level files
- Required reporting categories
 - Basis of exit
 - Age (Exiting)
 - Disability category
 - Race/ethnicity (aka Racial ethnic)
 - Sex
 - English learner status
- Four category sets, six subtotals, and education unit total(s)

The Basics (cont.)

- Students ages 14 through 21
- Student age on the date of the most recent IDEA child count prior to exiting special education

The Basics (cont.)

From 2.5 Guidance section in the SY2019–20 file spec:

Which students should states report 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 the *EDFacts Workbook*.

Which students should states not report?

Do not include students with disabilities (IDEA) who were parentally-placed in private schools.

“...at the start of the reporting period”

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were *in special education* at the start of the reporting period, and were *not in special education* at the end of the reporting period.

How does your state define “in special education at the start of the reporting period”?

We consider the start to be July 1	Had an active IEP in place in our state on 7/1	July 1st
July 1	July 1 or the beginning of our fiscal year	Active IEP, Consent for Placement signed on or before the beginning of the reporting period (7/1)
Active IEP		

“...at the start of the reporting period” (cont.)

Based on discussions we have had, we wanted to chat about which students states report in the file.

Catchment Area and LEA-Level Reporting



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
- Evidence that students are continuing in an educational program is needed
- This includes students in facilities operated as separate districts
 - Residential drug/alcohol rehabilitation centers
 - Correctional facilities
 - Charter schools

Catchment Area and LEA-Level Reporting (cont.)

- The IDEA State Supplemental Survey collects metadata about how states define the catchment area
 - When reporting counts under the *moved, known to be continuing* reporting category in the IDEA Exiting data, what is your state's catchment area for
 - SEA-level counts
 - LEA-level counts

Catchment Area and Reporting Level (cont.)

Reporting level	LEA catchment area	SEA catchment area
LEA reporting level	Report when MKC at each district exited	Do not report MKC if moving in state
SEA reporting level	Report code based on last district exited (MKC if the student moves districts once and makes no more exits after)	Report MKC if the student left the state

MKC = Moved, known to be continuing

Using Existing Data in SPP/APR Indicators B1 and B2



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Poll: How knowledgeable do you feel about the changes in the calculation of Indicators B1 and B2 from FFY 2019 to FFY 2020?

- Wait, what? There are changes?
 - 0 selected this response
- I know changes are coming, but I am not sure what they are
 - 2 Selected this response
- I know about the changes (I have read the new measurement table and reviewed the new Indicators B1 and B2.)
 - 10 selected this response
- I am an expert; I have a graduate degree specifically in calculating hundreds of different graduation rates
 - 0 selected this response

Changes in How States Use Exiting Data

- Exiting data affect the measurement of indicators in the SPP/APR
 - B1: Graduation Rate
 - B2: Dropout Rate
- The Exiting data on *alternate diplomas* is used differently in the FFY 2020 measurement
- **Question:** Does your state have an alternate diploma program?



Indicator 1: Graduation Rate

- The language of Indicator B1 changes from FFY 2019 to FFY 2020
 - In FFY 2019, Indicator B1 measures **graduation rate**: “percent of youth with individualized education programs (IEPs) graduating from high school with a regular high school diploma”
 - In FFY 2020, Indicator B1 measures an **exiting rate**: “percent of youth with IEPs exiting from high school with a regular high school diploma”

Indicator 1: Graduation Rate (cont.)



FFY 2019

- Data Source
 - Same data as used for reporting to the Department under Title I of the *Elementary and Secondary Education Act* (ESEA)
- Measurement
 - States may report data for children with disabilities using either the 4-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the state has established one

FFY 2020

- Data Source
 - Same data as used for reporting to the Department under Section 618 of IDEA, using the definitions in EDFacts file specification FS009
- Measurement
 - States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14–21) in the denominator

Indicator 1: Graduation Rate (cont.)

- FFY 2019 calculation

Four-year adjusted cohort graduation rate =

number of students who graduated (regular high school diploma in 4 years + alternate diploma during the time period of *FAPE)

number of students in original cohort + joiners - leavers

- FFY 2020 calculation

Exiting rate =

number of students exiting with a regular high school diploma

number of students (regular high school diploma + state-defined alternate diploma + certificate + reached maximum age + dropped out)

*FAPE = Free appropriate public education

Indicator 1: Graduation Rate (cont.)



FFY 2019

- Alternate Diploma
 - Under ESEA, students who earn an alternate diploma **are considered** a graduate for reporting Indicator B1
- Regular High School Diploma
 - Students with disabilities who earn a regular high school diploma outside of the required time frame **are not considered** a graduate within their cohort or in the year of exit because the state is required to use either the 4-year or extended-year adjusted **cohort** graduation rate

FFY 2020

- Alternate Diploma
 - Using Section 618 data, students who earn an alternate diploma **are not considered** a graduate for reporting Indicator B1
- Regular High School Diploma
 - Students with disabilities who earn a regular high school diploma within the state's FAPE timeframe **are considered** a graduate in the year of exit. The “exiting rate” **does not require the use of a cohort**

Indicator 1: Graduation Rate (cont.)

- Implications for FFY 2020
 - Different reported graduation rates for ESEA and IDEA
 - For Indicator B1, the FFY 2020 “exiting rate” may be significantly different from the FFY 2019 graduation rate
 - Two factors
 - Taking alternate diplomas out of the numerator (rate may go down)
 - No cohort membership required (rate may go up)
 - Combined effect of these two factors is unknown

Pause to Chat

- What will be the biggest challenge in your state in the calculation of Indicator B1: graduation rate/exiting rate?
- What challenges do you anticipate in communicating the results to your stakeholders?



Indicator 2: Dropout Rate

- Indicator B2, **dropout rate**: “percent of youth with IEPs dropping out of high school”
- The measurement of Indicator B2 changes from FFY 2019 to FFY 2020
- The methodology for measuring Indicator B2 changes from FFY 2020 to FFY 2021

Poll: There are two options for calculating dropout rate in the Part B SPP/APR Measurement Table. Does your state use Option 1 or Option 2?

- A) Option 1 (using Section 618 Exiting data)
 - 50% of participants selected this response
- B) Option 2 (using the annual event school dropout rate)
 - 50% of participants selected this response
- C) I don't know
 - 0% of participants selected this response

Indicator 2: Dropout Rate (cont.)

- FFY 2019 Calculation Option 1:

Dropout rate =

number of students dropping out of high school

number of students who (graduated with a regular high school diploma + received a certificate + reached maximum age + dropped out + died)

- FFY 2020 Calculation Option 1:

Dropout rate =

number of students dropping out of high school

number of students who (graduated with a regular high school diploma + graduated with an alternate diploma + received a certificate + reached maximum age + dropped out)

- FFY 2019 and 2020 Calculation Option 2: Use the annual event school dropout rate.

Indicator 2: Dropout Rate (cont.)

- Changes in measurement from FFY 2019 to FFY 2020
 - Add “alternate diploma” in denominator
 - Remove “died” from the denominator
- Values likely to remain relatively consistent from FFY 2019 to FFY 2020

Indicator 2: Dropout Rate (cont.)

- Upcoming changes in methodology to measure Indicator B2
- By FFY 2021, all states are required to use Option 1
 - For states currently using Option 1: little change
 - For states currently using Option 2: potential significant increase
 - Option 2 historically has reported significantly lower dropout rates than Option 1

FFY	Methodology
2019	Option 1 or Option 2
2020	Option 1 or Option 2
2021	Option 1

Pause to Chat

- Do you anticipate that the measurement changes from FFY 2019 to FFY 2020 will lead to significant changes in the dropout rate?
- What challenges (if any) will your state face when required to use a single methodology for calculating dropout rate (Option 1)?



Contact Us

- Richelle Davis, Richelle.Davis@ed.gov
- Erin Lomax, erinlomax@westat.com
- Audrey Rudick, audrey.rudick@aemcorp.com

For More Information



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Project Officers: Richelle Davis and Rebecca Smith

