



## Student End of Year Coding Guide: Special Education 18-21 Transition Services

### 2020-2021 Changes

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Before the 2020-2021 school year, Local Education Agencies (LEAs) were not able to mark a special education student as both meeting graduation requirements (exit type code 90) and have the student receive transition services in the subsequent school year(s).

H.B. 19-1066 allows students to both (1) be marked as a graduate when the student meets all local and state graduation requirements, and (2) receive special education transition services (and funding) in subsequent year(s).

### New Coding

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Changes have been made to the Student School Association file to allow student coding to reflect H.B. 19-1066. The changes are outlined below:

#### Addition of Retention Code 3:

*Yes, 12<sup>th</sup> grader with an IEP who will return to participate in 18-21 transition services in the next year.*

#### Addition of School Exit Type Code 27:

***Previously counted as Graduate and will participate in special education 18-21 transition services next year*** – *A student who was counted as a Colorado graduate with Exit Type '90' in a prior year, participated in special education 18-21 transition services in the current year, and will return to continue special education 18-21 transition services next year. (i.e. 1st, 2nd, and 3rd year transition students). Student must also have retention code 3 (12th grader who will participate in special education transition services next year).*

#### School Exit Type 27 Notes:

- Do not use this exit type for students who completed their special education 18-21 transition services and will not return in the following school year.
  - Exit Type 22 is used for school year 2022-2023 and prior
  - Exit Type 28 is used for school year 2023-2024 and beyond
- Student has not yet been issued their diploma (see the diploma dates section below)

#### Modification of School Exit Type Code 22:

**2020-2021 through 2022-2023 school year**

### House Bill 19-1066

H.B. 19-1066 amends Colorado statute regarding how state graduation rates are calculated for state accountability purposes. The statute requires that a student who is receiving special education services must be counted in a high school's graduation rate in the year that the student completes the graduation requirements. The bill makes clear that nothing within the legislation limits the right of a student who has met the local LEP's graduation requirements to continued access to a free and appropriate public education (FAPE) as provided by the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Educational Act (ECEA), or any other federal or state law or rule. In short, a student receiving special education services must be counted as a graduate for state accountability purposes when he or she meets the local LEP's graduation requirements; however, the LEP's obligation to provide FAPE to the student is not terminated until the student exits with a regular high school diploma or no longer meets the age requirement for special education services. Students with IEPs ages 18-21 may access transition services through their LEP as determined by the student's IEP team. While these students may meet the minimum requirements for graduation in their LEPs, these students may have ongoing transition needs that require continued special education services.

Further clarification on this issue can be found in the other considerations section of this document.



**Student Exited the District After Previously Being Coded as a Graduate in a Prior Year** – These students must have entry type 90 (re-entry after being coded as a graduate in a prior year). This exit code removes the student from both the numerator and denominator for the graduation and completion rates to prohibit one student from counting as a completer/graduate in multiple cohorts. This exit code should also be used for special education transition students who (1) met graduation requirements and were marked with exit type code 90 in a prior year and (2) will not continue in transition services in the following school year (i.e., 4<sup>th</sup> year transition students)

School Exit Type 22 Notes:

- The definition listed above only applies until the end of the 2022-2023 school year.
  - Do not use this exit type for students who will return to continue special education 18-21 services next year.
- Definition change in 2023-2024 school year will impact use of this code.
  - School Exit Type 22 will no longer be used for students exiting SPED Transition services since a new code has been added.
  - School Exit Type 22 will only be used for students who are prior graduates exiting for any reason other than SPED Transition services or Postsecondary Programs.

Addition of School Exit Type Code 28:

**2023-2024 school year and beyond** (replaces School Exit Type Code 22 for SPED Transition Coding)

**Previously counted as graduate and completed special education 18-21 transition services** – A student who was counted as a Colorado graduate with Exit Type '90' in a prior year, participated in special education 18-21 transition services in the current year, and will not return to continue special education 18-21 transition services next year. This student has been issued a high school diploma, ending FAPE (free and appropriate education), and will not be returning next year (typically 3rd or 4th year transition students).

School Exit Type 28 Notes:

- This code should be used by the district issuing a high school diploma to the student upon their final exit from a Colorado public school (thus ending FAPE).
- Do not use this exit type for students who will return to continue special education 18-21 services next year.

**Recommended Coding Patterns**

Graduating Student

Special Education Transition (DEM)	Entry Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
0	120	02 or 11	90	3	00
1	120	90	27	3	00
2	120	90	27	3	00
3	120	90	27	3	00
4	120	90	22	0	90

Notes:

- School Exit Type 90 is used when a student has met state and local graduation requirements.
- School Exit Type 27 is used when a student will continue in transition services the following year.



- School Exit Type 22 is used when a student **will not continue** in transition services the following year.
  - This exit type will be replaced in 2023-2024 by School Exit Type 28.
- A student will have School Exit Type 00 (did not exit) with Retention 3 if they have yet not met local/state graduation. In this instance, their subsequent School Entry Type will be 02 or 11.
- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED Basis of Exit 90 indicates a graduate for whom FAPE has ended.

### Other Completer (Non-Diploma Certificate of Completion)

H.B. 19-1066 does not change the coding pattern for students receiving non-diploma certificates of completion instead of a regular high school diploma. These students are counted as ‘other completers’ for completion rate purposes using school exit type 92.

Special Education Transition (DEM)	Entry Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
0	120	02 or 11	00	3	00
1	120	02 or 11	00	3	00
2	120	02 or 11	00	3	00
3	120	02 or 11	00	3	00
4	120	02 or 11	92	0	92

Notes:

- School Exit Type 92 is used when a student **will not continue** in transition services the following year **AND** is receiving a non-diploma certificate of completion.
- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED Basis of Exit and School Exit Type should match each collection year as these students are not impacted by H.B. 19-1066.

### Reached Maximum Age for Services

Students who do not receive a diploma or a non-diploma certificate of completion before they reach the maximum age for 18-21 transition services are coded as School Exit Type 01. This school exit type is counted as a dropout for dropout rate purposes.

Special Education Transition (DEM)	Entry Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
0	120	02 or 11	00	3	00
1	120	02 or 11	00	3	00
2	120	02 or 11	00	3	00
3	120	02 or 11	00	3	00
4	120	02 or 11	01	0	01

Notes:

- School Exit Type 01 is used when a student **will not continue** in transition services the following year **AND** did not receive a regular diploma *or* a non-diploma certificate of completion.



- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED Basis of Exit and School Exit Type should match each collection year.

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## Other Considerations

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### Diploma Dates

For the purpose of HB 19-1066, students must be counted in the high school's graduation rate the year in which the student completes the graduation requirements. This is the date the district should report for state accountability purposes. HB 19-1066 makes clear that nothing within the legislation limits the right of a student who has met the local LEP's graduation requirements to continue access to a free and appropriate public education (FAPE) as provided by the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Educational Act (ECEA), or any other federal or state law or rule. The date on the diploma should reflect the year in which the student's IEP team determined the student met all the requirements of FAPE or the year in which the student ages out. Students should not be issued diplomas until all requirements of FAPE are met or until the year in which the student ages out.

### Students in Transition Programs Prior to 2020-2021

Students who were in a transition program prior to 2020-2021 and have met graduation requirements in a prior year should use the new coding pattern. In short, any student who has met graduation requirements and will continue in a transition program in the following year will be coded with exit type code 90 and retention code 3 for 2020-2021. This will lead to a sudden, but expected, increase in the number of graduates in 2020-2021. Students who were in a transition program prior to 2020-2021 but have not met graduation requirements should only use exit type code 90 upon meeting graduation requirements.

### Special Education End of Year

Please note that for Special Education End of Year, the reporting process has not changed, and these students should not be exited with a 90 until they complete transition and exit Special Education services completely. This means that the Exit Code fields will contain different values for regular SEY and Special Education EOY collections within the same reporting years. The student should have a zero-filled Exit Code in the Special Education EOY until the year in which the student exits or completes the transition program.

### Student October

By following the coding pattern recommended above, a student will be able to receive funding for transition services in subsequent years after graduation. For example, if a Special Education student graduates in the 2020-2021 school year and is marked with Exit Code '90' and Retention Code '3' in Student End of Year, in the 2021-2022 school year, the student will receive funding if the student is marked with Special Education Transition '1' and Entry Code '90' in Student October.

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## Where can I learn more?

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### Data Services Unit/Data Pipeline

- [Student End of Year Data](#)
- [Special Education End of Year](#)
- [Student October](#)

### Office of Special Education

- [Colorado Graduation Provisions for Students with Individual Education Programs \(IEPs\)](#)
- [Secondary Transition](#)

### Legislation

- [H.B. 19-1066](#)