

Special Education Coding Guide

Student End of Year & Other Considerations



COLORADO
Department of Education

2020-2021 Changes

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

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

Addition of Exit Type Code 27: Previous Graduate Receiving Transition Services

“A student who has earned a diploma and was previously exited with an Exit Type Code of ‘90’ (diploma recipient). 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 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 continue in transition services in the following school year (i.e., 1st, 2nd, and 3rd year transition students)

Modification of Exit Type Code 22: Student Exited the District After Previously Being Coded as a Graduate in a Prior Year

“These students must have entry type 90 or 91 (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., 4th year transition students)

Addition of Retention Code 3

“Yes, 12th grader with an IEP who is being retained for transition services.”

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 questions and answers section of this document.



Recommended Coding Pattern

Field Name (FILE TYPE)	Special Education Transition (DEM)	Entry Grade Level (SSA)	Entry Code (SSA)	Exit Code (SSA)	Retention Code (SSA)
	0	120	02	90	3
	1	120	90	27	3
	2	120	90	27	3
	3	120	90	27	3
	4	120	90	22	0

Exit code 90 is used when the student has met state and local graduation requirements

Exit code 27 is used when the student will continue in transition services in the following year

Exit code 22 is used when the student will not continue in transition services in the following year

Other Considerations

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 EOY 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.

WHERE CAN I LEARN MORE?

[Student End of Year Webpage](#)

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

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