

Table 1.5  
 IDEA 2000-2001 Graduation Rate for Students Ages 14-21+,  
 Compared with the Regular Education Graduation Rate

	IDEA #	IDEA % Grad	Reg ED % Grad	DIF
TEXAS	21,166	86	68	18
NEW MEXICO	2,262	73	63	10
KANSAS	2,370	77	76	1
ARIZONA	2,623	60	60	0
ARKANSAS	1,786	68	71	-3
COLORADO	2,423	66	70	-4
NEW JERSEY	9,250	75	80	-5
OKLAHOMA	3,123	69	75	-6
IDAHO	924	68	75	-7
OHIO	10,225	71	78	-7
SOUTH DAKOTA	439	71	78	-7
CALIFORNIA	13,870	64	73	-9
WASHINGTON	3,150	63	72	-9
MASSACHUSETTS	5,673	70	80	-10
MONTANA	739	70	80	-10
PENNSYLVANIA	5,533	75	85	-10
CONNECTICUT	2,995	70	81	-11
MISSOURI	5,024	66	77	-11
MAINE	1,179	65	77	-12
RHODE ISLAND	1,097	65	77	-12
DELAWARE	364	62	75	-13
NORTH DAKOTA	516	74	87	-13
NEW HAMPSHIRE	1,150	61	74	-13
MINNESOTA	4,306	70	84	-14
NEBRASKA	1,006	71	85	-14
ILLINOIS	9,383	66	82	-16
MARYLAND	3,353	63	79	-16
WISCONSIN	4,878	69	87	-18
WEST VIRGINIA	1,621	59	78	-19
WYOMING	409	57	76	-19
ALASKA	437	50	70	-20
INDIANA	4,071	53	74	-21
KENTUCKY	2,034	50	71	-21
VIRGINIA	4,233	55	76	-21
UTAH	1,077	54	77	-23
OREGON	1,279	43	67	-24
IOWA	2,645	67	93	-26
TENNESSEE	2,224	33	59	-26
FLORIDA	5,558	35	63	-28
NORTH CAROLINA	2,896	38	66	-28
VERMONT	485	57	85	-28
DISTRICT OF COLUMBIA	152	31	60	-29
GEORGIA	2,180	26	57	-31
NEW YORK	10,301	41	74	-33
MISSISSIPPI	731	24	60	-36
MICHIGAN	5,256	40	77	-37
NEVADA	492	26	63	-37
ALABAMA	1,260	23	62	-39
LOUISIANA	1,204	26	66	-40
SOUTH CAROLINA	1,120	29	72	-43
HAWAII	167	24	72	-48
PUERTO RICO	547	28	.	.
AMERICAN SAMOA	17	52	.	.
BUR. OF INDIAN AFFAIRS	194	47	.	.
GUAM	68	64	.	.
NORTHERN MARIANAS	3	18	.	.
PALAU	0	0	.	.
VIRGIN ISLANDS	55	70	.	.

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 'IDEA % Grad' is equal to the number of students, ages 14-21+, graduating with a regular high school diploma divided by the sum of the number who graduated, received a certificate, dropped out, died, and reached maximum age.

'Reg Ed % Grad' are for the class of 1998. The percent is calculated by dividing the number of regular diploma recipients in 1998 by the number of 8th graders counted in 1993, adjusted for population change. Percentages are from Greene, J. (2001) High School Graduation Rates in the United States. Downloaded from the web, [http://www.manhattan-institute.org/cr\\_baeo.pdf](http://www.manhattan-institute.org/cr_baeo.pdf), on 1/28/2002.

DIF = Difference between graduation rates for special education and regular education.

Differences in state graduation rates should be interpreted with caution.  
 Standards for graduation vary widely across states.

Please see Data Notes for an explanation of individual state differences on how data are reported (<http://IDEAdata.org/docs/bdatanotes2001.pdf>).  
 Data as of August 30, 2002.  
 U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

## Exiting Data Notes (Part B)

Alabama--The state attributed the increases in the number of students exiting special education in the moved, known to be continuing category and the decrease in the reached maximum age category to improvements in its data collection methodology.

Arizona--The state attributed the increase in the number of students reported in the moved, not known to be continuing category to incorrect data. The state noted that it is difficult to collect and report clean data in this category but believes this will change in 1 to 2 years when the new student accountability information system is in place.

California--The state attributed the decrease in the number of children reported in the moved, not known to be continuing category to a change in the data collection methodology. The state is now forcing school districts to do a better job of tracking students in the two moved categories.

Colorado--Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

Connecticut--In the past few years, many students were counted in the no longer receives special education category because of a change in the state eligibility guidelines. This change meant that many students were no longer eligible for special education. These new eligibility guidelines particularly affected students with specific learning disabilities. This year, there was a decrease in the total number of students who left special education services, as well as a decrease in the number of students with specific learning disabilities who left special education services. The state believes this is because the data have begun to stabilize.

District of Columbia--The District of Columbia reported that it did not report any students in the no longer receives special education services exit category because it does not collect these data.

Georgia--The state attributed the increase in the number of students in the moved, known to be continuing category to better tracking of transient students in its database.

Hawaii--The state attributed the increase in the number of students with speech or language impairments who are no longer receiving special education services to better training of teachers regarding eligibility for this category under IDEA. As a result of this training, students were identified differently, and many were taken out of all special education services and are now served under Section 504. The state reported that the change in how students are identified also resulted in an overall increase in the number of students exiting special education and an increase in the number of Asian/Pacific Islanders exiting. Many of the students now served under 504 rather than IDEA are of Asian/Pacific Islander descent.

The state attributed the decrease in the number of students with specific learning disabilities who received a certificate to the large number of students from this category who exited special education due to state efforts to place students in the least restrictive environments or to mainstream them.

Hawaii reported that its data were captured from the Integrated Special Education Database (ISPED), a fairly new system. As improvements are made in ISPED, the state expects the data to become increasingly accurate. The Special Education Section also plans to resume the practice of verifying data with districts. This practice was curtailed this past year due to difficulties with matching information from different databases.

Idaho--Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

The state reported that it awards the same diploma to all students, regardless of whether the diploma is earned by meeting regular graduation requirements or IEP requirements.

## Exiting Data Notes (Part B)

Ohio—The state noted that the number of children reported as reached maximum age is incorrect. Most of the students reported have clearly not reached maximum age pursuant to state law because they are under 21 years old.

Texas—Each fall, the state collects exiting data for the previous year. Data reported for school year 2000-01 are actually for students exiting in 1999-2000. Due to a different timeframe for the collection of disability data and exiting data, 5,912 records did not have disability data for exiting. Disability was imputed for these students using the disability distribution for known cases. Disability information for the entire school year will be available for the exiting report of 2000-01.

Vermont—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

Wisconsin—Data reported for school year 2000-01 are actually data for students exiting between December 1999 and December 2000.

The state reported that the number of Asian/Pacific Islanders collected by one school district is incorrect.