



Student End of Year Coding Guide: SPED Transition 18-21 Services – Student Transferring Between Districts

General Information

H.B. 19-1066 went into effect in 2020-2021 and 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 patterns went into effect for these in 2020-2021 student end of year. This change does not impact the coding for students receiving non-diploma certificates of completion who are counted with *School Exit Type* 92 (Other Completer). These students are coded as an 'other completer' with *school exit type* 92 upon completion of 18-21 transition services.

For more information about this change, please see the document *Coding Guidance: Special Education Transition Students* posted on the [Student End of Year website](#). For more information about Secondary Transition Programs, see the [Secondary Transition Site](#).

The ability to count a student as a graduate with school exit type 90 only impacts the regular Student End of Year data collection and Colorado graduation rates. It does not change the coding utilizes for the Special Education End of Year collection as this collection focuses on a students exit from special education services (SPED Basis of Exit), not from a school. Students counted as graduates in alignment with H.B. 19-1066 during the Student End of Year collection remain eligible for special education services until FAPE ends.

The coding patterns/scenarios in this guide are designed to support districts and students when a student transfers between districts to receive their 18-21 SPED Transition services. When a student will be attending an 18-21 SPED Transition program in a different district than they attended for their 12th grade year of high school (4th year), the districts must work together to determine who will be counting the student as a graduate and ultimately issuing the student their diploma at the end of their transition program. The student must meet the local graduation requirements in the district that will be counting the student as a graduate and issuing the diploma upon the student's exit from transition services.

Students who transfer into a district from out of state or from another educational setting such as a private school, must not have received a high school diploma. Their coding pattern most closely matches Scenario 1, but their initial school entry type will match their educational history and the student will not have a record in another CO public school in the preceding year.

H.B. 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.

Additional Resources:

[Student End of Year](#)

[SPED EOY collection](#)

[Secondary Transition](#)



Scenario 1: Student is counted as a graduate by the receiving district.

To count a student as a graduate in the receiving district, the student cannot have been counted by another CO district and the student must meet local graduation requirements in the receiving district. Receiving district should review transcript of the student upon entry and plan to support the student in meeting any additional coursework that may be required by the receiving district.

Reminder: All graduating students must have reported Graduation Guidelines measures to be counted as a graduate. These measures may be reported by any district and in any year prior to or within the school year the student is counted as a graduate.

Sending District	Receiving District (providing transition services) *Issues diploma at end of services *Counts student as graduate when applicable
Current Year final SSA record Exit Type = 00 Retention Code = 3 SPED Basis of Exit = 00 (SPED EOY collection)	Current Year SSA No Record
Next year one-day SSA record School Entry Type = 02 School Exit Type = 13 School Exit Date = date of transfer SPED Transition = 1 SPED Basis of Exit = 00 or 13 (SPED EOY collection)	Next Year SSA (point of transfer) School Entry Type = 13 School Exit Type = 00 or 90 (if met local/state graduation requirements) School Entry Date = one day later than exit date from the sending district Retention Code = 3 SPED Transition = 1 SPED Basis of Exit = 00 (SPED EOY collection)
	Second Year of Program SSA School Entry Type = 90 School Exit Type = 27 Retention Code = 3 SPED Transition = 2 SPED Basis of Exit = 00 (SPED EOY collection) <i>Continue pattern until final year of services.</i>
	Final Year of Transition Services SSA Record School Entry Type = 90 School Exit Type = 22* School Exit Date = date transition services end SPED Transition 4 (or applicable year) SPED Basis of Exit = 90 (SPED EOY collection)

*In the 2023-2024 school year, *School Exit Type 22* (student exited after previously coded as a graduate in a prior year) in this coding pattern will be replaced by a new code, *School Exit Type 28* (previously counted as graduate and completed special education 18-21 transition services).



Scenario 2: Student is counted as a graduate by the sending district.

Student met graduation requirements in the sending district, was counted as a graduate with *School Exit Type 90* in the sending district and transferred to the receiving district to receive 18-21 services in a subsequent school year.

Reminder: All graduating students must have reported Graduation Guidelines measures to be counted as a graduate. These measures may be reported by any district and in any year prior to or within the school year the student is counted as a graduate.

Sending District *Counted as graduate *Issues diploma at end of services	Receiving District *Providing transition services
Current Year SSA Record School Exit Type = 90 Retention Code = 3 SPED Transition = 0 SPED Basis of Exit = 00 (SPED EOY collection)	Current Year SSA Record No Record
Next Year SSA Record School Entry Type = 90 School Exit Type = 13 School Exit Date = date of transfer SPED Transition = 1 SPED Basis of Exit = 00 or 13 (SPED EOY collection)	Next Year SSA Record (services begin; year 1 program) School Entry Type = 13 School Entry Date = one day later than exit date from the sending district School Exit Type = 27 Retention Code = 3 SPED Transition = 1 SPED Basis of Exit = 00 (SPED EOY collection)
Second Year SSA Record No Record	Second year of Program SSA record (services continue; year 2 program) School Entry Type = 90 School Exit Type = 27 Retention Code = 3 SPED Transition = 2 SPED Basis of Exit = 00 (SPED EOY collection) <i>Continue pattern until final year of services.</i>
Final Year of Transition Services SSA Record (Issuing diploma) School Entry Type = 13 School Entry Date = one day later than exit date from district providing transition services School Exit Type = 22* SPED Transition = 4 (or applicable year) SPED Basis of Exit = 90 (SPED EOY collection)	Final Year of Transition Services SSA Record School Entry Type = 90 School Exit Type = 13 School Exit Date = date transition services end SPED Transition = 4 (or applicable year) SPED Basis of Exit = 00 or 13 (SPED EOY collection)

*In the 2023-2024 school year, *School Exit Type 22* (student exited after previously coded as a graduate in a prior year) in this coding pattern will be replaced by a new code, *School Exit Type 28* (previously counted as graduate and completed special education 18-21 transition services).



Scenario 3: Student is counted as an ‘other completer’ by the receiving district.

When counting student as a completer (school exit type 92), student must meet local completion requirements in the receiving district. Receiving district should review transcript of the student upon entry and plan to support the student in meeting any additional coursework that may be required by the receiving district.

Sending District	Receiving District (providing transition services) *Issues completion certificate at end of services *Counts student as completer at the end of services
Current Year final SSA record Exit Type = 00 Retention Code = 3 SPED Basis of Exit = 00 (SPED EOY collection)	Current Year SSA No Record
Next year one-day SSA record School Entry Type = 02 School Exit Type = 13 School Exit Date = date of transfer SPED Transition = 1 SPED Basis of Exit = 00 or 13 (SPED EOY collection)	Next Year SSA (point of transfer) School Entry Type = 13 School Exit Type = 00 School Entry Date = one day later than exit date from the sending district Retention Code = 3 SPED Transition = 1 SPED Basis of Exit = 00 (SPED EOY collection)
	Second Year of Program SSA School Entry Type = 02 School Exit Type = 00 Retention Code = 3 SPED Transition = 2 SPED Basis of Exit = 00 (SPED EOY collection) <i>Continue pattern until final year of services.</i>
	Final Year of Transition Services SSA Record School Entry Type = 02 School Exit Type = 92 School Exit Date = date transition services end SPED Transition 4 (or applicable year) SPED Basis of Exit = 92 (SPED EOY collection)