

# WDE684 – WISE Teacher/Course/Student Fall, Spring, End-Of-Year Collection Guidebook

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## Introduction

*The WDE684 is the authoritative collection of student-level demographic, course, and special education information. It is collected three times a year. Once in the fall, once in the spring, and once at the end of the school year.*

School Districts, (as well as the post-secondary institutions, accredited institutions, and other respondents) are required to submit a variety of data collections each year. The data collected by the WDE are critical to the continual growth of Wyoming's education system. It is widely agreed upon that quality and timely data are helpful to inform the work of stakeholders, such as students, teachers, administrators, parents, and policy makers, in order to most appropriately impact the teaching and learning process.

WDE684 data are utilized in identification of At-Risk students for use in the Wyoming Education Resource Block Grant Model, National Assessment of Educational Progress (NAEP), Wyoming Accountability in Education Act (WAEA), Student to Teacher ratios, Graduation Rate, and other state and federal requirements.

Department staff will be able to review and assist districts to provide complete and accurate data before adjudicating the WDE684 collection. This collection is accessed through the Department's State Report Manager (SRM). The data from the WDE684 collection is made available in a clear and useful way through public reports located on the Wyoming Department of Education web site.

This guidebook serves as the definitive instruction set for the data contained within the WDE684 Data Collection.

## WDE684 Authority

There are several authorities that allow the WDE to collect data for the WDE684 collection. The different authorities have been listed below:

- Pub.L. 114-95
- W.S. 21-2-204
- W.S. 21-2-304(a)(v)
- W.S. 21-2-203
- W.S. 21-20-201
- W.S. 21-2-202(a)(xxxi)(A) and (E)
- Title I, Part A of the Elementary and Secondary Education Act of 1968 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

# Collection Schedule

**WDE684 Collection Windows:**  
**Fall: October 3, 2022 – October 14, 2022**  
**Spring: March 1, 2023 – March 15, 2023**  
**End of Year: May 19, 2023 – June 28, 2023**

Districts should upload the completed WDE684 one week prior to the close of the reporting cycle timeline unless the Collection Steward has approved a later deadline. However, the data for this collection can be submitted and validated at any time during the collection window. Due to the submission of State and Federal Reporting requirements from the Department, all data must be submitted by the due date. Corrections to submitted data (if needed) must be completed by the collection cycle due date in order to ensure the data is error free.

On each of the three WDE684 collection cycles, all student enrollment records between the beginning of the reported school year and the collection date are to be submitted, including records for students exiting prior to a collection date. As a result, it will be likely that multiple records per student will be reported.

Education agencies nationwide are tasked with the responsibility to accurately and efficiently account for every student. All enrolled or previously enrolled students will be accounted for, at any point in time, because of this three-step reporting cycle. This schedule will achieve the goals of determining enrollment status of students and tracking students who transfer, graduate, drop out, or exit. Graduates and Non-graduates are reported on the WDE684. For more information on how to report these students, please see the sections titled '**How to Report Graduates**' and '**How to Report Non-Graduates**'.

Wyoming has chosen to adopt this three-cycle reporting practice for reasons that are aligned with our Vision Statement, which also allow us to meet federal education standards. Specific benefits to Wyoming include:

*Vision Statement: The Wyoming Department of Education will serve as a supportive partner to districts, schools, and communities to maximize student achievement, facilitate teacher and leader effectiveness, and ensure that every Wyoming student has safe access to an excellent education that prepares them for life after secondary school. Through the use of this collaborative model, Wyoming will take its place as a nationwide leader in public education.*

- Accurate and reliable calculation of graduation rates.
- Decisions influencing student achievement based upon uniform data.
- Fair Determination of participation rates on standardized assessments.
- Detailed report cards on school and district performance provided to parents and public stakeholders.

Important dates for the Fall 2022 WDE684:

The WDE684 Fall collection will be made available through the SRM beginning October 3, 2022 and ending October 14, 2022. School districts will have opportunities to make corrections from October 17, 2022 through October 28, 2022. No changes to the WDE684 demographic data will be made after October 28, 2022.

On October 31<sup>st</sup>, the data will be considered to have been fully reviewed by districts for accuracy and ready for use in school enrollment publications and accountability indicators.

## What Has Changed

### Fall 2022-23 school year guidebook changes

#### *Collection Change*

- Updated Appendix C
- Updated Appendix D
- Added Appendix G
  - Posted 9/16/2022

#### *Student Enrollment File*

- Updated StudentHomeschooled definition
  - Posted 9/16/2022
- Added new VirtualEdStudent field
  - Posted 9/16/2022
- Added new options to the StudentExitType field
  - 168 - Removed by IAES, Expelled or involuntarily withdrawn with a continuation of services
  - 281 - End of Active Enrollment, the next enrollment is an inactive record with no membership
  - 282 - End of Inactive Enrollment, the next record is an active enrollment record
  - Posted 9/16/2022
- Update definitions to StudentExitType
  - 142 – Updated use conditions
  - 280 – Updated Use conditions
  - Posted 9/16/2022

#### *Section Enrollment File*

- Updated “TB” *Technology Based Medium of Instruction* definition
  - Posted 9/16/2022
- Added “OC” *Other College* option to InstructionLevel
  - Posted 9/16/2022

#### *Special Education File*

- Updated MedicaidEligibility field to include ‘X’ as a reporting option
  - Posted 9/16/2022
- Updated ServiceStartDate field definition
  - Posted 9/16/2022
- Updated SpecialEducationAssessment field definition
  - Posted 9/16/2022
- Updated ProgramExitReason field to include a new option
  - Added ‘EX’ Expelled W/O Continuation of services and an Exit option
  - Posted 9/16/2022

# Student File

The first file is the Student File. The purpose of this file is to submit demographic and enrollment information for each student. The data elements are:

- WISERID
- StudentLastName
- StudentFirstName
- StudentMiddleName
- StudentGradeLevel
- StudentDateOfBirth
- StudentGender
- SchoolID
- DistrictID
- StudentNameSuffix
- AsianRace
- BlackRace
- IndianRace
- PacificIslanderRace
- WhiteRace
- HispanicEthnicity
- StudentIDEA
- StudentELL
- StudentELLMonitoring
- StudentSection504
- StudentTitle1
- StudentMigrant
- StudentImmigrant
- CountryOfBirth
- EducationYearsInUS
- StudentHomeless
- UnaccompaniedYouth
- HomelessNighttimeResidence
- StudentGiftedTalented
- StudentLunch
- HomeLanguage
- StudentConcurrentEnrollment
- StudentHomeSchooled
- StudentEntryDate
- StudentExitDate
- StudentExitType
- StudentNationalScholarship
- StudentStateScholarship
- StateAssessmentSpecialForms
- StudentFosterCare
- StudentMilitaryConnected
- NoShow
- VirtualEdStudent

## WISERID

This is the WDE 8-digit state assigned record identifier for the student. The WISER ID will be validated at the point of submission to ensure it is an active identification number. This element will be verified against the WISER ID Registration System. This is a required element.

## StudentLastName

Please use the student's legal last name as it appears on their Birth Certificate and/or Legal Presence documents. Accepted values are letters, spaces, hyphens, apostrophes, and the number '3'. This element will be verified against, and must match, the WISER ID Registration System. This is a required element.

More details on name entry standards can be found in the Wyoming Student Legal Name Entry Guidebook.

## StudentFirstName

Please use the student's legal first name as it appears on their Birth Certificate and/or Legal Presence documents. Accepted values are letters, spaces, hyphens, apostrophes, and the number '3'. This element will be verified against, and must match, the WISER ID Registration System. This is a required element.

More details on name entry standards can be found in the Wyoming Student Legal Name Entry Guidebook.

**StudentMiddleName**

Please use the student's legal middle name as it appears on their Birth Certificate and/or Legal Presence documents. Accepted values are letters, spaces, hyphens, apostrophes, and the number '3'. If this element has a value, it will be verified against, and must match, the WISER ID Registration System. This is an optional element.

More details on name entry standards can be found in the Wyoming Student Legal Name Entry Guidebook.

**StudentGradeLevel**

Report the student's grade level based on their current academic grade level placement. All accountability determinations will be based on this reported academic grade level. This element must have two digits and it is a required element. The valid values are:

- PK (pre-kindergarten)
- KG (full day kindergarten)
- HK (half day kindergarten)
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12

**StudentDateOfBirth**

The student's date of birth should be entered in the format of YYYYMMDD. Student's date of birth will be verified against, and must match, the WISER ID Registration System. This is a required element.

Student Maximum age for services as defined by Chap 7 Sec 1 (b):

*These rules govern the operation of all special education programs and services provided to children with disabilities ages three (3) through the completion of the school year in which the child turns twenty-one (21), pursuant to Wyoming law, by a school district, by State and local juvenile and adult correctional facilities, and by other public agencies within the state.*

A school year defined as the period of July 1 through June 30.

**StudentGender**

This student's gender is a one-character value of 'M' for male, and 'F' for female. Student's gender will be verified against, and must match, the WISER ID Registration System. This is a required element.

**SchoolID**

The WDE 7-digit ID for the school of the student's enrollment. This is a required element.

**DistrictID**

The WDE 7-digit ID for the district of the student's enrollment. This is a required element.



**StudentNameSuffix**

This is the generation indicator such as 'Jr' or 'III'. Accepted values are letters and periods. This is an optional element.

More details on name entry standards can be found in the Wyoming Student Legal Name Entry Guidebook.

**Ethnicity and Race Reporting Guidance**

In October of 2007, the US Department of Education (USED) released new guidance on collecting and reporting of racial and ethnic data. The guidance took effect on December 3, 2007, and full implantation was required by the 2010-2011 school year.

- AsianRace
- BlackRace
- IndianRace
- PacificIslanderRace
- WhiteRace
- HispanicEthnicity

These six fields are used to report a student's Race and Ethnicity. When collecting a person's race and/or ethnicity:

- Organizations must ask respondent in a two-part question format:
  - The first question is about ethnicity (reported in the HispanicEthnicity data field).
  - The second question is about race (reported in the five race data fields).

Valid values for all six fields are 'Y' for yes, or 'N' for no. None of these fields can be left blank. If HispanicEthnicity = 'Y' (yes), at least one of the race data fields must also be marked as a 'Y' (yes). All race fields cannot be reported as 'N' (no). If more than one race field is reported as 'Y' (yes), then the student is reported as Two or More Races.

Federal Guidance can be found at <http://www.ed.gov/policy/rschstat/guid/raceethnicity/index.html>

Information regarding Managing an Identity Crisis from the National Forum on Education Statistics can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008802>

**StudentIDEA**

Is this student a student with disabilities (IDEA) that is receiving special education and related services according to an individualized education program (IEP)?

Include students that enter from out of state with an active IEP as StudentIDEA = Yes, as of the date special education services began in the district, while they are receiving comparable services during the Wyoming IEP evaluation process. These students will be exited from the IEP in the special education file in the same fashion as a student receiving special education services under a Wyoming IEP in the event that they are found to be ineligible for a Wyoming IEP or if their parent refuses the Wyoming IEP. Additional information regarding reporting these students in the Special Education file can be found in the Special Education portion of this guidebook.

For all students for whom an IEP has been established, there is a requirement that at least one Special Education service be reported in the Special Education file, in order to report the StudentIDEA field as Yes

(Y). Only include students that are receiving related services if the related services are in addition to at least 1 Special Education service.

This is a required element. Valid values are:

- Y – Yes, A student should be reported as Yes (Y) if:
  - They are a student with disabilities (IDEA) that is receiving special education and, if applicable, related services according to an individualized education program (IEP).
    - The IEP is either:
      - An active Wyoming IEP; **or**
      - Comparable services as provided on an active out of state IEP, or out of district IEP, during the evaluation period.
- R – Refused services, A student should be reported as Refused (R) if:
  - The student has been determined to be eligible for special education under a Wyoming IEP, but the parent refuses consent for the provisions of services. Of note:
    - Refusal should not be confused with revocation of consent.
    - Once a student has an IEP, if consent for the provision of services is revoked, that student will be exited from the active IEP in the Special Education file with the appropriate exit reason (PE) and reported as No (N) in subsequent enrollments.
- I – Ineligible, A student should be reported as Ineligible (I) if:
  - The student has been determined to be ineligible for special education under a Wyoming IEP. Of note:
    - Ineligibility should not be confused with the successful completion of the existing IEP requirements and the resulting return to regular program.
    - Once a student has an IEP, if the student has met all requirements for special education as defined in their IEP, that student will be exited from the active IEP with the appropriate exit reason (RP) in the Special Education file and reported as No (N) in subsequent enrollments.
      - This includes students that enter from out of state with an active IEP and are receiving comparable services during evaluation for a Wyoming IEP and are subsequently found to be ineligible for a Wyoming IEP.
- N – No, A student should be reported as No (N) if:
  - The student has not been determined to be a student with a disability (IDEA).
  - The student has been determined to be a student with disabilities (IDEA) but is not receiving special education and/or related services according to an active individualized education program (IEP). Of note:
    - See Appendix D: Exit Code Matchup for mappings on Student enrollment exit types and allowable/required IEP exit reasons.

*A student should be reported as IDEA = Y on the student file with an entry date that is on the same date as either:*

- *DateOfInitialIEP - The students Initial Wyoming IEP becomes active or, if the student fully exits Special Education (a full program exit is when the student is no longer eligible for Special Education services) then subsequently re-enters, the date of their current IEP*
  - *If StudentOutOfStateTransfer = No (in State IEP)*

- *A student should be reported as IDEA = Y on the student file with an entry date that is on the same date as DateOfInitialIEP*
- *StudentServicesStartDate – When a student with an active IEP enters the state and comparable services have begun. By the End-Of-Year collection a Special Education record that contains ALL dates required for a valid Wyoming IEP is expected to have been reported*
  - *If StudentOutOfStateTransfer = Yes (Out of State IEP)*
  - *A student should be reported as IDEA = Y on the student file with an entry date that is on the same date as StudentServicesStartDate*

Please see Appendix A for the decision process regarding this element.

### StudentELL

Is this student an English Language Learner? This is a required element. Valid values are:

- Y – Yes
- N – No
- R – Refused

Identification is a two-step process.

#### A. Home Language Survey (HLS)

When any student enrolls in a Wyoming school district for the first time, parents are mandated to complete a Home Language Survey (HLS), which is created by districts with state guidance. All students must have an HLS survey on file, regardless of a student's or family's perceived language proficiency, ethnicity, race, or linguistic background. HLS forms must be a standard part of the enrollment process for each and every student who is new to a district. While the HLS remains a standard part of the enrollment process for every Wyoming student, families WILL NO LONGER complete an HLS annually when a student remains in the same district.

#### B. English Language Proficiency Screener

If the HLS indicates that a language other than English is the student's primary language on any question, then an English Language Proficiency (ELP) Screening Assessment is administered. If the district believes one of the questions may have been answered incorrectly then they may request follow-up clarification from the parents to ensure that the HLS answers are accurate. If the student scores below proficient on the ELP screening assessment, the student is eligible for EL services and is included in the count of active ELs.

The definition of an ELL student is as follows:

Any student who:

1. Has been identified and evaluated by the district as being an Active ELL through the HLS and the ELP screening assessment; **or**
2. Has transferred in from another Wyoming school district who identified the student as an ELL; **or**
3. Has transferred from out of state, providing the district has received the EL record and shared it with the state thus identifying the student as active in the EL program in Wyoming; **or**
4. Is returning to the district from the previous school year; **and** has not yet achieved the "proficiency" level on the state's annual ELP assessment (ACCESS for ELLs); **or**
5. Has been brought back into EL services under the process described in the "Rescreening for Active EL Status" on page 13 of the EL Guidebook. Such students would be reported exactly like any other active EL (i.e., they would not report anything for the "Student ELL Monitoring" data

element until they exit again). If a student exits a second time, this data element would be completely reset back to year 1; **or**

6. Has been evaluated and identified as needing services, but whose parent/guardian refuses services. These students should be reported as “R”. These students are not exempt from testing.

Determination of Immigrant status and EL status are NOT RELATED. A student can be an immigrant student without need for EL services, and conversely can require EL services without having immigrated to the United States from another country.

When ‘StudentELL’ is reported as ‘Y’ or ‘R’, then ‘StudentELLMonitoring’ must be reported as blank. For state funding purposes, the “ELL subgroup” includes the count of student records with a value of ‘Y’ or ‘R’ in ‘StudentELL’ or values of 1 or 2 in the ‘StudentELLMonitoring’ field (year 1 and 2 monitored former ELL students).

Districts can review their EL reports for accuracy by navigating to the District Error reports which can be viewed by navigating to the following location:

edu.Wyoming.gov > DATA & REPORTING > under Resources, Data Reports > District Data Reports > WDE684 Enrollment Data.

Errors must be resolved every year by the close of the WDE684A Fall Collection.

To access the EL Guidebook, please navigate to <https://edu.wyoming.gov/educators/standards/english-learners/>

Then under “Wyoming Guidance and Resources” heading click the “[Active EL Identification and Reporting Guidebook](#) (PDF)” for the current year.

### **StudentELLMonitoring**

Is this student in year 1, 2, 3, or 4 of ELL Monitor Status? Once an Active ELL student has achieved English proficiency on the ACCESS for ELLs, they are required to be entered into Monitor Status for 4 years. This is a conditional element. Valid values are:

- 1 - former ELL student, year 1 Monitor Status
- 2 - former ELL student, year 2 Monitor Status
- 3 - former ELL student, year 3 Monitor Status
- 4 - former ELL student, year 4 Monitor Status

When ‘StudentELLMonitoring’ is reported as 1, 2, 3, or 4, then ‘StudentELL’ must be reported as “N”.

### **StudentSection504**

Is this student on a 504-accommodation plan? If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day. When a specific accommodation is necessary for a student to have access to his or her regular education, such an accommodation may be documented on a separate Section 504 accommodation plan and/or the IEP. This is a required element. Valid values are:

- Y – Yes
- N – No

**StudentTitle1**

Is this student a Title I student? This is a required element. Valid values are:

- Y – Yes
- N – No

Note: All students in a school-wide Title I school must be reported as a “Yes”, and all students in a non-Title I school must be report as a “No”. Students in a targeted Title I school can be reported as either “Yes” or “No”.

**StudentMigrant**

Is the student a migrant student, according to the ESSA definition? This is a required element. Valid values are:

- Y – Yes
- N – No

The federal definition (Title I-C sec. 1309. Definitions) for a 'migratory child' is as follows:

“Migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- A. has moved from one school district to another;
- B. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- C. Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**StudentImmigrant**

Is this student an immigrant? This is a required element. Valid values are:

- Y – Yes
- N – No

Immigrant status is defined in section 3301(6) of the Elementary and Secondary Education Act (ESEA).

To be counted as an immigrant a student must meet the following criteria:

1. Student is age 3 through 21.
2. Student was not born in any state within the United States (states include Puerto Rico and Washington D.C.).
3. Student has not attended one or more schools in the United States for more than three full academic years.

Criterion ‘3’ is to be interpreted literally. If the student immigrated into any state within the United States, regardless of age of immigration into the country, they are to be reported as an Immigrant Student until they have attended three full years (cumulative) of school (grades K-12) in the United States. Children born overseas to U.S. military personnel, because they were not born in a State, fall within the ESEA definition of “immigrant child and youth” if they meet all of the other criteria.

**NOTE: Foreign Exchange students are considered immigrants.** This is a change that occurred prior to the 2018-19 school year

Determination of Immigrant status and ELL status are NOT RELATED. A student can be an immigrant student without need for ELL services, and conversely can require ELL services without having immigrated to the United States from another country.

The WDE will do any number of checks on this field to validate the accuracy of reporting a student's immigrant status. When a student is reported as StudentImmigrant = "N", previous collections will be checked to see if that student has ever been reported as StudentImmigrant = "Y". When a student is reported as StudentImmigrant = "Y", previous collections will be checked to see if that student was reported as StudentImmigrant = "N", CountryOfBirth will be checked to make sure it is not reported as the United States, and NumberOfEducationYearsInUS will be checked make sure it is correctly reported. Also, if CountryOfBirth is not the U.S. and NumberOfEducationYearsInUS = 0, 1, or 2, StudentImmigrant will be checked to make sure it is reported as "Y". Once NumberOfEducationYearsInUS = 3, StudentImmigrant will be checked to make sure it is reported as "N".

### **CountryOfBirth**

Report the country of the student's birth only if the element 'StudentImmigrant' is a 'Y'. Otherwise, leave blank. This is a conditional element. Must be one of the ISO 3166-1 Country Codes. Valid codes can be found by visiting this web site: <https://www.iso.org/iso-3166-country-codes.html>

### **EducationYearsInUS**

Report the number of education years this student has completed in the United States only if the field 'StudentImmigrant' is a 'Y'. Otherwise, leave blank. This is a conditional element.

A full Wyoming school year is defined by W.S. 21-4-301 to be 175 days, however if your school/district has an approved alternate school year, please use the alternate number of days to define the duration of your school year:

- 0 – Less than 1 year
- 1 – 1 to less than 2 years
- 2 – 2 to less than 3 years
- 3 – 3 or more years

### **StudentHomeless**

Is this student homeless? This is a required element. Valid values are:

- Y – Yes
- N – No

If a student is determined to be homeless at any time during the school year, that student is to be reported as homeless for the remainder of that school year, even if the student acquires a home. (e.g. A student is reported as homeless on the Fall 684 – that student would be reported as homeless on the Spring and End-of-Year 684, even if the student finds a home during that time.) *Unless, the student moves into Foster Care after being identified as Homeless. Then homeless will be reported as N and Foster Care as Y on the remaining WDE684 data collects.*

The federal definition (Title X-C) is as follows:

1. The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.
2. The term homeless children and youths' means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes
  - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
  - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
3. The terms 'local educational agency' and 'State educational agency' have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965.
4. The term 'Secretary' means the Secretary of Education.
5. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico
6. The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

### **UnaccompaniedYouth**

At the time this student was identified as homeless, was the student accompanied by parents or legal guardian(s)? Only report this field if 'StudentHomeless' is a 'Y'. Otherwise leave blank. This is a conditional element. Valid values are:

- Y – Yes
- N – No

### **HomelessNighttimeResidence**

At the time this student was identified as homeless, what was the primary nighttime residence of this student? Only report this field if 'StudentHomeless' is a 'Y'. Otherwise, leave blank. This is a conditional element. Valid values are:

- DU - Doubled-up: This means sharing the housing of other persons due to economic hardship, loss of housing, or similar reasons.
- HM - Hotel/Motel: Children, youth, and unaccompanied youth who are temporarily living in hotels and motels
- SH - Shelters and transitional housing: Temporary accommodation for homeless individuals and families, as a step to permanent housing. Residents of transitional housing are considered homeless until they move into permanent housing. Transitional housing programs may last up to 24 months, provide housing in addition to wraparound services, and typically require participants to pay a portion of their housing costs based on a sliding scale.

- US – Unsheltered: Children, youth, or unaccompanied youth who live in abandoned buildings or apartments, bus and train stations, campgrounds, cars, parks, public spaces, trailer parks, children abandoned in hospitals, and children and youth who live in \*\*substandard or inadequate housing. Unsheltered includes children and youth who are living in substandard or inadequate housing, including trailer homes that are "inadequate." These housing situations do not easily fit into any category and are judged on a case-by-case basis by the district homeless liaison.

### **StudentGiftedTalented**

Is this student identified as "Gifted/Talented" according to your district's identification method? This is a required element. Valid values are:

- Y – Yes
- N – No

If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day.

### **StudentLunch**

What is this student's US Department of Agriculture - National School Lunch Program (NSLP) status? This is a required element. Valid values are:

- C - Categorically or Income Free Lunch Eligible
- D - Directly Certified Free Lunch Eligible
- N - Not Eligible for free or reduced lunches
- R - Reduced Price Lunch Eligible
- S - School provides all students free lunches (under Provision 2, Provision 3, or Community Eligibility Provision of the USDA NSLP regulations)

If the enrollment spans the snapshot date, report the value the student had on the snapshot date. If a student has exited, report the value the student had on their last day

### **HomeLanguage**

What is this student's home language? This is a required element. The three digit valid code must come from the ISO 639-2 code list. Valid codes can be found by visiting this website

[https://www.loc.gov/standards/iso639-2/php/code\\_list.php](https://www.loc.gov/standards/iso639-2/php/code_list.php)

The full list of WDE684 accepted codes can be found here

[WDE684 Valid Language Codes](#)

Home language is the language spoken in the student's home as reported on the Home Language Survey (HLS).

### **StudentConcurrentEnrollment**

Is this student concurrently enrolled in the reporting district and school? This is a required element. Valid values are:

- Y – Yes
- N – No



**This data element is for the reporting of K-12 concurrent enrollments and is NOT utilized for the reporting of college concurrent/dual enrollments.**

**Concurrent enrollments only apply when there are more than one Wyoming K-12 public schools involved.** A student that is primarily homeschooled or parentally placed in private school that is taking supplemental sections through a single Wyoming public school district should be reported as No. See StudentHomeSchooled field for reporting homeschool or private school students

If the student has Concurrent enrollment in the reporting district or school, report this element as a 'Y'.  
If the student has a Primary enrollment within the reporting district or school, report this element as an 'N'.  
If the student has Dual Enrollment at a community college or the University of Wyoming, report this element as an 'N'

A student may not have more than one primary (non-concurrent) enrollment during any span of time.

If a student is enrolled at two schools within the reporting district, the school of accountability (primary enrollment) should report this element as an 'N'.

For public reporting and accountability determinations, a student will be counted at the school marked with 'StudentConcurrentEnrollment' = 'N'.

If the enrollment spans the snapshot date, report the value the student had on the snapshot date.

Please see '**Appendix C: K-12 Concurrent Enrollment Reporting**' section of this document for additional information on how to report students with a concurrent enrollment.

Please see the '**Private School and Placed Students**' section for information on reporting Private School students and students who are receiving educational services through an institution.

### **StudentHomeSchooled**

Is this student parentally placed in a private school or home schooled meeting all requirements in W.S. 21-4-101(a)(v) and W.S. 21-4-102(b), and attending public school 50% or less of the school day? This is a required element. Valid values are:

- Y – Yes
- N – No

W.S. 21-4-101(a)(v) A home-based educational program means a program of educational instruction provided to a child by the child's parent or legal guardian or by a person designated by the parent or legal guardian. An instructional program provided to more than one (1) family unit does not constitute a home-based educational program.

W.S. 21-4-102(b) A home-based educational program shall meet the requirements of a basic academic educational program pursuant to W.S. 21-4-101(a)(vi). It shall be the responsibility of every person administering a home-based educational program to submit a curriculum to the local board of trustees each year showing that the program complies with the requirements of this subsection. Failure to submit a

curriculum showing compliance is prima facie evidence that the home-based educational program does not meet the requirements of this article.

If the enrollment spans the snapshot date, report the value the student had on the snapshot date.

Students who are parentally placed in a private school or home schooled will be reported with 'StudentConcurrentEnrollment' = 'N'.

Students reported as parentally placed in a private school or home schooled are not included in accountability determinations.

Students who are primarily enrolled in Homeschool, Private School, or other programs may be reported as taking sections in a Wyoming public school by marking the Homeschool flag as Yes (homeschool = Y) providing the total sections consist of less than 50 percent of their educational day.

### **StudentEntryDate**

What is the most recent date this student enrolled in the school in the current school year? This is a required element. Date should be entered in the format of YYYYMMDD.

A new record (with a current 'StudentEntryDate') should be created when:

- IDEA status changes
- grade level changes
- concurrent enrollment status changes
- homeschool status changes
- the student has a documented transfer to another school within the same district
- the student has a break in school services
- any change to Full-Time or Part-Time status
- the student enters placement

For changes to other fields, please do not create a new enrollment record. Report the value the student had during the period bounded by their Entry and Exit dates. If the last day of school falls in between, report the value the student had on the snapshot.

### *The minimum age for enrollment. See W.S. 21-4-302*

Students enrolling in kindergarten are to be 5 years of age by August 1<sup>st</sup> of that school year. This also applies to COMPS students.

Students enrolling in 1<sup>st</sup> grade are to be 6 years of age by August 1<sup>st</sup> of that school year.

Unless the following conditions have been met:

- The school district has established a process in policy to approve or deny requests made by a pupil's parent or guardian based on the pupil's kindergarten readiness assessment score to assess whether the pupil is ready
- If above policy is established, and the students assessment score meets the requirements, they can be enrolled if they are within their established age range by September 15 instead

Students enrolling in PK are to be 3 years of age by August 1<sup>st</sup> (There is no exemption for this age group).

### **StudentExitDate**

Report the date that the student exited the school only if the element 'StudentExitType' is populated. Otherwise leave blank. This is a conditional element. Date should be entered in the format of YYYYMMDD.

Note: The WDE recognizes variance in the way SIS vendor's process exit dates. Please review the WDE684 Business Rules to ensure accuracy of student exit date reporting.

### **StudentExitType**

Report the student's Exit Type only if the element 'StudentExitDate' is populated. Otherwise leave blank. This is a conditional element.

After the last day of school, all students are expected to have an Exit Type. Summer school enrollments do not need to be reported.

Some Exit Types are valid for mid-year exiting. Some Exit Types are valid for End-of-Year exiting. Please see the '**Exit Type Codes, Definitions, and Requirements**' section for a full listing of definitions of each code.

Additionally, please refer to '**Appendix D: Exit Code Matchup**' for a full list of which student exit codes can be used with which Special Ed exit codes.

'StudentExitDate' and 'StudentExitType' must both be provided or both be left blank.

A standalone shareable version of the exit codes has been made available in the [Exit Code Comparison Guide](#).

### **StudentNationalScholarship**

Did the diploma recipient receive at least one national scholarship that is defined to be applicable to any college AND open to any student in the United States (eligibility is not based on geographic location)? This is a conditional element. Valid values are:

- Y – Yes
- N – No

This element becomes required if the 'StudentExitType' is **108** (Graduated with a Wyoming "regular high school diploma" AND completed district defined college-bound course of study), or if the 'StudentExitType' is **124** (Graduated with a Wyoming "regular high school diploma" BUT WITHOUT having completed the district defined college-bound course of study).

### **StudentStateScholarship**

Did the diploma recipient receive at least one state scholarship that is defined to be limited to a specific college or colleges, or limited to graduates in a given district or in the state of Wyoming (this includes the Hathaway Scholarship)? This is a conditional element. Valid values are:

- Y – Yes
- N – No

This element becomes required if the 'StudentExitType' is **108** (Graduated with a Wyoming "regular high school diploma" AND completed district defined college-bound course of study), or if the 'StudentExitType' is **124** (Graduated with a Wyoming "regular high school diploma" BUT WITHOUT having completed the district defined college-bound course of study).

### **StateAssessmentSpecialForms**

Does this student require a Braille, Large Print, or Audio accommodations? If so, please indicate which special form is needed. Otherwise, leave blank. This is a conditional element. Valid values are:

- A - Audio
- B – Braille
- L – Large Print

A student whose Individual Education Program (IEP) or 504 Plan documents that a Braille, Large Print, or Audio (taped human reader) accommodation is to be administered during the general assessment must request a Special Form by completing this element.

### **StudentFosterCare**

Is the student in foster care? This is a required element. Valid values are:

- Y – Yes
- N – No

Report as of time of submission. Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). For more information, please visit the U.S. Government Publishing Office web site, <https://www.govinfo.gov>

### **StudentMilitaryConnected**

Is one or more of the student's parent(s) or guardian(s) on Active Duty or in the National Guard components of the United States military services? This is a required element. Valid values are:

- A – Active Duty. Student is a dependent of a member of the Active Duty Forces (full-time) Army, Navy, Air Force, Marine Corps, or Coast Guard.
- G – National Guard. Student is a dependent of a member of the National Guard (full-time).
- N – Not Military Connected. Student does not have a military connection.
- P – Part Time. Student is a dependent of a member of the Armed Forces, including part-time members of the National Guard.

### **NoShow**

This field is used when the student's entry date and the exit date are on the same day to indicate the student is a No-Show and allow a change in the student's exit type. As there are many cases when a one day enrollment is a valid option the No-Show flag should be used by the district to determine which of such

records are true No-Show records and which are one day enrollments. This is a required element. Valid values are:

- Y – Yes
- N – No

### **VirtualEdStudent**

Is this student enrolled full-time in virtual education courses offered through an approved virtual education program provided by a Wyoming public school district pursuant to W.S. 21-13-330? “Full-time virtual education” means more than fifty percent (50%) of the required educational program is provided through virtual education by a school district established pursuant to the laws of this state.

If your school has the primary (home) enrollment, including primary enrollments where StudentHomeschooled is “Yes,” report as follows:

Report “Yes” if:

- Your school holds the primary enrollment, **and**
- The total number of sections that are taken through virtual education divided by the total number of sections in the primary enrollment school's established course load is more than 50%.

Report “No” if:

- The total number of sections that are taken through virtual education divided by the total number of sections in the primary enrollment school's established course load is 50% or less.

**Any school holding a concurrent enrollment should report “No”** regardless of whether or not the student is taking virtual education sections through that school.

Note: **Do not include** post-secondary dual enrollment courses (InstructionLevel 'HS') in the count of the student's virtual education courses as they do not qualify in this context.

See [Appendix G](#) for a flow chart on how to calculate full time virtual education.

## Section Enrollment File

The second file is the Section Enrollment File. The purpose of this file is to submit information for each course for each student. The data elements are:

- LocalSectionID
- WISERID
- ProviderID
- LocalCourseID
- LocalCourseName
- MediumOfInstruction
- InstructionLevel
- WISEStaffID
- TeacherLastName
- TeacherFirstName
- TeacherMiddleName
- SchoolID
- DistrictID
- SectionEntryDate
- SectionExitDate

### LocalSectionID

What is the locally used identification number for this section? This is a required element. This element can be up to 32 characters long.

### WISERID

What is the WDE 8-digit state assigned student record identifier, a.k.a. the WISER ID, for the student taking this course? This is a required element.

### ProviderID

What is the WDE 7-digit state assigned school/institution ID for the school or institution providing the course? This is a required element.

A Wyoming College ID must be reported as the 'ProviderID' in all courses identified as post-secondary dual or concurrent ('InstructionLevel' of 'HS' or 'CL'). Conversely, an in or out-of-state college may provide instruction that is not a part of the Wyoming post-secondary dual and concurrent enrollment program, frequently virtually. In these cases, 'ProviderID' should be reported as the ID of the college delivering the instruction, but 'InstructionLevel' will be a value other than 'HS' or 'CL'.

For additional information on determination of if a course should be identified as post-secondary dual or concurrent, see "Program Requirements: Post-Secondary Dual & Concurrent Enrollment Courses" provided under 'InstructionLevel'. Virtual education courses must have unique course IDs not used for other types of classes.

### LocalCourseID

What is the locally used identification number for this course? This is a required element. This element can be up to 38 characters long and is case sensitive. Virtual education courses must have unique course IDs not used for other types of classes.

### LocalCourseName

What is the name of the course? This is a required element. This element can be up to 50 characters long.

## MediumOfInstruction

What is the media through which the teacher provides this course to the student, and through which they communicate regarding instructional matters? This is a required element. Valid values are:

- AS – From another school. Instruction is being provided in a K-12 concurrent enrollment course by a teacher from another school. The school with the student’s primary enrollment selects this MediumOfInstruction to report a class a student is taking from another school whether the K-12 concurrent course is taught face-to-face, through virtual education, or through remote education.
- CB - Center-based instruction. Instruction provided through a set of self-teaching materials generally focused on a single objective completed by a student or group of students in a specified location usually inside the classroom.
- DE - Distance Education. Instruction is being provided by a teacher through technology (e.g., interactive features within an online course, telephone, email, web conferencing, etc.) while the teacher and student are in separate locations. Because of the physical distance between the teacher and student locations, the teacher is unable to provide in-person instruction. All K-12 courses using Distance Education delivery must meet state Virtual Education program statutory and rules requirements and be approved with a unique course ID not used for other types of classes. (If a primary enrollment student is taking a virtual education course from another school, see “AS - From another school.”)
- FF - Face-to-face instruction. Instruction by one or more teachers physically present (e.g., by a single teacher or by a team of two or more teachers). (If a primary enrollment student is taking a face-to-face course from another school, see “AS - From another school.”)
- IN – Internship. Instruction provided through direct supervised participation in an occupation in which the student gains practical work-related experience.
- IS - Independent Study. Self-study, under the guidance of one or more teachers and involving a variety of resources both inside and outside of the classroom, in which the student has a role in selecting what is studied.
- RM – Remote Education. Real-time instruction is delivered through interactive technology to a student who is located in another school by a teacher who is simultaneously instructing students in their physical classroom. The remote student is physically located in their school of primary enrollment while taking the class and is able to interact in real time (e.g., ask questions, participate in discussions, make comments, etc.) with the teacher and other students. The school where the teacher is located selects this MediumOfInstruction to report this type of K-12 concurrent enrollment course. (If a primary enrollment student is taking a remote education course, see “AS - From another school.”)
- RO – Remote Off-site. This is a remote education course delivered to a student who is not physically located in a school while receiving remote instruction. Remote education off-site is real-time instruction delivered through interactive technology to a student who is not located in a school, by a teacher who is simultaneously instructing students located in their physical classroom. ***The remote student is physically located off-site (not in a school) while taking the class and is able to interact in real time (e.g., ask questions, participate in discussions, make comments, etc.) with the teacher and other students.*** The school where the teacher is located selects this MediumOfInstruction to report this type of K-12 course. (If a primary enrollment student is taking a remote education off-site course from another school, see “AS - From another school.”)
- TB - Technology-based instruction in the classroom. Technology-based instruction is based on student responses to educational software or other computer program-based materials when the student is physically located in their school of primary enrollment. Even though the teacher

assigned to the class may not always be in the same classroom as the student, the teacher is located in the same school and is available to provide in-person instruction when needed. Additionally, the vendor that the curriculum is purchased from does not provide any instructional support in the course.

Please see ‘**Appendix C: K-12 Concurrent Enrollment Reporting**’ section of this document for additional information on how to report students with a concurrent enrollment.

### **InstructionLevel**

What is the general nature and difficulty of this course? This is a required element. Valid values are:

*Program Requirements: Post-Secondary Dual & Concurrent Enrollment Courses: A course is only to be identified as Post-Secondary Dual or Concurrent when delivered in compliance with requirements provided on Wyoming Community College Commission site <https://communitycolleges.wy.edu/colleges/dual-concurrent-enrollment/>. Requirements include (but are not limited to) establishment of a relationship between a Wyoming K-12 school district and a Wyoming Community College / the University of Wyoming, and that approval processes for instructors, course offerings, and student enrollments are followed.*

- AP – Advanced Placement. An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.
- BA – Basic. A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.
- CL – Post-Secondary Concurrent  
A course where a student will receive both high school and Wyoming college credit upon successful completion. “Concurrent” means that the course is taught by a college-approved high school teacher, and is generally taught at a high school. These courses may be delivered virtually or face to face. See also “*Program Requirements: Post-Secondary Dual & Concurrent Enrollment Courses*” above.  
NOTE: data element ‘StudentConcurrentEnrollment’ in the Student File is not related to reporting of post-secondary concurrent enrollments.
- EL – English Language Learner. An instruction course in which a limited English proficient child is paced for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.
- GE – General. A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.
- GT – Gifted & Talented. An advanced level course designed primarily for students who have qualified for and enrolled in a school, educational institution, or district gifted and talented program.
- HL – Honors Level. An advanced level course designed for students who have earned honors status according to educational requirements.
- HS – Post-Secondary Dual



A course where a student will receive both high school and Wyoming college credit upon successful completion. “Dual” means that the course is taught by a college instructor, and is generally taught at a college or outreach center. These courses may be delivered virtually or face to face. See also “*Program Requirements: Post-Secondary Dual & Concurrent Enrollment Courses*” above.

- IB – International Baccalaureate. A program of study, sponsored and designed by the International Baccalaureate Organization (IBO), which leads to examinations and meets the needs of secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates elements of several. The program is available in English, French, and Spanish. In addition to the diploma program mentioned above, the IBO also offers programs for students between the age of 3 and the age of 16.
- OC – Other College Level Course. A College level course that is not part of the Wyoming PEOP program. Does not include credit recovery or high school level courses taken through a college.
- RM – Remedial. A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.
- SE – Special Education. A course that adopts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.

### **WISEStaffID**

What is the WDE 8-digit assigned staff record identifier, a.k.a. the WISER ID, for the teacher of this course? This is a required element.

*Reporting substitute teachers - if the substitute is employed by the district, then they should have a WISER ID and be reported on the WDE684 sections. Otherwise, report the district employed individual that would be responsible for overseeing the course/substitute teacher.*

### **TeacherLastName**

What is the legal last name for the teacher of this course? This element will be verified against, and must match, the WISER ID Registration System. This is a required element.

### **TeacherFirstName**

What is the legal first name for the teacher of this course? This element will be verified against, and must match, the WISER ID Registration System. This is a required element.

### **TeacherMiddleName**

What is the legal middle name for the teacher of this course? If used, this element will be verified against, and must match, the WISER ID Registration System. This is an optional element.

### **SchoolID**

What is the 7-digit WDE ID for the school where this course is taught? This is a required element.

**DistrictID**

What is the 7-digit WDE ID for the district where this course is taught? This is a required element.

**SectionEntryDate**

What is the date this section enrollment began? The data should be entered in the format of YYYYMMDD. This is a required element.

**SectionExitDate**

What is the date this section enrollment ended? The data should be entered in the format of YYYYMMDD. If this field is left blank, it will be interpreted that the section is currently active. This is a conditional element.

# Special Education File

The third file is the Special Education File. The purpose of this file is to submit Special Education information for each student on an Individualized Educational Program (IEP). **This file is required for all WDE684 data collection periods.** The data elements are:

- WISERID
- StudentLastName
- StudentFirstName
- StudentDateOfInitialConsent
- StudentDateEvaluationComplete
- StudentDateOfInitialIEP
- StudentServiceStartDate
- ResidentSchoolID
- ServiceSchoolID
- DistrictID
- StudentPrimaryDisability
- StudentAT
- StudentRelatedService1
- StudentRelatedService2
- StudentRelatedService3
- StudentRelatedService4
- StudentRelatedService5
- StudentSpecialEducation1
- StudentSpecialEducation2
- StudentSpecialEducation3
- StudentSpecialEducation4
- StudentESY
- StudentEnvironment
- SpecialEducationAssessment
- ProgramExitDate
- ProgramExitReason
- StudentOutOfStateTransfer
- MedicaidEligible

## WISERID

What is the WDE 8-digit state assigned student record identifier (a.k.a. WISER ID) for this student on the IEP? This is a required element. This element will be verified against the Student File.

## StudentLastName

Please use the student's legal last name as it appears on their IEP. This is a required element. This element will be verified against the Student File.

## StudentFirstName

Please use the student's legal first name as it appears on their IEP. This is a required element. This element will be verified against the Student File.

## StudentDateOfInitialConsent (this is referring solely to initial consent for evaluation)

On what date was the initial consent for evaluation received? Date should be entered in the format of YYYYMMDD. This is a conditional element.

- If student is IDEA = 'Y' and 'StudentServiceStartDate' is in the current school year, then this element is required.
- If student is IDEA = 'Y' and 'StudentServiceStartDate' is in a previous school year, then this element is not required.
- If student is IDEA = 'R' or 'I', then this element is required.

If StudentOutOfStateTransfer = Y – This date should correspond to the date the parent/guardian signed the initial consent to evaluate in the Wyoming district. This should not be derived from the out-of-state IEP and may be initially be blank

**StudentDateEvaluationComplete**

What date was the determination made that the student either was, or was not, eligible under IDEA? Date should be entered in the format of YYYYMMDD. This is a conditional element.

- If student is IDEA = 'Y' and 'StudentServiceStartDate' is in the current school year, then this element is required.
- If student is IDEA = 'Y' and 'StudentServiceStartDate' is in a previous school year, then this element is not required.
- If student is IDEA = 'R' or 'I', then this element is required.

Date must be on, or after 'StudentDateOfInitialConsent' and must be in the current school year.

If StudentOutOfStateTransfer = Y – This date should correspond to the date the evaluation was completed in the Wyoming district. This should not be derived from the out-of-state IEP and may be initially be blank

**NOTE: If the IDEA for the student is 'R', or 'I', then the above five fields are all that are required for this student in the Special Education File. None of the remaining fields need to be reported.**

**StudentDateOfInitialIEP**

On what date did the current Individualized Educational Program become active? Date should be entered in the format of YYYYMMDD. This is a conditional element. For Out-of-State Transfers, this may be the date of the Out-of-State IEP

Required if StudentIDEA = 'Y'

Date must be on, or after 'StudentDateEvaluationComplete' and must be in the current year, except where StudentOutOfStateTransfer = Y. IF StudentOutOfStateTransfer = Y the DateOfInitialIEP may predate all other dates and may be derived from the Out-of-State IEP.

**StudentServiceStartDate**

What date did the student begin receiving IEP services **in this district**? Dates should be entered in the format of YYYYMMDD. This is a conditional element.

Required if StudentIDEA = Yes

If StudentOutOfStateTransfer = Y this date may pre-date DateOfInitialConsent, DateEvaluationComplete, and DateOfInitialIEP if all four dates are received in the same school year

This date can pre-date DateofInitialIEP if the IEP has been renewed and the services have not ended or if there has been an in-state transfer from one Wyoming public school district to another. The ServiceStartDate does not transfer from one district to another, it should be the date services began in the district reporting the IEP.

*This date would only change in the same district if there is a break in IEP services, not to include changes to an existing IEP or IEP renewals. A break in IEP services that would require a new service start date are limited to exits and subsequent re-entry (reboot) into an active IEP.*

**ResidentSchoolID**

What is the 7-digit WDE ID for the school responsible for the student's IEP? This is a required element.

For students placed in residential settings, this is the school where the parent/guardian resides, or where the student would attend school if not placed in a residential setting.

For a student who is a ward of the state, the resident school would be the school the child was attending when the child was taken into Department of Family Services (DFS) custody.

Valid 'ResidentSchoolID' can be obtained by contacting the Collection Steward, April Strong, at 307-777-8751, or [april.strong@wyo.gov](mailto:april.strong@wyo.gov)

**ServiceSchoolID**

What is the 7-digit WDE ID for the school responsible for providing services listed on the student's IEP? This is a required element.

The ServiceSchoolID for a student who is parentally placed in a private school would be that of the private school where the student is receiving their primary education. ServiceSchoolID home school student would be the first 4 digits of the District ID followed by '999'.

Valid 'ServiceSchoolID' can be obtained by contacting the Collection Steward, April Strong, at 307-777-8751, or [april.strong@wyo.gov](mailto:april.strong@wyo.gov)

**DistrictID**

The WDE 7-digit ID for the district of the student's enrollment. This is a required element.

**StudentPrimaryDisability**

What is the student's primary disability? This is a required element. Valid values are:

- AT – Autism. Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- BI – Traumatic Brain Injury. An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. TBI applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. TBI does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
- CD – Cognitive Disability. Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- DB - Deaf-Blindness. Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they

cannot be accommodated is special education programs solely for children with deafness or children with blindness.

- DD – Developmental Delay. A child with a disability ages three (3) through nine (9) who is determined, through appropriate diagnostic instruments and procedures, to be experiencing delays in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who, by reason thereof, needs special education and related services. Developmental Delay students must be 8 years-old or younger at the beginning of school.
- ED – Emotional Disability. A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feelings under normal circumstances; (D) A general, pervasive mood of unhappiness or depression; (E) A tendency to develop physical symptoms or fears associated with personal or school problems; (F) The term includes schizophrenia, but does not apply to children who are socially maladjusted, unless they have an emotional disability as defined in these rules.
- HI – Hearing Impairment (including Deafness). An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this subsection. “Deafness” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.
- HL – Other Health Impairment. A condition exhibiting limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child’s educational performance.
- LD – Specific Learning Disability. A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of cognitive disabilities; of emotional disability; or of environmental, cultural or economic disadvantage.
- MU – Multiple Disabilities. Concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, and cognitive disability-deafness, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments, except the term does not include deaf-blindness.
- OI – Orthopedic Impairment. A severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

- SL – Speech/Language Impairment. A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.
- VI – Visual Impairment (including Blindness). Impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes partial sight and blindness.

The definition for each disability listed above has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities.

### **StudentAT**

Does the student use Assistive Technology (AT) equipment or receive AT services? This is a required element. Valid values are:

- Y – Yes
- N – No

Assistive Technology is defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Exception: the term does not include a medical device that is surgically implanted or the replacement of such a device.

### **StudentRelatedService1**

### **StudentRelatedService2**

### **StudentRelatedService3**

### **StudentRelatedService4**

### **StudentRelatedService5**

Report the Student Related Service if the student’s IEP contains a provision for Student Special Education services. Otherwise, leave blank. This is a conditional element. Valid values are:

- AU – Audiological Services. Identification of children with hearing loss; Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the rehabilitation of hearing; Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; Creation and administration of programs for prevention of hearing loss; Counseling and guidance of children, parents, and teachers regarding hearing loss; and Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- CS – Counseling (for students). Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
- EI – Educational Interpreting. The following when used with respect to children who are deaf or hearing impaired: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as Communication Access Real-Time Translation (CART), C-Print, and Type Well; and special interpreting services for children who are deaf-blind.
- LS – Speech/Language Services. Identification of children with speech or language impairments; Diagnosis and appraisal of specific speech or language impairments; Referral for medical or other

professional attention necessary for the habilitation of speech or language impairments; Provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

- MS – Medical Services (for diagnosis and evaluation). Services provided by a licensed physician to determine a child’s medically-related disability that results in the child’s need for special education and related services.
- OM – Orientation and Mobility. Services provided to blind or visually impaired children by qualified personnel to enable those children to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following, as appropriate: Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; To understand and use remaining vision and distance low-vision aids; and other concepts, techniques and tools.
- OT – Occupational Therapy. Services provided by a qualified occupational therapist that include: Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; Improving the ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
- OY – Other Related service other than those specifically listed.
- PC – Parent Counseling and Training. Programs that offer classes, groups, or other educational opportunities for parents or potential parents who want to acquire the knowledge and skills to be effective in their parenting role.
- PS – Psychological Services. Administering psychological and educational tests and other assessment procedures; Interpreting assessment results; obtaining, integrating, and interpreting information about the child’s behavior and conditions related to learning; Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations; Planning and managing a program of psychological services, including psychological counseling for children and parents; and Assisting in developing positive behavioral intervention strategies.
- PT – Physical Therapy. Services provided by a qualified physical therapist.
- RC – Rehabilitation Counseling. Services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, the achievement of independence, and the integration into the workplace and community of a child with a disability. The term also includes vocational rehabilitation services provided to a child with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- RE – Recreation (including Therapeutic Recreation). Assessment of leisure function; Therapeutic recreation services; Recreation programs in schools and community agencies; and Leisure education.
- SH – School Health Services. Health services that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- SN – School Nurse. Health services that are designed to enable a child with a disability to receive FAPE as described on the child’s IEP. School nurse services are services provided by a qualified school nurse.



- SW – Social Work Services. Services that prepare a social or developmental history on a child with a disability; group and individual counseling with the child and family; working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral intervention strategies.
- TR – Special Transportation. Travel to and from school and between schools; Travel in and around school buildings; and Specialized equipment (such as special or adapted buses, lifts, and ramps), if required, to provide special transportation for a child with a disability.

A Related Service element must be blank if the previous Related Service element is blank. For example, 'StudentRelatedService2' cannot contain a value unless 'StudentRelatedService1' contains a value. Enter up to five (5) Related Service codes in order, without leaving blanks between the elements.

The definition for each service list above has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities.

#### **StudentSpecialEducation1**

#### **StudentSpecialEducation2**

#### **StudentSpecialEducation3**

#### **StudentSpecialEducation4**

Report the Special Education element if the student's IEP contains a provision for Student Special Education services. Otherwise, leave blank. **StudentSpecialEducation1 is required** the remaining StudentSpecialEducation fields are conditional elements. Valid values are:

- IN – Instruction. Specially designed Instruction, defined as adapting, as appropriate, to the needs of an eligible child under this part the content methodology or delivery of instruction.
- PE – Physical Education. The development of physical and motor fitness; fundamental motor skills and patterns; and skill in aquatics dance and individual and group games and sports (including intramural and lifetime sports; and includes special physical education, adapted physical education, movement education and motor development.
- SS – Speech. Speech-language pathology services – If the service is considered special education rather than a related service under State standards.
- TT – Travel Training. Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require instruction to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment.
- VE – Vocational Education. Organized education programs that are directly related to the preparation of individuals for paid and unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

A Special Education element must be blank if the previous Special Education element is blank. For example, 'StudentSpecialEducation2' cannot contain a value unless 'StudentSpecialEducation1' contains a value. Enter up to four (4) Special Education codes in order, without leaving blanks between the elements.

The definition for each special education service listed above has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities.

**StudentESY**

Is the student eligible for Extended School Year (ESY) services? This is a required element. Valid values are:

- Y – Yes
- N – No

Extended School Year (ESY) means special education and related services that are provided to a child with a disability beyond the normal school year of the school district or public agency, in accordance with the child's IEP, and at no cost to the parents of the child.

**StudentEnvironment**

The setting and circumstance in which the student is served (e.g., the educational placement of the student). This is a required element. Valid values are:

- CF – Correctional Facility
- CP – Court Placed
- HH – Homebound or Hospital Setting
- MN – Medically Necessary
- RE – Inside regular class 80% or more of the day
- RF – Residential Facility
- RR – Inside regular class 40% - 79% of the day
- SC – Inside regular class less than 40% of the day
- SS – Separate School

**SpecialEducationAssessment**

State assessment type must be reported for all students. This is a required element. Valid values are:

- RO – Regular Assessment without Accommodations
- RA – Regular Assessment with Accommodations
- AA – Alternative Assessment

If a student is identified as 'AA', then 'StudentIDEA' must be a 'Y'

Accurate identification of assessment type is required to facilitate correct testing administration and materials and to guide decisions in-state assessment performance and participation reporting and accountability.

Participation in alternate state assessments (e.g. WY-ALT, ACCESS-ALT) must be documented in a student's Individual Education Program (IEP) based on a determination by a school's Individualized Education Program Team in accordance with the Requirements for Participation in Wyoming's Alternate Assessment for Students with the Most Significant Cognitive Disabilities and Chapter 7 Rules governing services for Children with Disabilities (not based on program setting, category of disability, or percentage of time a student spends in a general or special education setting).

Students must participate in regular state assessments (e.g. WY-TOPP, ACCESS, ACT) if they receive regular/standard Wyoming Content and Performance Standards instruction, regardless of where the instruction takes place.

**ProgramExitDate**

The date the student exited the program. This date must be during the current school year unless the district is reporting a student who did not return from the previous school year. If the student did not return from last year, the last day of school from the previous school year becomes the exit date. Leave this value blank to signify that the student is still enrolled. It should be the student's last day of school or the day on which the student graduates (matriculates) or returns to regular program. Date should be entered in the following format of YYYYMMDD. This is a conditional element.

**ProgramExitReason**

If the 'ProgramExitDate' has a value, please enter the documented or assumed reason a student is no longer being served by a special education program. Otherwise, leave blank. This is a conditional element.

Valid values are:

- DE – Deceased – This code can only be used if the student exited Special Education as a result of their death.
- DO – Dropped out and other Exiters - This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.
- EX – Expelled without continuation of services – The student has been expelled or involuntarily withdrawn from the district and will not be receiving educational and/or special education services.
- GC – Received a non-diploma completion credential - Student did not earn a regular high school diploma as defined through Wyoming Statute and Rules and Regulations, Chapter 31, but did receive a district defined completion credential.
- GD – Graduated with a regular diploma - Student exited through receipt of a Wyoming regular high school diploma. The student met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or GED."
- MA – Reached maximum age for services - Student exited special education because of reaching the maximum age for receipt of special education services, 20-21 years of age. This includes students who reached the maximum age and did not receive a diploma or a certificate.
- PE – Parental Exit - If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. (See 34 CFR §300.300(b)(4))
- RP – Returned to regular program – Student was served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program.
- TO – Transferred KNOWN to be continuing - Student moved out of state OR otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education only that the students are continuing in an educational program.

Please refer to ['Appendix D: Exit Code Matchup'](#) for a full list of which student exit codes can be used with which Special Ed exit codes. Additional information has been provided in a standalone shareable document titled [Exit Code Comparison Guide](#)

**StudentOutOfStateTransfer**

Did the student have an active IEP and transfer to the district, in the current school year, from a district outside of Wyoming? If yes, information for all required fields may be taken from the out-of-state IEP during the evaluation process. The IEP date may also be reported as the DateOfInitialIEP. ServiceStartDate, DateOfInitialConsent, and DateEvaluationComplete should all reflect the dates these events occurred in Wyoming. All dates must be supplied prior to the completion of the school year indicating that the student has been evaluated and, if necessary, placed on a Wyoming IEP. Valid values are:

- Y – Yes
- N – No

**MedicaidEligible**

Does the current service period of the IEP overlap with a period of Medicaid insurability for the student?

This is a required element. Valid values are:

- Y – Yes, the student receives Medicaid benefits
- N – No, the student does not receive Medicaid benefits
- X – District does not participate in Medicaid Billing

## Exit Type Codes, Definitions, and Requirements

Each of the valid Exit Type Codes are defined in this section, along with federal requirements for valid use of specific types.

### **108 – Graduated with a Wyoming ‘regular high school diploma’ AND completed district defined college-bound course of study**

This code shall be used when a student has:

- 1) Graduated with a Wyoming ‘regular high school diploma’ as defined through the Wyoming Statute and Rules Regulations, Chapter 31 – Graduation Requirements AND
- 2) Completed the district defined college-bound course of study.

Federal guidance: Under 34 C.F.R. §200.19(b)(1)(iv), a ‘regular high school diploma’ means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term ‘regular high school diploma’ also includes a ‘higher diploma’ that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

### **124 – Graduated with a Wyoming ‘regular high school diploma’ BUT WITHOUT having completed the district defined college-bound course of study**

This code shall be used when a student has:

- 1) Graduated with a Wyoming ‘regular high school diploma’ as defined through the Wyoming Statute and Rules Regulations, Chapter 31 – Graduation Requirements
- 2) BUT WITHOUT having completed the district defined college-bound course of study.

Federal guidance: Under 34 C.F.R. §200.19(b)(1)(iv), a ‘regular high school diploma’ means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term ‘regular high school diploma’ also includes a ‘higher diploma’ that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

### **132 – Completed school and received an ‘other’ credential (other than a ‘regular high school diploma’)**

This code shall be used when a student has completed school with an ‘other’ credential. This student DID NOT receive a Wyoming ‘regular high school diploma’ as defined through Wyoming Statute and Rules and Regulations, Chapter 31 – Graduation Requirements.

### **140 Exit Code Subsets**

The following exit type codes have been broken apart to allow districts to better track students that are known to have dropped out vs students whose status is unknown or transfer not full complete vs Special Education students that are exited from membership but not from SPED please be sure to review the full details of each code prior to its use. ALL three codes count the same way in federal reporting and Graduation Rate Calculations

For student exits that occur on or before the 10/1/2021 snapshot the 140 and 141 codes may, at the district's discretion, be reported as they were originally defined joined under the 140 exit type code or broken apart as shown below.

**140 – Student known to have dropped out.**

This code shall be used when a student has stopped attending school and is known to have dropped out

**141 - Status unknown, or transfer not fully documented per federal requirements.**

This code shall be used when status cannot be determined, or transfer cannot be confirmed to include full documentation required by federal guidance. Documentation required to be obtained by districts to validate use of any of the 'transfer' exit type codes is listed under each of the 'transfer' exit type descriptions below.

**142 - Special Education Student Extended Absence.** *It is not required to use the 142, its use is an option to reduce burden on districts if the student is expected to return.*

Use of this exit code only applies to students who have been reported with StudentIDEA = Y as defined in the StudentIDEA field in the student file. The purpose of this code is to allow the district to meet the 10-day drop from membership requirement while allowing a short grace period before the requirement to exit the student from their current IEP and subsequently following the process for creating a new IEP when the student is expected back within **10 educational days** of the implementation of this code. ALL Exit procedures should be followed and documented according to district and/or program policy, including submission of a PWN to the student's parents.

- 1) ADM cannot be claimed for the period after the corresponding exit date and the subsequent entry date as the student has no membership during this time. This code cannot be used as a FINAL exit as there is an expectation of a student enrollment record with an entry date of no more than 10 educational days following the student exit date. If the student has not returned within that 10 educational day period the exit type code MUST be replaced by the most appropriate code for their exit reason and the student MUST be exited from their current IEP in the Special Education file. No additional extensions will be allowed regardless of whether the student returns on day 21 or later.
- 2) Changing of this exit code may be done through the use of:
  - a. An enrollment record where the entry date and exit date occur on the same day providing the 'NoShow' indicator is marked 'Yes' to verify that this is a no-show record or exit status change.
    1. If district policy allows for No-Show records to be reported mid-year, this method is preferred
  - b. Correcting the record with the 142 exit type to the most appropriate exit type AND ensuring that the Exit date in the SPED record matches the exit date in the student record.
    1. If district policy does not allow for mid-year No-Show records to be submitted, this method is allowable

**159 – Discontinued schooling to participate in a GED or other education or training program that does not grant a ‘regular high school diploma’**

This code is used to report a student who discontinued schooling to participate in a program that does not grant a ‘regular high school diploma’. Included are a GED program, the Wyoming Youth Challenge Program, a postsecondary early admission program (prior to graduating from high school), and all other education or training programs that do not grant a ‘regular high school diploma’.

**167 – Expelled or involuntarily withdrawn without continuation of educational services**

This code is for students expelled or involuntarily withdrawn without continuation of educational services.

**168 – Removed by IAES, expelled, or involuntarily withdrawn with a continuation of services**

This code is for students expelled or involuntarily withdrawn from their regular school but will continue receiving educational and/or special education services or has been removed to another location by IAES.

- Not limited to IDEA
- No exit from the special education record/IEP will be required for IDEA students.
- Use of this exit type requires that enrollment records exist for this student, at the student’s resident school district, before and after the exit event.

**175 – Reached maximum age for services**

Use this code for a student who left school because he or she has reached the maximum age until which a free, appropriate public education must be provided as indicated by federal, state, or local laws.

**183 – Withdrawn due to significant illness**

This code is used for a student who has left school due to a long-term medical condition, or who is in a drug treatment or rehabilitative center, that prevents the student from receiving services, but who is eligible to return to school.

**205 – Permanent incapacitation**

This code is used when a student is permanently incapacitated, either physically or mentally, and is not expected to reenter K12 education due to this condition.

**213 – Deceased**

This code is only used for a student who is deceased. Federal guidance: A school or LEA must have written confirmation that a student is deceased to validate this reporting option (34 C.F.R. §200.19(b)(1)(ii)(B)). A letter from a parent or an obituary is sufficient documentation. Official written documentation of a student’s death, such as a death certificate, is not necessary.

**248 – Enrolled in a foreign exchange program; student expected to return**

This code shall be used for a United States student enrolled in a foreign exchange program; the student is expected to return to the United States upon completion of the exchange program.

**256 – Foreign student returned to home country following completion of foreign exchange program in the United States**

This code is to be used to report foreign exchange students from other countries who enroll in programs in the United States when they depart to finish school or receive a diploma in their home country. Foreign Exchange Students from outside the United States expected to return to their home country are not eligible

to be counted as having received a Wyoming diploma. Conversely, nor should these students be counted as dropouts when they return to their home country.

### **264 – Emigrated to another country**

This code is to be used for a student who has emigrated to another country. Federal guidance: A school or district must have written confirmation that a student has emigrated to another country (34 C.F. R. §200.19(b)(1)(ii)(B)), but need not obtain official written documentation. For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file. The regulations do not require written documentation to be 'official' for a student who emigrates to another country because the WDE recognizes that it may be difficult, if not impossible' to obtain transcripts of other official documentation from another country confirming that a student is enrolled in school.

### **280 – Mid-year change in the same school**

This code is used to indicate a mid-year (any time other than end-of-year) change in the same school to:

- grade level
- any change to full-time or part-time status
  - to include only memberships where ADM is greater than 0
- change in IDEA status
- Change in Section 504
- changes in EL status
- change in school lunch status
- tracking a change in how students receive instruction for situations relating to temporary virtual education
- change in full-time Virtual Education status
- can be used for homeschool and concurrent enrollments to indicate a change in that particular enrollment
  - for example: indicating a change in the amount of ADM that enrollment includes

Use of this exit type implies that enrollment records exist, where the student has been in attendance for at least 1 day, for this student at this school before and after this event. However, if the 280 exit code is used, it must comply with all existing business rules, including but not limited to submitting a subsequent enrollment record.

### **Restrictions for use**

1. This code **cannot be used** if:
  - a. The student has not been in attendance in the current year
  - b. there is no communication with the student or their parent or guardian and/ or their status is unknown (141), or
  - c. the student has dropped out (140), or
  - d. the student has entered another educational program that does not result in a Regular HS Diploma including GED, HiSET, National Online programs, etc (159) or
  - e. the student has either entered or exited placement (469), or
  - f. any other status as indicated by the remaining exit type options.



- g. The student is exiting primary enrollment in the district to a valid homeschool program (450), or ending a homeschool enrollment that includes some instructional sections in the district (302)
- h. The student is transitioning from a primary (home) enrollment in the district to a concurrent enrollment. Please use the appropriate transfer exit type for that situation.

**281 – End of Active Enrollment, the next enrollment is an inactive record with no membership**

This exit code is used to indicate a student is leaving active enrollment status and entering inactive status. The purpose of this code is to allow districts an option for maintaining student and parent communications within their SIS and allow for continued access to district-supplied systems. A subsequent enrollment record with 0 ADM is required within 3 days of the use of this enrollment status change.

*In order to use this code, the student must have been in attendance in the school during the current year and in the enrollment period in which this code is being used.* This code must be used in conjunction with the 282 as indicated in that exit type definition. If the student does not return as expected, this exit code should be corrected to the most appropriate exit type for why the student left.

Note about the use of 281 and 282 exit types: The period of enrollment that spans the time between the use of the 281 and 282 exit types indicates an inactive enrollment record. The WDE considers a student to not be enrolled during the time period that begins with a start date immediately following the record ending with the 281 exit type and ends with the exit date coinciding with the use of the 282 exit type. As such, these records will be treated the same as if there were no enrollment or section records received during that time period.

**Restrictions for use**

1. **This code cannot be used for students that are receiving services through an IEP (IDEA = Y).**
2. This code **cannot be used if:**
  - a. The student has not been in attendance in the current year, or
    - i. There should not be an enrollment record until the student has been in attendance in the district – Pre Enrollments should not be included in the WDE684
    - ii. For students that were in attendance in the previous year, but have not been in attendance in the current year a No Show record may be reported
  - b. there is no communication with the student or their parent or guardian and/ or their status is unknown (141), or
  - c. the student has dropped out (140), or
  - d. the student has entered another educational program that does not result in a Regular HS Diploma including GED, HiSET, National Online programs, etc (159) or
  - e. the student has either entered or exited placement (469), or
  - f. any other status as indicated by the remaining exit type options
  - g. Cannot be used as a student's final exit reason on end-of-year reporting.

**282 – End of Inactive Enrollment, the next record is an active enrollment record**

This exit code is used to indicate a previously inactive student has returned to their educational setting and has resumed instruction, in attendance. **This code can only be used on the enrollment record that follows the 281** to indicate when inactive status ends and the student will begin counting in attendance. ADM must be 0 for the duration of the enrollment record ending with this code.

Note about the use of 281 and 282 exit types: The period of enrollment that spans the time between the use of the 281 and 282 exit types indicates an inactive enrollment record. The WDE considers a student to not be enrolled during the time period that begins with a start date immediately following the record ending with the 281 exit type and ends with the exit date coinciding with the use of the 282 exit type. As such, these records will be treated the same as if there were no enrollment or section records received during that time period.

*In order to use this code, the student must have been in attendance in the school during the current year and in the enrollment period in which this code is being used.* This code must be used in conjunction with the 281 as indicated in that exit type definition.

**Restrictions for use**

1. **This code cannot be used for students that are receiving services through an IEP (IDEA = Y).**
2. This code **cannot be used if:**
  - a. The student has not been in attendance in the current year
  - b. ADM is greater than 0 (student is not in membership, ADM cannot be claimed)
  - c. there is no communication with the student or their parent or guardian and/ or their status is unknown (141), or
  - d. the student has dropped out (140), or
  - e. the student has entered another educational program that does not result in a Regular HS Diploma including GED, HiSET, National Online programs, etc (159) or
  - f. the student has either entered or exited placement (469), or
  - g. any other status as indicated by the remaining exit type options.
  - h. Cannot be used as a student's final exit reason on end-of-year reporting.

**302 – End of a concurrent or home school enrollment at a school at any time during the year, including end-of-year**

This code is used to denote the end of an enrollment for a student flagged as concurrently enrolled or home schooled (meaning less than 50% enrolled in public school and home schooled 50% or more of the school day) immediately prior to exiting the school.

**310 – Attendance through end-of-year; grade level advance**

This code is used for a student who attended through the end-of-year, having advanced a grade level. It is assumed the student will attend school in the same district in the following year; either in the same school or moving onto a new school in the district following natural progression. For example, moving from elementary school to middle school or junior high school.

**329 – Attendance through end-of-year; retained in grade level**

This code is used for a student who attended through end-of-year, having been retained in the same grade level. It is assumed the student will attend school in the same district in the following year.

**345 – Transferred mid-year to a different public school in the same Wyoming district**

This code is used for a student who left his or her school and enrolled in a different public school that is located within the administrative boundaries of the same local education agency. This exit code is not intended to be used to indicate an end-of-year natural progression of a student. For example, moving from middle school to a junior high school. The transfer will then only be acknowledged as valid when the WDE receives a subsequent WDE684 enrollment record from another school within the district.

**361- Transferred to a public school in a different Wyoming district**

This code is used for a student who transferred to a 'regular high school diploma' granting public school that is not located within the administrative boundaries of the same local education agency, but is in the same state. Federal guidance: To confirm that a student transferred out, a school or LEA must have 'official written documentation' that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes a request for student records from a receiving public high school or a written record of a response from an official in the receiving school acknowledging the student's enrollment. In the case of a student who moves to another public school within the state, that transfer will only then be acknowledged as valid when the WDE receives a subsequent WDE684 enrollment record from another public Wyoming district.

**396 – Transferred to a public school in a different state**

This code is used for a student who transferred to a 'regular high school diploma' granting public school that is located in another state or to a United States overseas dependents school. **A student that continues to reside in Wyoming, but enrolls in an out-of-state educational program, may NOT be considered as transferred to a public school in another state, regardless of the location of the school.** Federal guidance: To confirm that a student transferred out, a school or LEA must have 'official written documentation' that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes a request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma), or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

**418 – Transferred to a private school in Wyoming**

This code is used for a student who transferred to a 'regular high school diploma' granting private school in Wyoming. **A student that resides in Wyoming may only be considered to be transferred to a private school in Wyoming, if said school has been licensed as a Wyoming private school per WS 21-2-401 through 21-2-407 and Chapter 18 rules, or if the school is exempted from licensing per 21-2-406. A student that has been "placed" in an institution remains the responsibility of the district and should not be considered exited to a private school, see End of Enrollment section exit type 469.** Federal guidance: To confirm that a student transferred out, a school or LEA must have 'official written documentation' that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes a request for student records from a receiving public or private high school or an

educational program (that culminates in a regular high school diploma), or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

#### **426 – Transferred to a private school in a different state**

This code is used for a student who transferred to a 'regular high school diploma' granting private school that is located in another state or to a United States overseas dependents school. ***A student that continues to reside in Wyoming, but enrolls in an out-of-state educational program, may NOT be considered as transferred to a private school in another state, regardless of the location of the school. A student that has been "placed" in an institution remains the responsibility of the district and should not be considered exited to a private school in another state, see End of Enrollment section exit type 469.*** Federal guidance: To confirm that a student transferred out, a school or LEA must have 'official written documentation' that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Official written documentation includes a request for student records from a receiving private high school or an educational program (that culminates in a regular high school diploma), or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.

#### **450 – Transferred to home schooling as the primary educational setting**

This code is used for a student who transferred to home schooling as the primary educational setting (student is home schooled 50% or more of the school day) for reasons other than health. Homebound students receiving educational services from the district must retain public school enrollment status. **Students entering a program that serves more than one family unit including, but not limited to, national online programs and approved Wyoming virtual education programs are NOT considered to be homeschooled.** Federal guidance: A student who leaves a public school to be home schooled would be considered to be a transfer if the home school meets the State's requirements for compulsory attendance or other State laws or policies applicable to home schools. Official written documentation may include, for example, a letter of withdrawal or other written confirmation from the parent or guardian, any documentation that meets the home-schooled notification or compulsory attendance requirements in the State, or any other written documentation accepted in the State to verify a child is home schooled. A conversation with a parent or neighbor of a student, for instance, would not be considered official written documentation of a transfer.

*WS 21-4-101(a)(v) A home based educational program means a program of educational instruction provided to a child by the child's parent or legal guardian or by a person designated by the parent or legal guardian. An instructional program provided to more than one (1) family unit does not constitute a home-based educational program*

#### **469 – Placed in an institution**

This code is used when a student is placed in an institution, returns from placement in an institution, or changes placement in an institution. Use of this exit type requires that enrollment records exist for this student, at the student's resident school district, before and after the exit event. This criterion applies to all placement types, including but not limited to, district placements, incarceration, parental placements, and court-ordered placements. Please refer to our [Court Ordered or Medically Necessary Placements \(COMPS\) of Students](#) web page for additional information regarding students placed outside of their resident district.

If a student continues to receive educational services provided by the institution, the student's resident district must continue to report a primary (non-concurrent) enrollment record for the student and remains accountable for the student.

## Extended Absences



Students with extended absences must be reported as such on the WDE684 data collection. Consistent with the Chapter 8 Rules and Regulations, Section 8(b)(ii), 'All Wyoming schools shall not include in their membership those students for whom the school district is no longer actively or prospectively providing appropriate instructional services.' Consecutive absences of more than ten (10) school calendar days shall not be included in the calculation of membership. This includes situations where a student is absent from school for more than the allowable ten days and does not meet the criteria of W.S. 21-4-402, regardless of whether or not the student takes homework with them. Per an Attorney General's opinion, students who are not in school are considered absent.

Students with extended absences will likely have multiple records on the WDE684. The student's record will have 'StudentExitDate' on the 11<sup>th</sup> consecutive day of absence. The record will have the appropriate 'StudentExitType'. Refer to the section in this document titled 'Exit Type Codes, Definitions, and Requirements' for additional information on Exit Type Codes. If the student returns, create a new record with the 'StudentEntryDate' reflecting the first date the student has attendance after the absence.

## No-shows

Per Chapter 8 Rules and Regulations, Section 8(b)(iv), students who do not attend a school in a Wyoming school district cannot be included in membership. For example, a student who pre-enrolls for a new school year and does not attend cannot be counted. A student must be in attendance before he/she is considered a student for that year. **A No-Show student should not have a record on the WDE684 data collection.** *However, students that were enrolled in a school in the previous year can be included as no-show students on the Fall WDE684 with the 'NoShow' Field marked 'Yes' and 'StudentEntryDate' and 'StudentExitDate' in the Student file, as the first day of school.* This will allow the exit code to be changed and will not generate any ADM.

Policies regarding extended absences and no-shows are available in Appendix D

## How to Report Graduates

The 'StudentExitType' field will be used for reporting graduates. Full definitions for and usage criteria for all Exit Type Codes can be found in this document, in the section titled 'Exit Type Codes, Definitions, and Requirements'. Additionally, an Exit Type Code list with abbreviated definitions is included within the WDE684 Data Elements document.

Students who graduate with a Wyoming 'regular high school diploma' as defined through Wyoming Statute and Rules and Regulations, Chapter 31 – Graduation Requirements are considered Graduates. If the student completes the district defined college-bound course of study, use Exit Type Code 108. If the student receives a Wyoming 'regular high school diploma' as defined through Wyoming Statute and Rules and Regulations, Chapter 31 – Graduation Requirements but does not complete the district defined college-bound course of study, use Exit Type Code 124.

Students who earn a regular Wyoming diploma must not be reported as having graduated until after the diploma is actually earned. For Federal reporting and accountability purposes, students earning diplomas at the end of summer school are included as graduating in the same school year as those students graduating in May, despite reporting not taking place until the fall data collection cycle. When reporting graduates, the 'StudentExitDate' should reflect the date the diploma was granted.

Students who graduate earlier than their cohort should be reported with an exit date reflecting the actual date the diploma was granted. These students will be counted as on-time graduates with their cohort.

## How to Report Non-Graduates

The 'StudentExitType' field will be used for reporting Non-Graduates. For purposes of this document, non-graduate reporting refers to exiting events for any reason other than graduation as described above. Full definitions of the Exit Type Code can be found in this document, in the section titled 'Exit Type Codes, Definitions, and Requirements'. Additionally, an Exit Type Code list with abbreviated definitions is included within the WDE684 Data Elements document.

## Graduation and Dropout Rates

Per Federal regulation, only students reported on the WDE684 with an Exit Type Code of 108 or 124 will be used in both the numerator and denominator of the uniform graduation rate calculation. Students reported as having transferred or emigrated (reporting of either exit type must meet Federal documentation requirements), or as deceased, are the only students removed from this cohort and calculation. All other students are included only in the denominator of the equation. In December 2008, the U.S. Department of Education (USDE) released detailed guidance for implantation of the uniform graduation rate across the nation. Please visit the [USDE](#) website for additional information.

The following formula provides an example of the uniform graduation rate for the cohort entering 9<sup>th</sup> grade for the first time in the fall of the 2008-09 school year and graduating by the end of the 2011-12 school year:

$$\text{Four-year adjusted cohort graduation rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2011- 2012 school year}}{\text{Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012}}$$

Dropout rates are based on a single year of data while graduation rates are high school cohort rates, or based on four years of data.

While Non-Graduate data is used in the calculation of graduation rates, students may dropout multiple times so are included multiple times in school, district, and state dropout rates while only being counted once as a dropout, on-time graduate, or non-on-time graduate in the graduation rate calculations. There is a relationship between the two rates, but the relationship is complex meaning neither rate is derived from the other; they are not directly comparable.

## Modifications to StudentExitType

The WDE684 has evolved to become the reporting mechanism for updating student exit types reported in previous years. In this role, the WDE684 replaces and expands upon the WDE670 Completer and the WDE607 Dropout collections. As such, diligent WDE684 reporting and re-reporting will directly affect the accuracy of graduation rate calculations for your schools, your district, and the state.

In cases where previously submitted StudentExitType needs to be updated for a student, do not attempt to modify a previously submitted WDE684. Use the next available collection window. Within that collection, create a single entry for the student using all previously submitted data element values from your district's most recent prior WDE684 reporting of the student (including StudentEntryDate and StudentExitDate). Use the previously submitted demographic information for the student. It is highly recommended that each district keep at least one copy of the WDE684 data from each collection window for auditing and exit type modification purposes.

There is a single exception to this rule where both StudentExitType and StudentExitDate should be modified:

- Where a student graduates with a regular Wyoming diploma after end-of-year reporting is completed (graduating after summer school will be the most common scenario), both StudentExitType and StudentExitDate should be modified to the most current values. If a student has not earned a regular Wyoming diploma by the end of the regular school year but is expected to graduate during the summer, they must NOT be reported as having graduated until after the diploma is actually earned. For Federal reporting and accountability purposes, students earning diplomas at the end of summer school are included as graduating in the same school year as those students graduating in May, despite reporting not taking place until the fall data collection cycle.

For all other changes in exit reason, only the StudentExitType field should be modified from the most recent prior reporting of this student. Examples of when a student record containing a modified StudentExitType should be submitted:

- When a student previously reported with an exit reason of 'dropped out', 'unknown', or other non-transfer, non-regular-diploma-recipient reason is later discovered to have transferred (and required USDE documentation obtained), a student record should be submitted in which the only change to previously submitted values is the StudentExitType.
- When a student previously reported as a continuing student at the end of the year (indicated either by lack of an exit date and type, or by reported exit type of 'changed grade level') does not return to

attend classes in the district the following fall, a new record should be created where StudentExitType reflects the most up-to-date student exit type. For additional information, refer to the 'No-shows' section in this document. This may be 'unknown', one of several 'transferred' options, 'dropout', or any other applicable exit type option.

- By default, the reporting district retains responsibility for the on-time graduation of these students where an updated student record is not provided and the student is never reported as enrolling in another Wyoming district.

Do not provide section enrollments for records submitted solely to update a previously reported exit type.

## Special Education (SPED) Reporting on the WDE684

The Special Education (SPED) file, previously reported as the WDE425 and WDE427, is now reported on the WDE684, beginning with the Fall 2015 collection cycle. The SPED file will be reported as a cumulative report. Student SPED activity is reported on the Fall and End-of-Year WDE684 collection cycles; the SPED data is not reported on the Spring collection cycle. Any student record reported where IDEA = 'Y', 'R', or 'I' must have a corresponding Special Education record reported on the SPED file.

- Date matching between SPED File and Student File.
  - Students exiting prior to weekends, breaks, holidays, etc.
  - SRM allows a three day "grace" period to account for weekends.

## Post-Secondary Dual & Concurrent Enrollment Courses

These are courses where Wyoming high school students earn both high school and college credit upon successful completion. A course is only to be identified as Post-Secondary Dual or Concurrent when delivered in compliance with requirements provided on Wyoming Community College Commission site <https://communitycolleges.wy.edu/colleges/dual-concurrent-enrollment/>. Requirements include (but are not limited to) establishment of a relationship between a Wyoming K-12 school district and a Wyoming Community College / the University of Wyoming, and that approval processes for instructors, course offerings, and student enrollments are followed.

A "Post-Secondary Dual" course is taught by a college instructor, and is generally taught at a college or outreach center. A "Post-Secondary Concurrent" course is taught by a college-approved high school teacher, and is generally taught at a high school. Dual and concurrent courses may be delivered virtually or face to face.

Post-Secondary Dual & Concurrent WDE684 reporting considerations:

### ProviderID

A Wyoming College ID must be reported as the 'ProviderID' in all courses identified as post-secondary dual or concurrent ('InstructionLevel' of 'HS' or 'CL'). Conversely, an in or out-of-state college may provide instruction that is not a part of the Wyoming post-secondary dual and concurrent enrollment program,



frequently virtually. In these cases, 'ProviderID' should be reported as the ID of the college delivering the instruction, but 'InstructionLevel' will be a value other than 'HS' or 'CL'.

#### InstructionLevel

- CL – Post-Secondary Concurrent
- HS – Post-Secondary Dual

#### MediumOfInstruction

If delivered virtually, report as 'DE', otherwise, choose from the remaining MediumOfInstruction code options.

## Distance Education and WDE684 Reporting

Identification of primary or concurrent enrollment of students enrolled part-time or full-time in a virtual education class or program is established per guidance in Virtual Education Rules & Regulations and program administration documents. This determination is made on a student by student basis. Please refer to the program documents and websites to determine status for each student.

Distance Education Guidance:

- [Digital Learning and Support](#)
- [Chapter 41 Rules for Virtual Education](#)
- [Virtual 307.com](#)

## Private School and Placed Students

Private school students who receive limited, usually Special Education, services from one of Wyoming's public school districts must be reported on the WDE684 by the district who is providing the services. These students must be reported as follows:

- Students will have an enrollment record in the Student File where 'StudentHomeschooled' = 'Y' and, unless there is another district involved, 'StudentConcurrentEnrollment' = 'N'
- Any sections provided by the district will be reported in the Section File
- If the district has an active IEP for the student, then the district will report the SPED data. Note: Students receiving Special Education services that are NOT enrolled in at least 1 course through a district will not be on an IEP and should not be included in the WDE 684. These students will be reported on the WDE894

Students placed in any type of facility are still the responsibility of the student's resident school district and must be reported by the district with a primary enrollment record on the WDE684, regardless of the type of placement. These students must be reported as follows:

- Students will have an enrollment record in the Student File where 'StudentConcurrentEnrollment' = 'N'
- Any sections provided by the district will be reported in the Section File. If no sections are being provided by the district then no section file data is necessary for that student.

- If the district has an active IEP for the student, which will be the case for the majority of students, then the district will report the SPED data.
- Students who are incarcerated in a juvenile detention center shall be treated the same as students placed in an institution.
- For further guidance, see Appendix D. Documentation is also provided on the [Forms Inventory](#) page of the WDE website, under the WDE684 collections.

## Data Upload

The WDE684 is submitted to the WDE via the State Report Manager (SRM). The SRM is used because of its secure infrastructure which allows districts to submit data more effectively and efficiently. Each school district has one SRM contact person. This person knows the unique URL, user name, and password for the SRM. Once logged into the secure SRM website, the user will click on the orange 'New Trial' button and select the method of how the data will be sent to the WDE.

If uploading via spreadsheet files, the Student file, Section Enrollment file, and SPED file must be saved in the Comma Separated Value (CSV) format prior to uploading. The district SRM user will upload these files into the SRM by clicking the 'Browse' button to locate these three .csv files on the SRM user's computer or network. Next, select the files, then click 'Import' to upload. While the files are being imported, the SRM scans the data for errors. The three files must be uploaded together.

## WDE684 Data Submission user Role in *WyEdPRO*

In addition to directly accessing the SRM via the unique URL, districts can also access the WDE684 through the WDE's [WyEd](#) portal. In order to access the WDE684, the user must have the correct user roles. They are:

- **WDE684 Certify** – the user will be able to log into the SRM and upload, edit, and certify the data. Data is certified by clicking the on the blue 'Send to WDE' button.
- **WDE684 Edit** – the user will be able to log into the SRM and upload and edit information, but will not be able to send to the WDE.
- **WDE684 Read** – the user will have access to the WDE684 information via the reports that the WDE sends back to the districts after the data has been submitted and cleaned of all errors.

## Errors in Data

Whether submitting via SIF or .csv files, the next step is to resolve errors and warnings. There are two levels of alerts within the SRM: Warnings and Errors. A Warning is a cautionary notification. Errors are fatal exceptions and the file cannot be submitted. The SRM provides these errors in an attempt to provide cleaner data to the WDE and school districts. Any errors must be corrected before the SRM will allow the user to send the data to the WDE. The user must make corrections in the Student Information System (SIS) and then submit a corrected version. All three files must be resubmitted in their entirety.

## Send to the WDE



Once all errors have been corrected and all warnings have been reviewed, the data is now ready to be sent to the WDE. The 'Send to WDE' button will appear when the Gear Icon is clicked. After clicking the 'Send to WDE' button, the trial report page will list a green 'SENT' icon under Submission Status. This is the confirmation that your data was delivered to the WDE.

## Cross District Duplicates

When the WDE identifies students who show enrollment in more than one district on a collection date, the following rules will determine where the student is placed for reporting purposes.

- The student will be placed in the district that reported the most recent Entry Date.
- If the Entry Dates are the same, then the student will be placed in the district where the student was enrolled during the prior semester.

## Downloading Data and Reports

The submitted files can be downloaded from the SRM. One copy should always be saved in a secure location for auditing purposes. These files may also prove useful to reconcile any questions that may arise with the Data Collection Steward. The reports are useful tools for sharing and analyzing.

The SRM has the ability to generate reports from the submitted data files. From the SRM main menu:

- Click on 'Sent Trial' link for the WDE684.
- Click on the 'Reports' link on the right side of the window that corresponds with the submitted data.
- All available reports are listed on the right side of the window. Click the desired report.
- If your report is PDF format, it will open in a new browser window. Click 'File' and 'Save As' to save to your computer.
- If your report is MS Excel format, a dialog box will provide a choice to 'Save' or 'Open'.
- Please keep at least one copy of each report in a secure location.

## Frequently Asked Questions

### WHOM DO I CONTACT REGARDING THE WDE684 CONTENT QUESTIONS?

April Strong, (307) 777-8751 or [april.strong@wyo.gov](mailto:april.strong@wyo.gov)

### WHOM DO I CONTACT REGARDING SUBMISSION/UPLOAD QUESTIONS OR PROBLEMS?

April Strong, (307) 777-8751 or [april.strong@wyo.gov](mailto:april.strong@wyo.gov)

### WHOM DO I CONTACT REGARDING USERNAME AND PASSWORDS OR COLLECTIONS ROLES IN ORDER TO UPLOAD A COLLECTION?

The rights to upload data to the Department are assigned by the WyEdPro Administrator. Contact your district's WyEdPro Administrator who can set rights and re-set passwords.

### WHOM DO I CONTACT IF I NEED A WISER ID?

Your district's WISE Coordinator

### WHOM DO I CONTACT FOR MORE INFORMATION ON DISTANCE/VIRTUAL EDUCATION?

Lori Thilmany, (307) 777-7418 or [lori.thilmany@wyo.gov](mailto:lori.thilmany@wyo.gov)

### SHOULD VIRTUAL EDUCATION STUDENTS BE IDENTIFIED AS HOME SCHOOLED STUDENTS?

No, if a student is leaving your district to participate in one of the state approved Virtual Education programs, then you will transfer that student to the Wyoming district hosting the program. For more detailed guidance, please visit the [Policy](#) page of the Virtual 307 website.

### WHOM DO I CONTACT FOR MORE INFORMATION ON SPECIAL EDUCATION?

Brian Wuerth, (307) 777-6748 or [brian.wuerth@wyo.gov](mailto:brian.wuerth@wyo.gov)

### HOW DO I DETERMINE WHO THE 'RESIDENT' DISTRICT IS FOR A SPED STUDENT RECEIVING ALL OF THEIR INSTRUCTION FROM A FACILITY OR INSTITUTION?

Most of these students are Court Order placed students, in which case, the court order determines the district where the student resides. For more information, please visit the [Court Ordered or Medically Necessary Placement of Students \(COMPS\)](#) page of the WDE website.

### WHOM DO I CONTACT REGARDING THE WYOMING DEPARTMENT OF EDUCATION DATA COLLECTION EFFORTS AS A WHOLE?

Susan Williams, (307) 777-6252 or [susan.williams@wyo.gov](mailto:susan.williams@wyo.gov)

# Database Maintenance and Best Practices

## **SUBMIT YOUR COLLECTIONS EARLY.**

Submitting, or running a trial, early in the collection window gives districts and the WDE time to identify errors and make corrections. There is no benefit to waiting until the last minute to submit the WDE684.

## **CONSTANTLY MAINTAIN THE INTEGRITY OF YOUR DATABASE.**

Constant maintenance of your database will increase accuracy, integrity, and overall usefulness of the data. This will also lighten the district's data burden during collection cycles – if the data is already clean and organized, compiling the data becomes much easier.

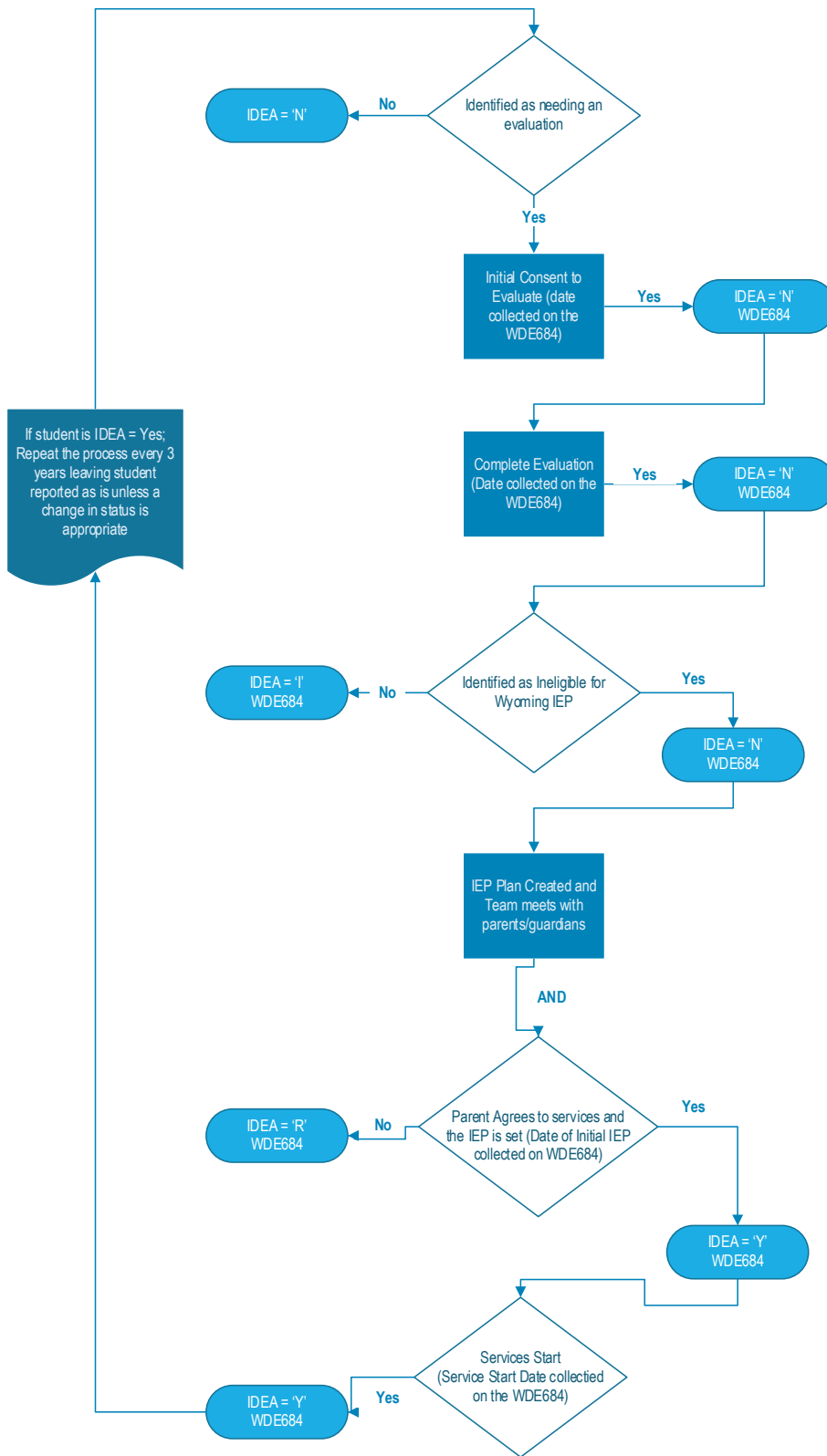
## **ENTER DATA IMMEDIATELY INTO THE SIS.**

By entering data directly into the SIS when it is received, questions can be answered immediately regarding the accuracy and integrity of said data.

## **FOSTER A TEAM APPROACH TO DATA ENTRY AND COLLECTION.**

As the legislature and federal government demands for data driven decisions increase, a team approach will be imperative to collect and manage the data necessary to drive this decision-making process.

# Appendix A: 2022-23 SY Student IDEA Reporting



# Appendix B: Policies on Extended Absences and No shows



## Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction  
Hathaway Building, 2nd Floor, 2300 Capitol Avenue  
Cheyenne, WY 82002-0050  
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

### MEMORANDUM NO. 2009-144

**TO:** School District Superintendents  
School District Business Managers  
School District WISE Coordinators  
School District Technology Directors

**FROM:** Amy Manley, School Foundation Program Consultant  
Shadd Schutte, WISE Project Manager *AMS*

**DATE:** September 18, 2009

**SUBJECT:** Average daily membership policies regarding pre-enrolled students and students on extended vacations

### IMPORTANT INFORMATION

The Wyoming Department of Education (WDE) has received questions concerning the calculation of Average Daily Membership (ADM), specifically on how to address extended student absences and pre-enrollment. The purpose of this memo is to clarify any inaccurate information that may have been provided by outside parties.

Consistent with the Chapter 8 Rules and Regulations, Section 10(c)(ii), *"All Wyoming schools shall not include in their membership those students for whom the school district is no longer actively or prospectively providing appropriate instructional services."* Consecutive absences of more than ten (10) school calendar days shall not be included in the calculation of membership. This includes situations where a student is absent from school for more than the allowable ten days and does not meet the criteria of W.S. 21-4-402, regardless of whether or not the student takes homework with them. Per an Attorney General's opinion, students who are not in school are considered absent.

There is also confusion about counting or not counting pre-enrolled students. Per Chapter 8 rules and regulations, Section 10(c)(iii), students who do not attend a school in a Wyoming school district cannot be included in membership. For example, a student that pre-enrolls for

School District Superintendents  
School District Business Managers  
School District WISE Coordinators  
School District Technology Directors  
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a new school year and does not attend, cannot be counted. A student must be in attendance before he/she is considered a student for that year.

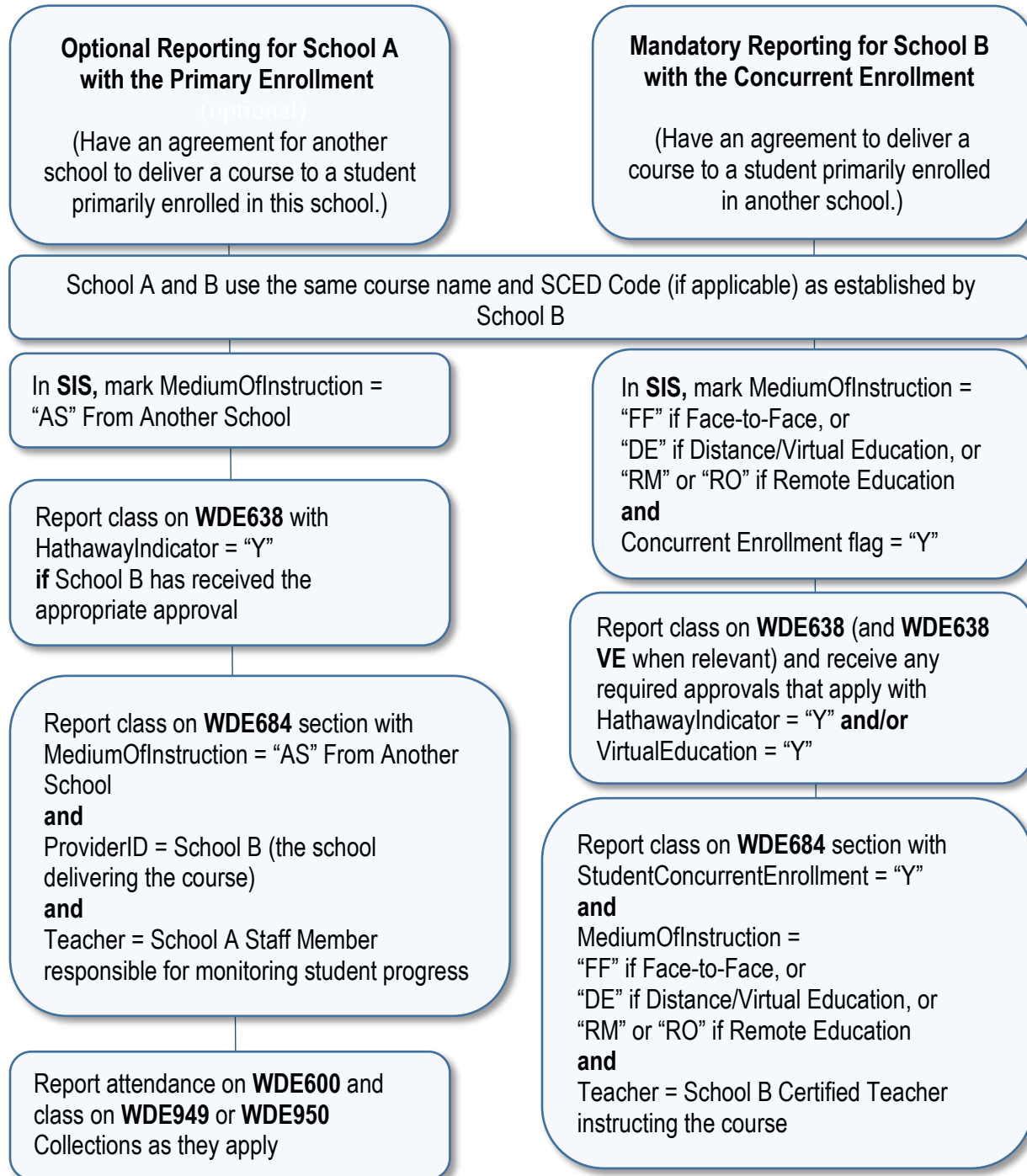
Chapter 8 rules and regulations in their entirety can be accessed at the following hyperlink: <http://sos.wy.state.wy.us/Rules/RULES/7210.pdf>. Please share this information with your student information system vendors. If you have questions regarding this information please contact Amy Manley at 307-777-6000 or Shadd Schutte at 307-777-3656.

AM:SS



# Appendix C: K-12 Concurrent Enrollment Reporting

A student takes a K-12 course from another school outside the school they are primarily enrolled in through either face-to-face, distance/virtual education, or remote education delivery. Course **and** section reporting by the school of primary enrollment is optional. Course **and** section reporting is required by the school that is offering the course as part of a concurrent enrollment.



## Appendix D: Exit Code Matchup

The following is a list of Special Education Exit codes and the Student Exit codes that can be used with them. The mappings shown here are reflective of fatal errors in the WDE684.

SPED Code	Student Code
DE – Deceased **	213 – Deceased **
DO – Dropped Out and Other Exiters	140 – Dropped Out 141 - Transfer incomplete, or status unknown 159 – Discontinued for other program like GED 183 – Withdrawn due to significant illness 205 – Permanent Incapacitation
EX – Expelled without continuation of services	167 – Expelled or involuntarily withdrawn w/o continuation of educational services
GC – Received a non-diploma completion credential ** ***	132 – Completed school with other certificate ** ***
GD – Graduated with diploma **	108 – Graduated with Diploma – College Bound ** 124 – Graduated with diploma – not college bound **
MA – Maximum age **	175 – Max age for services **
RP – Returned to regular Program  (In Your Own District)	280 – Mid-year change – same school 310 – Attended through year – grade level advance * 329 – Attended through year – retained in grade * 345 – Transferred mid-year in same district
TO - Transferred KNOWN to be Continuing  In cases of 302, 418, 450, and 426 student exits, If the TO exit code is used in the Special Education record, and if the student is being placed on a services plan, these students will be reported in a separate collection.	264 – Emigrated to another country 256 – Foreign Student returned to home country 302 - End of concurrent or homeschool enrollment 361 – Transferred to a public school in a different WYO Dist. 396 – Transferred to a public school in a different state 418 – Transferred to a private school in WY 426 – Transferred to a private school in a different state 450 – Transferred to homeschool as Primary Education
PE – Parental Exit  In cases of 302, 418, 450, and 426 student exits, If the PE exit code is used in the Special Education record, these students are NOT expected to have a services plan and thus would NOT be reported in a separate collection.	280 - Mid-year change – same school 302 - End of concurrent or homeschool enrollment 310 – Attended through year – grade level advance * 329 – Attended through year – retained in grade * 345 – Transferred mid-year in same district 418 – Transferred to a private school in WY 426 – Transferred to a private school in a different state 450 – Transferred to homeschool as Primary Education
NULL -	142 - SPED student extended absence, no ADM applied and all exit procedures followed. Exit is only applicable for an additional 10 days after the mandatory drop and only useable where IDEA = Y

SPED Code	Student Code
NULL -	168 - Removed by IAES, expelled, or involuntarily withdrawn with a continuation of services 280 - Mid-year change – same school 310 – Attended through year – grade level advance * 329 – Attended through year – retained in grade * 345 – Transferred mid-year in same district 469 - Transferred to an institution w/educational program

\* Indicates an Exit Code that should only be used at the end of the year for students that are expected to return to the district

\*\* Indicates an exit code that can only be used at the end of a student enrollment. Student CANNOT return to the district as a primary educational setting.

\*\*\* Students may participate in a ceremony etc., but should not be reported with this exit type code until such time as the student exits the district

A correction record will need to be submitted if a student was erroneously reported with any of the Exit type codes denoted in Footnote \*\* and footnote \*\*\* in the previous year, but return to the district in the current school year.

Exit Codes 281 and 282 are not represented in the chart as they are not allowed for use in cases where IDEA = Y

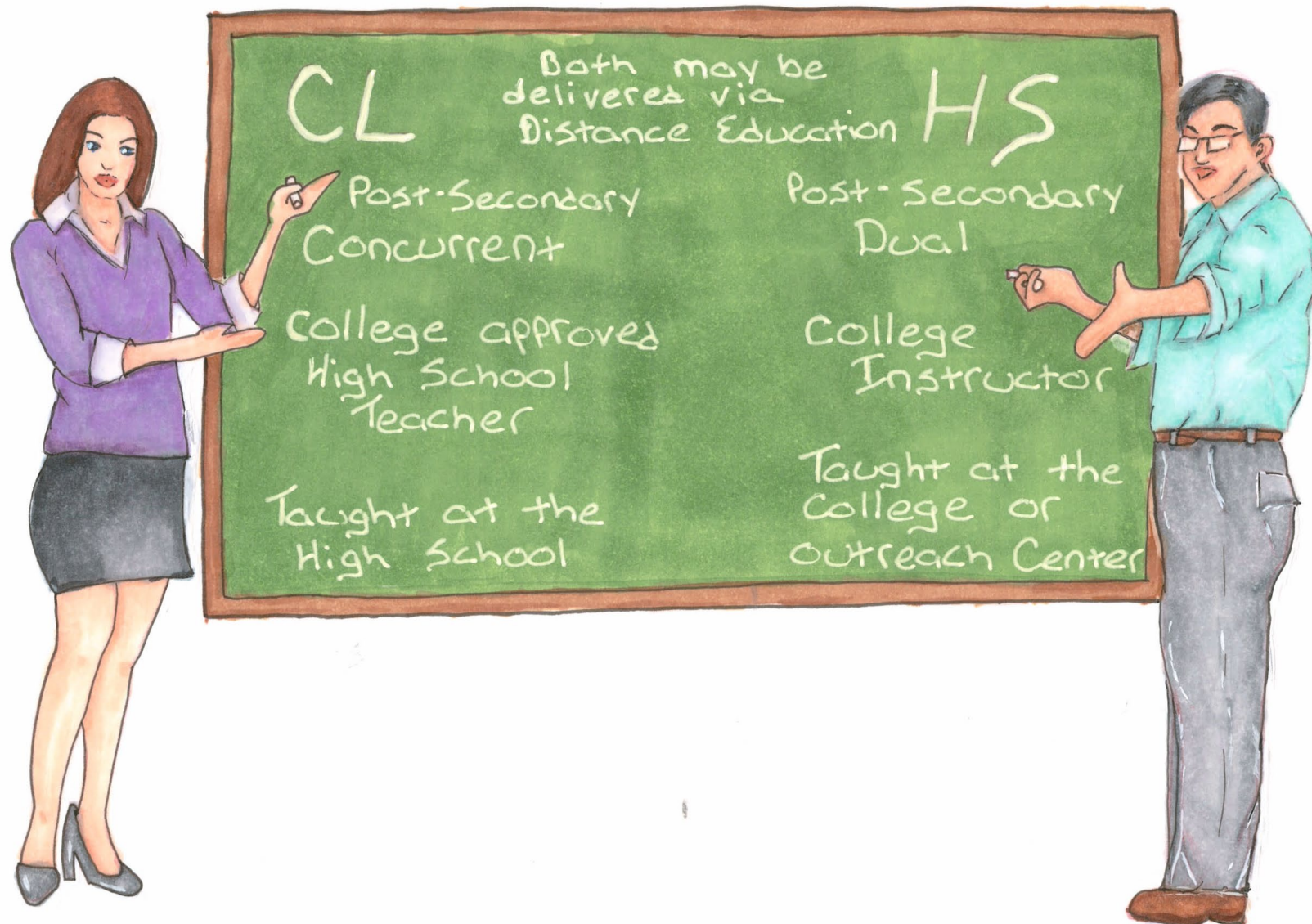
## Appendix E: Which is which: Virtual Education, Remote Education, and Technology Based Classes

Attribute	Virtual Education	Remote Education	Technology Based
Needs to be approved by WDE and have a unique course ID	Yes	No	No
Student must be in school when taking	No	No	Yes
Teacher must be in the same school as student when teaching	No	Yes**	Yes
Concurrent enrollment class	Sometimes*	Sometimes*	No
Instruction can be pre-recorded	Yes	No (must be live)	Yes
Teacher must be able to provide in-person instruction when needed	No	No	Yes
Student participates in a live brick and mortar class via interactive technology	No	Yes	No

\*Virtual education courses and remote education courses are concurrent enrollment when the course is purchased or taken from another K-12 Wyoming school.

\*\*Teacher must be in school, but not the same school as the student if there is a concurrent enrollment.

## Appendix F: Post-Secondary Dual and Concurrent Infographic



# Appendix G: Virtual Education Student Reporting Flow Chart

Report only students that are receiving full-time virtual education instruction as VirtualEdStudent = Y. This can be determined by following the steps in the flow chart.

