

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications** |
| **SY 2018-19** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change** |
| 1.0 – 14.0 |  | Versions 1.0 through 14.0 are used to build files for school years prior to SY 2018-19. |
| 15.0 | August 2018 | Updated for SY 2018-19. |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](http://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Guide – describes each business rule including the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 6/30/2020). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, kindergarten through grade 12 (K–12) performance data for education planning, policymaking, and management and budget decision-making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

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# PURPOSE

This document contains instructions for building files to submit ED*Facts* Data Group 85: Children with disabilities (IDEA) exiting special education table. The definition for this data group is:

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

The data collected using this file specification are required by the Individuals with Disabilities Education Act (IDEA), Section 618. The data are also used for monitoring the programs and activities under IDEA. The appendix contains a crosswalk between this file and the applicable sections of OSEP legacy Table 4.

The ED data stewarding office/s for this file: OSERS/OSEP.

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2017-18 File Specifications

Other than any editorial changes listed in the document history on page ii, there have been no changes to this file specification.

## Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| Reporting Period | Program Year (IDEA-Exit) - The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (IDEA) | Program Year (IDEA-Exit) - The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (IDEA) |  |
| Education units included | Include SEA | Operational LEAs that are responsible for the students’ IEPs. |  |
| Education units not reported |  | Closed, inactive, or future LEAs or LEAs not responsible for the student’s IEP. |  |
| Type of count | Once | Once at any LEA where the student exited special education |  |
| Zero counts | Required for all valid combinations | Not required; valid combinations for the state not included will be assumed to be zeros |  |
| Zero exceptions or  Not applicable | Basis of Exit - If a student with a disability (IDEA) cannot exit special education for a specific reason (i.e., received certificate), the counts should be left out of the file.  Disability category (IDEA) Exiting – If a state does not use a disability category (e.g., multiple disabilities), the counts by that permitted value should be left out of the file.  Basis of Exit by Age – In category set A, leave out combinations of basis of exit and age that do not exist in the state (e.g., if students age 15 cannot exit from special education by reaching maximum age in the state). | If an LEA has no students ages 14 through 21 who exited special education, those permitted values should be left out of the file. |  |
|  |
| Missing | Use “-1” to report missing counts.  Use “MISSING” when a category is not available | Use “-1” to report missing counts.  Use “MISSING” when a category is not available |  |
| Related Metadata survey | The responses to the E*MAPS* State Supplemental Survey - IDEA and the permitted values reported must align. | The responses to the E*MAPS* State Supplemental Survey - IDEA and the permitted values reported must align. |  |

## Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
  + If the record is for a category set, specify an “N” (No).
  + If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Basis of Exit** | **Age (Exiting)** | **Disability Category (IDEA) Exiting** | **Racial Ethnic** | **Sex (Membership)** | **English Learner Status (Both)** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **IDEAEXITSPED** | **X** | **X** | **X** |  |  |  | **N** | Student Count by Basis of Exit by Age (Exiting) by Disability Category (IDEA) Exiting |
| **Category Set B** | **IDEAEXITSPED** | **X** |  |  | **X** |  |  | **N** | Student Count by Basis of Exit by Racial Ethnic |
| **Category Set C** | **IDEAEXITSPED** | **X** |  |  |  | **X** |  | **N** | Student Count by Basis of Exit by Sex (Membership) |
| **Category Set D** | **IDEAEXITSPED** | **X** |  |  |  |  | **X** | **N** | Student Count by Basis of Exit by English Learner Status (Both) |
| **Subtotal 1** | **IDEAEXITSPED** | **X** |  |  |  |  |  | **Y** | Student Count by Basis of Exit |
| **Subtotal 2** | **IDEAEXITSPED** |  | **X** |  |  |  |  | **Y** | Student Count by Age (Exiting) |
| **Subtotal 3** | **IDEAEXITSPED** |  |  |  | **X** |  |  | **Y** | Student Count by Racial Ethnic |
| **Subtotal 4** | **IDEAEXITSPED** |  |  |  |  | **X** |  | **Y** | Student Count by Sex (Membership) |
| **Subtotal 5** | **IDEAEXITSPED** |  |  |  |  |  | **X** | **Y** | Student Count by English Learner Status (Both) |
| **Subtotal 6** | **IDEAEXITSPED** |  |  | **X** |  |  |  | **Y** | Student Count by Disability Category (IDEA) Exiting |
| **Education Unit Total** | **IDEAEXITSPED** |  |  |  |  |  |  | **Y** | Education Unit Total of Student Count |

## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

**When is this file due?**

This file is due the first Wednesday in November. Remember that these data are to be final.

**Which students should be reported in this file?**

Report children with disabilities (IDEA) who were in special education at the start of the reporting period and who exited special education during the reporting period. The definition of children with disabilities (IDEA) is in the *EDFacts Workbook.*

**Which students should not be reported?**

Do not include students with disabilities (IDEA) who were parentally-placed in private schools.

**Are all students reported in all category sets and subtotals?**

Yes.

**Where do I report a student who left school to be home schooled?**If the student continues to receive special education and related services from the LEA, then the student should not be reported on the exiting data collection form. If the student is no longer receiving special education, then report him/her in the exit category “Transferred to regular education”.

**What are the permitted values for the basis of exit?**

The permitted values are:

* **GHS** = Graduated with regular high school diploma
* **RC** = Received a certificate
* **RMA** = Reached maximum age
* **D** = Died
* **MKC** = Moved, known to be continuing
* **DROPOUT** = Dropped out
* **TRAN** = Transferred to regular education
* **GRADALTDPL =** Graduated with an alternate diploma

Each of these permitted values is defined in section 2.5.

**What are the requirements for the state-defined alternate diploma?**

State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma.

**How are state-defined alternate diplomas included in this file?**

If a state adopts an alternate diploma that is aligned to the requirements above, they must report eligible students receiving the alternate diploma under the permitted value of GRADALTDPL -  Graduated with an alternate diploma for the basis of exit. These students should not be included in any other basis of exit category/ permitted value.

**How are students who receive GEDs reported?**

In states where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.

**How are student counts reported by Disability Category (IDEA) Exiting?**

Report students by one of the disability categories under IDEA that are listed in the ED*Facts* Workbook. The disability category “developmental delay” cannot be used.

**How is a student’s age reported in this file?**

Report students by their age, in years, on the date of the most recent child count prior to the students exiting special education, not the age at the time of exit.

**How are student counts reported by racial ethnic?**

SEAs must submit racial and ethnic data using 7 permitted values, which are:

**AM7** – American Indian or Alaska Native

**AS7** – Asian

**BL7** – Black or African American

**HI7** – Hispanic/Latino

**PI7** – Native Hawaiian or Other Pacific Islander

**WH7** – White

**MU7** – Two or more races

**How are student counts reported by English Learner Status (Both)?**

Students who meet the definition of an English Learner in the ED*Facts* Workbook as of the date of exit should be reported as English learners. Students who do not meet that definition as of the date of exit should be reported as non-English learners.

**How does the EDFacts data crosswalk to OSEP legacy Table 4?**

The appendix contains a crosswalk. No other files collect information used in OSEP legacy Table 4.

## Definitions

The following definitions support this file:

**Dropped out**

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

* GED - In states where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.

**Graduated with regular high school diploma**

These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students 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.”

**Moved, known to be continuing**

These students moved out of the catchment area 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. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

**Reached maximum age**

These students exited special education because of reaching the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

**Received a certificate**

These students exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This also includes students receiving any alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or a GED, so long as the student remained continuously enrolled in the secondary education program.

* GED – Received a certificate includes GED recipients when the state allows the students to receive a GED without dropping out of school (the students are jointly enrolled in secondary education and a GED program).

**Transferred to regular education**

These students were 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. 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))

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:   * SEA for a State Education Agency level * LEA for a Local Education Agency level | 3 |
| filename | **CDIDEAESE** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:  .txt – fixed  .csv – comma delimited  .tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values**  **Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted. | **SEA CHILDREN WITH DISAB (IDEA) EXITING SPEC ED**  **LEA CHILDREN WITH DISAB (IDEA) EXITING SPEC ED** |
| Total Records in File | 51 | 10 | Number | M | The total number of data records contained in the file. The header record is NOT included in this count. |  |
| File Name | 61 | 25 | String | M | The file name including extension, the same as the external file name. | See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |  |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years. | **2018-2019**  OR  **2018 2019** |
| Filler | 127 | 393 | String | M | Leave filler field blank. |  |
| Carriage Return / Line Feed (CRLF) | 520 | 1 |  | M |  |  |

Below is an example of a header record.

**Table 4.1–2: Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler, Carriage Return / Line Feed (CRLF) |
| Example | LEA CHILDREN WITH DISAB (IDEA) EXITING SPEC ED,15,euleaCDIDEAESEv000001.csv,characters to identify file,2018-2019,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**Table 4.2–1: Data Records**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |  |
| **DG559** State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG570** State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file. | **01** – State Education Agency |
| **DG4** LEA Identifier (State) | 15 | 14 | String | M | The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA Identification Number (ID). This data element cannot be updated through this file. | SEA level – Blank |
| Filler | 29 | 20 | String | M | Leave filler field blank |  |
| Table Name | 49 | 20 | String | M | See table 2.3-1 | **IDEAEXITSPED** |
| Filler | 69 | 15 | String | M | Leave filler field blank. |  |
| Racial /Ethnic | 84 | 15 | String | A | The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify. | **AM7 -** American Indian or Alaska Native  **AS7 -** Asian  **BL7 -** Black or African American  **HI7 -** Hispanic/Latino  **PI7 -** Native Hawaiian or Other Pacific Islander  **WH7 -** White  **MU7 -** Two or more races **MISSING** |
| Sex (Membership) | 99 | 15 | String | A | The concept describing the biological traits that distinguish the males and females of a species. | **F** – Female  **M** – Male  **MISSING** |
| Filler | 114 | 15 | String | M | Leave filler field blank. |  |
| Filler | 129 | 15 | String | M | Leave filler field blank. |  |
| Filler | 144 | 15 | String | M | Leave filler field blank. |  |
| Filler | 159 | 15 | String | M | Leave filler field blank. |  |
| Filler | 174 | 15 | String | M | Leave filler field blank. |  |
| Filler | 189 | 15 | String | M | Leave filler field blank. |  |
| Disability Category (IDEA) Exiting | 204 | 15 | String | A | The primary disability as identified in the Individualized Education Program (IEP). | **AUT** – Autism  **DB** – Deaf-blindness  **EMN** – Emotional disturbance  **HI** – Hearing impairment  **MR** – Intellectual disability  **MD** – Multiple disabilities  **OI** – Orthopedic impairment  **SLD** – Specific learning disability  **SLI** – Speech or language impairment  **TBI** – Traumatic brain injury  **VI** – Visual impairment  **OHI** – Other health impairment  **MISSING** |
| Age (Exiting) | 219 | 15 | String | A | The discrete age of children (students) on the date of the most recent IDEA child count prior to exiting special education. | **14** – Age 14  **15** – Age 15  **16** – Age 16  **17** – Age 17  **18** – Age 18  **19** – Age 19  **20** – Age 20  **21** – Age 21  **MISSING** |
| English Learner Status (Both) | 234 | 15 | String | A | An indication of whether students met the definition of an English learner. | **LEP** – English learner  **NLEP** – Non-English learner  **MISSING** |
| Filler | 249 | 15 | String | M | Leave filler field blank. |  |
| Filler | 264 | 15 | String | M | Leave filler field blank. |  |
| Filler | 279 | 15 | String | M | Leave filler field blank. |  |
| Basis of Exit | 294 | 15 | String | A | The reason children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period. | **GHS** – Graduated with regular high school diploma  **GRADALTDPL** – Graduated with an alternate diploma  **RC** – Received a certificate  **RMA** – Reached maximum age  **MKC** – Moved, known to be continuing  **TRAN** – Transferred to regular education  **DROPOUT** – Dropped out  **D** – Died  **MISSING** |
| Total Indicator | 309 | 1 | String | M | An indicator that defines the count level – see table 2.3-1 “Required Categories and Totals” | **N** – Specifies category set  **Y** – Specifies subtotal or total of the education unit |
| Explanation | 310 | 200 | String | O | Text field for state use. |  |
| Student Count | 510 | 10 | Number | M |  |  |
| Carriage Return / Line Feed (CRLF) | 520 | 1 |  | M |  |  |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Example – School level**

|  |  |
| --- | --- |
| **Aggregation** | **Example** |
| Format | File Record Number,State Code,State Agency Number,LEA Identifier (State),Filler,Table Name,Filler,Racial /Ethnic,Sex (Membership),Filler,Filler,Filler,Filler,Filler,Filler,Disability Category (IDEA) Exiting,Age (Exiting),English Learner Status (Both),Filler,Filler,Filler,Basis of Exit,Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,AUT,14,,,,,RC,N,,100¶ |
| Category Set B | 6,80,01,00614FEDERAL,,IDEAEXITSPED,,AM7,,,,,,,,,,,,,,MKC,N,,100¶ |
| Category Set C | 10,80,01,00614FEDERAL,,IDEAEXITSPED,,,F,,,,,,,,,,,,,RMA,N,,100¶ |
| Category Set D | 11,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,,,LEP,,,,D,N,,10¶ |
| Subtotal 1 | 16,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,,,,,,,MKC,Y,,200¶ |
| Subtotal 2 | 23,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,,18,,,,,,Y,,10¶ |
| Subtotal 3 | 25,80,01,00614FEDERAL,,IDEAEXITSPED,,WH7,,,,,,,,,,,,,,,Y,,100¶ |
| Subtotal 4 | 26,80,01,00614FEDERAL,,IDEAEXITSPED,,,M,,,,,,,,,,,,,,Y,,100¶ |
| Subtotal 5 | 27,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,,,LEP,,,,,Y,,10¶ |
| Subtotal 6 | 20,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,AUT,,,,,,,Y,,100¶ |
| Total of education unit | 28,80,01,00614FEDERAL,,IDEAEXITSPED,,,,,,,,,,,,,,,,,Y,,2300¶ |

# APPENDIX: IDEA CROSSWALK

This appendix contains the crosswalk for OSEP legacy Table 4 “Report of Children with Disabilities Exiting Special Education During the School Year.”

IDEA (Exiting – Legacy Table 4) Crosswalk

| **IDEA Data Collection Description** | **Table Section** | **Section**  **(column, row, cell)** | **ED*Facts* File Spec** | **ED*Facts* Data Group** | **Category Set** |
| --- | --- | --- | --- | --- | --- |
| Discrete Age & Disability by Basis of Exit | A |  | FS009 | 85 | A |
|  | A | Column -14-21 Total | FS009 | 85 | Subtotal 2 |
|  |  |  |  |  |  |
| Discrete Age by Basis of Exit | B |  | Auto Calculated | Auto Calculated | Auto Calculated |
|  | B | Row H -Total | FS009 | 85 | Subtotal 2 |
|  | B | Column -14-21 Total | FS009 | 85 | Subtotal 1 |
|  | B | Cell - Total x Total | FS009 | 85 | Total of the Education Unit |
|  |  |  |  |  |  |
| Race/Ethnicity by Basis of Exit | C |  | FS009 | 85 | B |
|  | C | Row H -Total | FS009 | 85 | Subtotal 3 |
|  | C | Column -14-21 Total | FS009 | 85 | Subtotal 1 |
|  | C | Cell - Total x Total | FS009 | 85 | Total of the Education Unit |
|  |  |  |  |  |  |
| Gender (Sex) by Basis of Exit | D |  | FS009 | 85 | C |
|  | D | Row H -Total | FS009 | 85 | Subtotal 4 |
|  | D | Column -14-21 Total | FS009 | 85 | Subtotal 1 |
|  | D | Cell - Total x Total | FS009 | 85 | Total of the Education Unit |
|  |  |  |  |  |  |
| Limited English Proficiency by Basis of Exit | E |  | FS009 | 85 | D |
|  | E | Row H -Total | FS009 | 85 | Subtotal 5 |
|  | E | Column -14-21 Total | FS009 | 85 | Subtotal 1 |
|  | E | Cell - Total x Total | FS009 | 85 | Total of the Education Unit |



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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