



Individuals with Disabilities Education Act (IDEA)

Part B, Data Collection History

December 2012 (revised)

Prepared by:

**Data Accountability Center (DAC)
Rockville, Maryland**

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INTRODUCTORY NOTES

After the 1990 reauthorization of the *Education of the Handicapped Act (EHA)*, three main data collection elements were eliminated. They were the Child Count and Educational Environments data collection that was part of Chapter 1 of the *Elementary and Secondary Education Act State-Operated Programs (ESEA SOP)*, the data collection on expenditures for special education and related services, and the report of special education programs and related services in need of improvement and the number of children and students with disabilities needing improved programs and services. The 1990 reauthorization of the *EHA* renamed the law *Individuals with Disabilities Education Act (IDEA)*. *IDEA* also changed the names of all disabilities and eliminated the requirement to collect data on 3- through 5-year-olds by disability. These changes were reflected in data collection forms for the 1991–92 school year. In 1997, *IDEA* was again reauthorized by Congress.

The 1997 reauthorization eliminated the anticipated services data collection. This collection was a count of the anticipated services needed for those students with disabilities exiting the educational system in the year following their exit. The 1997 reauthorization also resulted in the addition of a discipline data collection form, the collection of race/ethnicity data, allowing children ages 3 through 9 to be reported under the classification developmental delay, permitting states to use a December 1 or last Friday in October child count date, a change in the name for the infants and toddlers program (from Part H to Part C), and a change in the name of one disability category (serious emotional disturbance was changed to emotional disturbance). Two of these changes—reporting children ages 3 through 9 under developmental delay and permitting states to use one of two options for a child count date—were implemented in the 1997–98 school year. The other changes were implemented in the 1998–99 school year. In the data collection history that follows, the names of disabilities for school years prior to the year of change reflect their historical usage.

When *IDEA* was reauthorized in 2004 (P.L. 108-466), Congress mandated a number of data collection changes, most of which were implemented in the 2005–06 reporting year. These changes include, but are not limited to, the following:

- Collection of the gender and limited English proficiency (LEP) status of children receiving special education and related services for the educational environments, exiting, and discipline data collections;
- Revisions, additions, and deletions to the categories for the personnel data collection;
- Revisions to the categories for reporting children ages 3 through 5 by educational environment; and
- Collection of dispute resolution data.

The assessment data collection was added in the 2004–05 reporting year to reflect the *ESEA*, reauthorized in 2001 as *No Child Left Behind (NCLB)*. The assessment data are counts, by grade level, of the number of students with disabilities participating in state assessments and their performance on those assessments. Grade and achievement levels are the same levels states use for reporting under *NCLB*. A number of changes were made to this data collection in subsequent years, including the reporting of alternate assessments on modified achievement standards and reporting in the performance section the students in the *NCLB* 1% and 2% caps.

INTRODUCTORY NOTES

The Maintenance of Effort Reduction and Coordinated Early Intervening Services (MOE/CEIS) data collection was added in the FFY 2009 reporting year. The MOE/CEIS data are by local educational agency (LEA) and educational service agency (ESA), of the amount of Section 611 or Section 619 subgrants from the state. The MOE/CEIS data also contain the dollar amounts associated with MOE/CEIS. The data collection also contains the number of children receiving CEIS.

The purpose of this document is to outline changes in the data collection during the life of the *IDEA* program for preschool and school-age children.

Below is a list of the disabilities used in school years 1976–77 through 1990–91 and their counterparts for 1991–92 and thereafter.

1976–77 through 1990–91

Learning disabled
Speech or language impaired
Mentally retarded
Seriously emotionally disturbed
Hard-of-hearing
Deaf
Orthopedically impaired
Other health impaired
Visually handicapped
Multihandicapped²
Deaf-blind²

1991–92 through the present

Specific learning disabilities
Speech or language impairments
Mental retardation
Serious emotional disturbance¹
Hearing impairments
Orthopedic impairments
Other health impairments
Visual impairments
Multiple disabilities
Deaf-blindness
Autism³
Traumatic brain injury⁴
Developmental delay⁴

Users of these data should examine this data history and the state-reported data notes provided on IDEAdata.org before analyzing and reporting on these data.

¹ Referred to as emotional disturbance beginning with the 1998–99 data collection.

² Multihandicapped and Deaf-blind disability categories were added in the 1978–79 school year.

³ Autism and traumatic brain injury were optional disability categories for federal reporting in 1991–92 and required categories beginning in 1992–93.

⁴ Permitted as a reporting category in 1997–98.

CHILD COUNT

The child count data are unduplicated actual counts of all children and students with disabilities served under *IDEA*, Part B; the program is often referred to as the P.L. 94-142 program. The data have been collected since 1976. However, early data were collected by age group rather than by individual age year. Also, early data were collected separately for Chapter 1 of *ESEA* (SOP); these data were collected for all students served, i.e., birth through age 20. The 1986 amendments to *EHA* (now known as *IDEA*) eliminated the requirement to collect by disability for students' ages 3 through 5. Two disability categories were added by the 1990 amendments to *IDEA*—traumatic brain injury and autism. The *Improving America's Schools Act of 1994 (IASA)* amended the *Elementary and Secondary Education Act of 1965 (ESEA)* by eliminating the Chapter 1 Handicapped (SOP) program. At the same time, several changes, including the insertion of hold-harmless provisions, were made to *IDEA* to ensure that children would not be adversely affected by this change. Beginning with the 1994–95 school year, all children with disabilities were served under programs authorized by Part B and Part C of *IDEA*.

The 1997 reauthorization of *IDEA* added the developmental delay category for children ages 6 through 9, renamed serious emotional disturbance to emotional disturbance, and added the requirement to collect race/ethnicity data. The 1998–99 school year was the first year that race/ethnicity data were collected.

School Years 1976–77 and 1977–78

- Age Groups:
- 3 through 5 years old; and
 - 6 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;
 - Other health impaired; and
 - Visually handicapped.

Note: In 1976 and 1977, the child count was conducted twice per year. The count reported to OSEP was an average of the two counts. As a result, some states reported decimals.

School Year 1978–79

- Age Groups:
- 3 through 5 years old;
 - 6 through 17 years old; and
 - 18 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;

CHILD COUNT

- Hard-of-hearing;
- Deaf;
- Orthopedically impaired;
- Other health impaired;
- Visually handicapped;
- Multihandicapped; and
- Deaf-blind.

Change: 1) Data were collected for two additional types of disabilities: multihandicapped and deaf-blind. Data were collected separately for students in age groups 6 through 17 and 18 through 21.

School Years 1979–80 through 1984–85

The data collection was unchanged.

School Year 1985–86

Age Groups:

- 3 through 5 years old by disability;
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability;
- 3 through 22+ years old by disability.

Age Years:

- Ages 3 through 21, and 22+.

Types of Disabilities:

- Learning disabled;
- Speech or language impaired;
- Mentally retarded;
- Seriously emotionally disturbed;
- Hard-of-hearing;
- Deaf;
- Orthopedically impaired;
- Other health impaired;
- Visually handicapped;
- Multihandicapped; and
- Deaf-blind.

Change: 1) States were required to report data for individual age year. Actual counts were required for the age groups, whereas estimated counts were allowed for the individual age-year data.

School Year 1986–87

The data collection was unchanged.

CHILD COUNT

School Year 1987–88

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old by disability.

Age group data were to be actual counts.

- Age Years:
- Ages 3 through 5 (not by type of disability);
 - Ages 6 through 21 by disability; and
 - Ages 22+ by disability.

Discrete age data could be based on sampling of data from school districts. Sampling guidelines were provided by OSEP. No states have used the sampling option.

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped;
 - Multihandicapped; and
 - Deaf-blind.

- Change:** 1) The *1986 Amendments to EHA* ended the practice of reporting children ages 3 through 5 by type of disability.

School Years 1988–89 through 1990–91

The data collection was unchanged.

School Year 1991–92

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability;
 - 6 through 21 years old by disability; and

CHILD COUNT

- 6 through 22+ years old by disability.

Age group data were to be actual counts.

- Age Years:
- Ages 3 through 5 (not by type of disability);
 - Ages 6 through 21 by disability; and
 - Ages 22+ by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism (optional); and
 - Traumatic brain injury (optional).

- Change:**
- 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of students served under the categories of autism and traumatic brain injury was optional. The new category hearing impairments was created by combining the former categories of hard-of-hearing and deaf.

School Year 1992–93

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old by disability (optional).

Age group data were required to be actual counts.

- Age Years:
- Ages 3 through 5 (not by type of disability);
 - Ages 6 through 2 by disability; and
 - Ages 22+ by disability (optional).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;

CHILD COUNT

- Hearing impairments;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Multiple disabilities;
- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

Change: 1) States were required to report the count of students served with autism and traumatic brain injury. The reporting of data on students ages 22 and older was optional.

School Year 1993–94

The data collection was unchanged.

School Year 1994–95

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old by disability (optional).

Age group data were required to be actual counts.

- Age Years:
- Ages 3 through 5 (not by type of disability);
 - Ages 6 through 21 by disability; and
 - Ages 22+ by disability (optional).

Discrete age data could be based on sampling of data from school districts. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval by November 25, 1994. No states have used the sampling option.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;

CHILD COUNT

- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

Change: 1) States were required to report under *IDEA*, Part B all children ages 3 through 21 who previously would have been counted under Section 146 of Title I as incorporated by Section 554 of *ESEA*.

School Years 1995–96 through 1996–97

The data collection was unchanged.

School Year 1997–98

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability;
- 6 through 21 years old by disability; and
- 6 through 22+ years old by disability (optional).

Age group data were required to be actual counts.

Age Years:

- Ages 3 through 5 (not by type of disability);
- Ages 6 through 21 by disability; and
- Ages 22+ by disability (optional).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Serious emotional disturbance;
- Hearing impairments;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Multiple disabilities;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Changes: 1) States had the option to use either December 1 or the last Friday in October as the count date.

CHILD COUNT

- 2) One new disability type—developmental delay—was added as a result of the *1997 Amendments to IDEA*. States had the option of using the new disability category. If the states have defined criteria for measuring developmental delay, they should report children ages 6 through 9 under the category developmental delay.

School Year 1998–99

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old (optional).

Actual counts were required for the 3 through 5 and 6 through 21 age groups.

- Age Years:
- Ages 3 through 5 (not by type of disability);
 - Ages 6 through 21 by disability; and
 - Ages 22+ (optional).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black or African American (not Hispanic);
 - Hispanic or Latino; and
 - White (not Hispanic).

Race/ethnicity could be based on data sampled from school districts. Sampling guidelines were provided by OSEP. States choosing to sample were required to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 30 of the reporting year. No states have used the sampling option.

CHILD COUNT

- Changes:** 1) States were required to report race/ethnicity data for the 3 through 5 age groups and the 6 through 21 age groups by disability category. The counts had to be unduplicated. States could use sampling, subject to OSEP guidelines, to collect data on race/ethnicity. Note that children had to be reported in only one race/ethnicity category. The race/ethnicity categories were defined as follows:

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian or Pacific Islander A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.

Black or African American (not Hispanic) A person having origins in any of the Black racial groups of Africa.

Hispanic or Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

White (not Hispanic) A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Total The unduplicated total across the race/ethnicity designations.

- 2) The column totals for students in the age groups 6 through 11, 12 through 17, and 18 through 21 were eliminated.
- 3) The disability condition serious emotional disturbance was renamed emotional disturbance.
- 4) Several changes were made in the sampling guidelines. The deadline for submitting sampling plans was changed from November 25 to September 30. For states using sampling, weighted rather than unweighted data had to be provided. A description of the final sample sizes and the weights used was required to be provided along with the data. Finally, when sampling students, data had to be collected separately for each federal disability category.

CHILD COUNT

School Year 1999–2000

The data collection was unchanged.

School Year 2000–01

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old (optional).

Actual counts were required for the 3 through 5 and 6 through 21 age groups.

- Age Years:
- Ages 3 through 5 by disability;
 - Ages 6 through 21 by disability; and
 - Ages 22+ (optional).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black or African American (not Hispanic);
 - Hispanic or Latino; and
 - White (not Hispanic).

- Change:** 1) States were required to report children ages 3 through 5 by disability.

School Years 2001–02 to 2003–04

The data collection was unchanged.

CHILD COUNT

School Years 2004–05 and 2005–06

- Change:** 1) Discrete age data could be based on data from school districts. Sampling guidelines were provided by OSEP. States choosing to sample *were required* to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 1 of the reporting year. No states have used the sampling option.

School Year 2006–07

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old (optional).

Actual counts were required for the 3 through 5 and 6 through 21 age groups.

- Age Years:
- Ages 3 through 5 by disability;
 - Ages 6 through 21 by disability; and
 - Ages 22+ (optional).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Changes:** 1) The count was to be taken on a state-designated date between October 1, 2006, and December 1, 2006 (inclusive). The state had to use the same date every year.

CHILD COUNT

- 2) States had to report the number of children in each gender and limited English proficiency status category. To reduce data burden, states were to report these data only on the Educational Environments table.
- 3) States now had to report the percentage of students by disability for ages 3 through 5, by race/ethnicity for ages 3 through 5, by disability for ages 6 through 21, and by race/ethnicity for ages 6 through 21. The Data Transmission System (DTS) calculated the percentages automatically for the states.
- 4) Sampling was no longer allowed for race/ethnicity.

School Year 2007–08

The data collection was unchanged.

School Year 2008–09

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 21 years old by disability; and
 - 6 through 22+ years old (optional).

Actual counts were required for the 3 through 5 and 6 through 21 age groups.

- Age Years:
- Ages 3 through 5 by disability;
 - Ages 6 through 21 by disability; and
 - Ages 22+ (optional).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);

CHILD COUNT

- Hispanic; and
- White (not Hispanic).

OR

- Hispanic/Latino;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races.

- Change:** 1) Although not required to do so prior to the 2010 report, SEAs were permitted, as early as for reports referencing SY 2008–09, to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

School Year 2009–10

- Age Groups:
- 3 through 5 years old by disability; and
 - 6 through 21 years old by disability.

Actual counts were required for the 3 through 5 and 6 through 21 age groups.

- Age Years:
- Ages 3 through 5 by disability; and
 - Ages 6 through 21 by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and

CHILD COUNT

- Two or more races.

Change: 1) SEAs were no longer able to report students 22+ years old.

School Year 2010–11

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 21 years old by disability.
- Actual counts were required for the 3 through 5 and 6 through 21 age groups.
- Age Years:
- Ages 3 through 5 by disability;
 - Ages 6 through 21 by disability; and

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.

Change: 1) SEAs were required to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

School Year 2011–12

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 21 years old by disability.
- Actual counts were required for the 3 through 5 and 6 through 21 age groups.
- Age Years:
- Ages 3 through 5 by disability;
 - Ages 6 through 21 by disability.

CHILD COUNT

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Intellectual disability;
 - Emotional disturbance;
 - Hearing impairments;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Multiple disabilities;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

- Race/Ethnicity Categories:
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.

Change: 1) The term mental retardation was changed to intellectual disability.

School Year 2012–13

The data collection was unchanged.

EDUCATIONAL ENVIRONMENTS

The educational environment data are counts of all children and students ages 3 through 21 with disabilities, by age group and disability category, according to their educational environment. The data have been collected since 1976. The *1986 Amendments to EHA-B* (now known as *IDEA*, Part B) mandated that data be collected on nine educational environments. The intent of this collection is to measure interaction of children and students with disabilities with their peers without disabilities; over the years, the definitions of the environment categories have been refined to reflect this intent. Availability for environments data prior to 1984–85 is limited. The early year data categories were significantly different as outlined below. These data do not currently reside in DANS, but are backed up to tape.

These data were collected in combination with Chapter 1 of *ESEA* (SOP) educational environment data until 1990–91, when Chapter 1 of *ESEA* (SOP) data began to be collected separately; see the section at the end of the Data Collection History, Educational Environment Data, Chapter 1 of *ESEA* (SOP). The 1990 amendments to *IDEA* added the disability categories of autism and traumatic brain injury. In 1994, the *Improving America's Schools Act* amended *ESEA* by eliminating the Chapter 1 Handicapped (SOP) program.

A number of changes were made to the collection as a result of the 1997 reauthorization of *IDEA*. These changes were implemented for the 1998–99 school year. The developmental delay disability category was added; the disability category serious emotional disturbance was renamed emotional disturbance; states were required to collect race/ethnicity data; and separate environments were added for preschoolers. The labels for the educational environments in regular schools were also changed. The 2000–01 school year was the first year that disability data were collected for children ages 3 through 5. In 2006–07, the educational environments for children ages 3 through 5 changed; the data collection also added a section on gender and limited English proficiency; and the educational environments for students ages 6 through 21 were modified slightly (categories collapsed and categories renamed, but definitions remained the same).

School Year 1976–77

- Age Groups:
- 3 through 5 years old;
 - 6 through 17 years old; and
 - 18 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;
 - Other health impaired; and
 - Visually handicapped.
- Educational Environments:
- Regular class;
 - Separate class;
 - Separate school facility; and

EDUCATIONAL ENVIRONMENTS

- Other educational environment.

School Year 1977–78

- Age Groups:
- 3 through 5 years old;
 - 6 through 17 years old; and
 - 18 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped;
 - Deaf-blind; and
 - Multihandicapped.
- Educational Environments:
- Regular class;
 - Separate class;
 - Separate school facility; and
 - Other educational environment.

- Change:** 1) Data were collected for two additional types of disabilities: deaf-blind and multihandicapped.

School Years 1978–79 through 1980–81

The data collection was unchanged.

School Year 1981–82

- Age Groups:
- 3 through 5 years old;
 - 6 through 17 years old; and
 - 18 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;

EDUCATIONAL ENVIRONMENTS

- Other health impaired;
 - Visually handicapped;
 - Deaf-blind;
 - Multihandicapped; and
 - Non-categorical.
- Educational Environments:
- Regular class;
 - Separate class;
 - Separate school facility; and
 - Other educational environment.
- Change:** 1) Non-categorical was added to the types of disabilities.

School Years 1982–83 and 1983–84

The data collection was unchanged.

School Year 1984–85

- Age Groups:
- 3 through 5 years old;
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility; and
 - Homebound/hospital environment.

EDUCATIONAL ENVIRONMENTS

- Change:** 1) The educational environment data tables changed significantly for school year 1984–85. Data were collected for four age groups rather than three and for nine environments rather than four. Non-categorical was dropped from the disability list.

The instructions provided to states were changed to address the fact that students often received special education and related services in various environments during the day. The environment categories were defined as follows:

- Regular class included students receiving special education and related services for less than 21 percent of the school day.
- Resource room included students receiving special education and related services for at least 21 percent but no more than 60 percent of the school day.
- Separate class included students receiving special education and related services for more than 60 percent of the school day in a separate class.
- Public separate school facilities included students receiving special education and related services for greater than 50 percent of the school day in separate facilities.
- Private separate school facilities included students who received education programs in these facilities at public expense for greater than 50 percent of the school day.
- Public residential facilities included students who received education programs in these facilities for greater than 50 percent of the school day.
- Private residential facilities included students receiving education programs in private residential facilities at public expense for greater than 50 percent of the school day.
- Homebound/hospital environment included students who received education programs in hospital programs or homebound programs.
- Correctional facility environment included students who received education programs while being incarcerated.

Note: Westat queried state special education data managers and found that limited comparisons of these data can be made over time. Comparisons of data prior to 1984–85 with data after that date should be limited only to students served outside of regular school buildings.

EDUCATIONAL ENVIRONMENTS

School Years 1985–86 and 1986–87

The data collection was unchanged.

School Year 1987–88

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate).
- Changes:**
- 1) Data on children and students with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments, i.e., a student in a correctional facility who received instruction in a separate class would be reported under the separate class environment as well as the correctional facility environment.
 - 2) Data for children with disabilities served in private schools not placed or referred by public agencies were also collected as duplicated counts of data reported under one of the other environments.

EDUCATIONAL ENVIRONMENTS

- 3) The *1986 Amendments to EHA* ended the practice of reporting children 3 through 5 years of age by type of disability.

School Year 1988–89

The data collection was unchanged.

School Year 1989–90

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Learning disabled;
- Speech or language impaired;
- Mentally retarded;
- Seriously emotionally disturbed;
- Hard-of-hearing;
- Deaf;
- Multihandicapped;
- Orthopedically impaired;
- Other health impaired;
- Visually handicapped; and
- Deaf-blind.

Educational Environments:

- Regular class;
- Resource room;
- Separate class;
- Private separate school facility;
- Public separate school facility;
- Private residential facility;
- Public residential facility;
- Correctional facility(duplicate);
- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies (duplicate).

- Changes:**
- 1) States had the option of reporting the count of children with disabilities served under Chapter 1 of *ESEA* (SOP) separate from children served under Part B of *IDEA*. See the section at the end of the Data Collection History, Educational Environment: Chapter 1 of *ESEA* (SOP).

EDUCATIONAL ENVIRONMENTS

- 2) The criteria for reporting students in regular class, resource room, and separate class environments were changed from being based on percentage of time receiving special education to percentage of time outside the regular classroom. Definitions for these categories were adjusted in the following manner:
- Regular class included students receiving special education and related services outside the regular classroom for less than 21 percent of the school day.
 - Resource room included students receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
 - Separate class included students receiving special education and related services outside the regular classroom for more than 60 percent of the school day in a separate class.

Note: Westat queried state special education data managers and found that limited comparisons of these data can be made over time. Comparisons of data prior to 1989–90 with data after that date should be limited only to students served outside of regular school buildings.

School Year 1990–91

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Learning disabled;
- Speech or language impaired;
- Mentally retarded;
- Seriously emotionally disturbed;
- Hard-of-hearing;
- Deaf;
- Multihandicapped;
- Orthopedically impaired;
- Other health impaired;
- Visually handicapped; and
- Deaf-blind.

EDUCATIONAL ENVIRONMENTS

- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate count).

- Change:**
- 1) States were required to report the count of children with disabilities served under Chapter 1 of *ESEA* (SOP) separately from children served under Part B of *IDEA*.

School Year 1991–92

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blind;
 - Autism (optional); and
 - Traumatic brain injury (optional).

- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);

EDUCATIONAL ENVIRONMENTS

- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies (duplicate count).

Change: 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of students served under the categories of autism and traumatic brain injury was optional. The new category hearing impairments was created by combining the former categories of hard-of-hearing and deaf.

School Year 1992–93

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Serious emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

Educational Environments:

- Regular class;
- Resource room;
- Separate class;
- Private separate school facility;
- Public separate school facility;
- Private residential facility;
- Public residential facility;
- Correctional facility (duplicate count);
- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies (duplicate count).

EDUCATIONAL ENVIRONMENTS

- Change:** 1) States were required to report the educational environment of students served with autism and traumatic brain injury.

School Year 1993–94

The data collection was unchanged.

School Year 1994–95

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate count).
- Changes:** 1) States were required to include children who would have been counted by a state agency under Section 146 of Title I as incorporated by Section 554 of *ESEA*.

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- 2) Optional instructions were included on the data collection form to provide states with specific definitions and examples for reporting on the environments of preschool children served under *IDEA*, Part B. States had the option of using the instructions for reporting 3- through 5-year-olds or using the state's alternative approaches for reporting preschool environments. The optional environments instructions for 3- through 5-year-olds were as follows:
- Regular class includes children who receive services in programs designed primarily for children without disabilities. This may include, but is not limited to, Head Start Centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in the general education setting).
 - Resource room includes children who receive services in programs designed primarily for children without disabilities, provided the children with disabilities are in a separate program (i.e., not served with children without disabilities) for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start Centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.
 - Separate class includes children who receive services in programs in which the children are in a separate program (i.e., not served with children without disabilities) for 61 to 100 percent of the time receiving services. Do not include children who received education programs in public or private separate day or residential facilities.
 - Public separate school facility includes children who are served in publicly operated programs, set up primarily to serve children with disabilities who are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public separate school for 50 percent or more of the time receiving services.
 - Private separate school facility includes children who are served in privately operated programs, set up primarily to serve children with disabilities who are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the private separate school for 50 percent or more of the time receiving services.
 - Public residential facility includes children who are served in publicly operated programs in which children receive care for 24 hours a day. This could include placement in public nursing home care facilities or public residential schools.

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- Private residential facility includes students who are served in privately operated programs in which children receive care for 24 hours a day. This could include placement in private nursing home care facilities or private residential schools.
- Homebound/hospital environment includes children who are served in either a home or a hospital setting. Unlike the other environments, home/hospital environment does not have a percentage of time served associated with it.
- For children 3 through 5 years old receiving special education or related services in home settings, include children who receive services in the home provided by a professional or paraprofessional who visits the home on a regular basis. Examples include a child development worker or speech services provided in the child's home.
- For children 3 through 5 years old receiving special education or related services in a hospital setting, include children who receive services as inpatients or as outpatients. Also include children who receive services in a clinic as outpatients.
- For children 3 through 5 years old served both in a home/hospital setting and in a school/community setting, report the child in the environment that comprises the larger percentage of time receiving services.

School Years 1995–96 through 1996–97

The data collection was unchanged.

School Year 1997–98

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Serious emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;

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- Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies.
- Changes:**
- 1) States had the option to use either December 1 or the last Friday in October as the count date. However, states were required to use the same reporting date for both the child count and educational environment data collections.

School Year 1998–99

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).

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- School-Age (6 through 21) Educational Environments:
- Children who received special education outside the regular class less than 21 percent of day;
 - Children who received special education outside the regular class at least 21 percent of day and no more than 60 percent of day;
 - Children who received special education outside the regular class for more than 60 percent of day;
 - Private separate facility;
 - Public separate facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate count).

- Preschool (3 through 5) Educational Environments:
- Early childhood setting;
 - Early childhood special education setting;
 - Home;
 - Part-time early childhood/part-time early childhood special education setting;
 - Residential facility;
 - Separate school;
 - Itinerant service outside the home (optional);
 - Reverse mainstream setting (optional); and
 - Total.

The order of the categories for preschoolers' ages 3 through 5 does not reflect a continuum from least to most restrictive. The categories are listed alphabetically, with optional categories listed last.

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black or African American (not Hispanic);
 - Hispanic or Latino; and
 - White (not Hispanic).

Race/ethnicity could be based on data sampled from school districts. Sampling guidelines were provided by OSEP. States choosing to sample were required to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 30 of the reporting year. No states have used the sampling option.

- Changes:**
- 1) One new disability type—developmental delay—was added as a result of the *1997 Amendments to IDEA*. States had the option of using the new disability category. If the states have defined criteria for measuring developmental delay, they should report children ages 6 through 9 under the category developmental delay.

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- 2) States were required to report race/ethnicity data for the 3 through 5 and 6 through 21 age groups by educational environment. The counts had to be unduplicated. States could use sampling, subject to OSEP guidelines, to collect data on race/ethnicity. Note that children could be reported in only one race/ethnicity category. The race/ethnicity categories were defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.
Black or African American (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Total	The unduplicated total across the race/ethnicity designations.

- 3) The column labels for students with disabilities ages 6 through 21 served in regular schools were changed. The new labels are as follows:

Children who received special education outside regular class less than 21 percent of the day.

Children who received special education outside regular class at least 21 percent of day and no more than 60 percent of the day.

Children who received special education outside regular class for more than 60 percent of the day.

- 4) The column labels for students with disabilities ages 6 through 21 served in separate schools were changed. Private separate school facility became private separate facility. Public separate school facility became public separate facility.

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- 5) The name of the disability condition serious emotional disturbance was changed to emotional disturbance.
- 6) Several changes were made in the sampling guidelines. The deadline for sampling guidelines was changed from November 25 to September 30. For states using sampling, weighted rather than unweighted data had to be provided. A description of the final sample sizes and the weights used was required to be provided along with the data. Finally, when sampling students, data had to be collected separately for each federal disability category.
- 7) The form was revised to add separate categories for reporting the educational environments of preschool children with disabilities. The preschool categories were as follows:

Early childhood setting. *Unduplicated* total who received all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to:

- regular kindergarten classes;
- public or private preschools;
- Head Start Centers;
- child care facilities;
- preschool classes offered to an eligible prekindergarten population by the public school system;
- home/early childhood combinations;
- home/Head Start combinations; and
- other combinations of early childhood settings.

Early childhood special education setting. *Unduplicated* total who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings. This may include, but is not limited to:

- special education classrooms in regular school buildings;
- special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and
- special education classrooms in trailers or portables outside regular school buildings.

Home. *Unduplicated* total who received all of their special education and related services in the principal residence of the child's family or caregivers.

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Part-time early childhood/part-time early childhood special education setting. *Unduplicated* total who received services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (2) special education and related services are provided in programs designed primarily for children with disabilities. This may include, but is not limited to:

- home/early childhood special education combinations;
- Head Start, child care, nursery school facilities, hospital facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class;
- regular kindergarten classes with special education provided outside of the regular class;
- separate school/early childhood combinations; and
- residential facility/early childhood combinations.

Residential facility. *Unduplicated* total who received all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Separate school. *Unduplicated* total who received all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.

Itinerant service outside the home (optional). *Unduplicated* total who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This row does not include children receiving services at home; those children are reported in row C.) These services may be provided individually or to a small group of children. This may include, but is not limited to, speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

Reverse mainstream setting (optional). *Unduplicated* total who received all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

Total. The sum of rows A through H.

School Year 1999–2000

The data collection was unchanged.

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School Year 2000–01

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).
- School-Age (6 through 21) Educational Environments:
- Children who received special education outside the regular class less than 21 percent of the day;
 - Children who received special education outside the regular class at least 21 percent of the day and no more than 60 percent of the day;
 - Children who received special education outside the regular class for more than 60 percent of the day;
 - Private separate facility;
 - Public separate facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate count).
- Preschool (3 through 5) Educational Environments:
- Early childhood setting;
 - Early childhood special education setting;
 - Home;
 - Part-time early childhood/part-time early childhood special education setting;
 - Residential facility;
 - Separate school;
 - Itinerant service outside the home (optional); and

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- Reverse mainstream setting (optional); and
- Total.

The order of the categories for preschoolers' ages 3 through 5 does not reflect a continuum from least to most restrictive. The categories are listed alphabetically, with optional categories listed last.

Race/Ethnicity
Categories:

- American Indian or Alaska Native;
- Asian or Pacific Islander;
- Black or African American (not Hispanic);
- Hispanic or Latino; and
- White (not Hispanic).

Change: 1) States were required to report children ages 3 through 5 by disability.

School Years 2001–02 and 2002–03

The data collection was unchanged.

School Year 2003–04

Age Groups:

- 3 through 5 years old by disability;
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

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- School-Age (6 through 21) Educational Environments:
- Children who received special education outside the regular class less than 21 percent of the day;
 - Children who received special education outside the regular class at least 21 percent of the day and no more than 60 percent of the day;
 - Children who received special education outside the regular class for more than 60 percent of the day;
 - Private separate school;
 - Public separate school;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility (duplicate count);
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies (duplicate count).

- Preschool (3 through 5) Educational Environments:
- Early childhood setting;
 - Early childhood special education setting;
 - Home;
 - Part-time early childhood/part-time early childhood special education setting;
 - Residential facility;
 - Separate school;
 - Itinerant service outside the home (optional);
 - Reverse mainstream setting (optional); and
 - Total.

The order of the categories for preschoolers' ages 3 through 5 does not reflect a continuum from least to most restrictive. The categories are listed alphabetically, with optional categories listed last.

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Changes:**
- 1) The instructions for the preschool categories were revised. The revisions clarify that, when reporting children ages 3 through 5, states should only consider the time children are receiving special education and related services.
 - 2) The label private separate facility was changed to private separate school. The label public separate facility was changed to public separate school.
 - 3) The definitions of the separate school and separate residential facility categories were clarified. Language was added specifying that students reported in the two residential facility categories must live at the facility

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during the school week. Students who were day students at residential facilities were to be reported in one of the separate day school categories.

- 4) Additional instructions were added to clarify the home/hospital category. The instructions now made it clear that students who were home-schooled should not be reported in the home/hospital category.

School Year 2004–05

Age Groups:

- 3 through 5 years old by disability;
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

School-Age (6 through 21) Educational Environments:

- Children who received special education outside the regular class less than 21 percent of the day;
- Children who received special education outside the regular class at least 21 percent of the day and no more than 60 percent of the day;
- Children who received special education outside the regular class for more than 60 percent of the day;
- Private separate school;
- Public separate school;
- Private residential facility;
- Public residential facility;
- Correctional facility (duplicate count);
- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies (duplicate count).

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- Preschool (3 through 5) Educational Environments:
- Early childhood setting;
 - Early childhood special education setting;
 - Home;
 - Part-time early childhood/part-time early childhood special education setting;
 - Residential facility;
 - Separate school;
 - Itinerant service outside the home (optional);
 - Reverse mainstream setting (optional); and
 - Total.

The order of the categories for preschoolers' ages 3 through 5 does not reflect a continuum from least to most restrictive. The categories are listed alphabetically, with optional categories listed last.

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Change:**
- 1) The definition of the part-time early childhood/part-time early childhood special education category was revised to include additional examples of combination settings.
 - 2) Discrete age data could be based on data from school districts. Sampling guidelines were provided by OSEP. States choosing to sample *were required* to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 1 of the reporting year. No states have used the sampling option.

School Year 2005–06

The data collection was unchanged.

School Year 2006–07

- Age Groups:
- 3 through 5 years old by disability;
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;

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- Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).
- Gender:
- Male; and
 - Female
- Limited English Proficiency Status:
- Yes; and
 - No
- School-Age (6 through 21) Educational Environments:
- Inside the regular class 80 percent or more of the day;
 - Inside regular class no more than 79 percent of the day and no less than 40 percent of the day;
 - Inside regular class less than 40 percent of the day;
 - Separate school;
 - Residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Parentally placed in private schools.
- Preschool (3 through 5) Educational Environments:
- In the regular early childhood program at least 80 percent of the time;
 - In the regular early childhood program 40 to 79 percent of the time;
 - In the regular early childhood program at less than 40 percent of the time;
 - Separate class;
 - Separate school;
 - Residential facility;
 - Home; and
 - Service provider location.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).
- Changes:**
- 1) The count was to be taken on a state-designated date between October 1, 2006, and December 1, 2006 (inclusive). The state had to use the same date every year. The date had to be the same as the child count date.

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- 2) States were to report the aggregate number of children and students ages 3 through 5 and 6 through 21 by disability in each gender and limited English proficiency status category. This count was used for the child count table count, as well.
- 3) States now had to report the percentage of students by disability and environment for ages 3 through 5 and 6 through 21, by race/ethnicity and environment for ages 3 through 5 and 6 through 21, by gender and environment for ages 3 through 5 and 6 through 21, and by limited English proficiency by environment for ages 3 through 5 and 6 through 21. The DTS calculated the percentages automatically for the states.
- 4) Sampling was no longer allowed for race/ethnicity.
- 5) The categories for reporting children ages 3 through 5 by environment were revised. The new categories and definitions are below:

In the regular early childhood program at least 80 percent of the time.

Unduplicated total who attended an early childhood program and were in the early childhood program for at least 80 percent of the time (see www.IDEAdata.org for access to the Educational Environments Data Collection Form. Located in the form are instructions for Calculating Time in Regular Early Childhood Programs).

In the regular early childhood program 40 percent to 79 percent of the time.

Unduplicated total who attended an early childhood program and were in the early childhood program for no more than 79 percent but no less than 49 percent of the time (see www.IDEAdata.org for access to the Educational Environments Data Collection Form. Located in the form are instructions for Calculating Time in Regular Early Childhood Programs).

In the regular early childhood program less than 40 percent of the time.

Unduplicated total who attended an early childhood program and were in the early childhood program for less than 40 percent of the time (see www.IDEAdata.org for access to the Educational Environments Data Collection Form. Located in the form are instructions for Calculating Time in Regular Early Childhood Programs).

Separate class. *Unduplicated* total who attended a special education program in a class with less than 50 percent children without disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)

Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)

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Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)

Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

- 6) The labels for the categories for students' percentage of time in the regular classroom for ages 6 through 21 were also revised. The definitions did not change. The revised labels are:
 - Inside the regular class 80 percent or more of the day;
 - Inside regular class no more than 79 percent of the day and no less than 40 percent of the day; and
 - Inside regular class less than 40 percent of the day.
- 7) The categories of private separate school and public separate school were collapsed. The category was now titled separate school.
- 8) The categories of private residential facility and public residential facility were collapsed. The category was now titled residential facility.
- 9) The category label of children enrolled in private schools not placed or referred by public agencies was changed to parentally placed in private schools.
- 10) Students reported in the categories correctional facilities and parentally placed in private schools were now unduplicated counts and were only for students' ages 6 through 21.

EDUCATIONAL ENVIRONMENTS

School Years 2007–08

The data collection was unchanged.

School Year 2008–09

- Age Groups:
- 3 through 5 years old;
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and
 - Developmental delay (optional).
- Gender:
- Male; and
 - Female
- Limited English Proficiency Status:
- Yes; and
 - No
- School-Age (6 through 21) Educational Environments:
- Inside the regular class 80 percent or more of the day;
 - Inside regular class no more than 79 percent of the day and no less than 40 percent of the day;
 - Inside regular class less than 40 percent of the day;
 - Separate school;
 - Residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Parentally placed in private schools.
- Preschool (3 through 5) Educational Environments:
- In the regular early childhood program at least 80 percent of the time;
 - In the regular early childhood program 40 to 79 percent of the time;
 - In the regular early childhood program at less than 40 percent of the time;
 - Separate class;
 - Separate school;
 - Residential facility;

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- Home; and
- Service provider location.

Race/Ethnicity
Categories:

- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic)
- OR
- Hispanic/ Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.

- Change:** 1) Although not required to do so prior to the 2010 report, SEAs were permitted, as early as for reports referencing SY 2008–09, to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

School Year 2009–10

The data collection was unchanged.

School Year 2010–11

- Age Groups:
- 3 through 5 years old;
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and

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- Developmental delay (optional).
- Gender:
- Male; and
 - Female
- Limited English Proficiency Status:
- Yes; and
 - No
- School-Age (6 through 21) Educational Environments:
- Inside the regular class 80 percent or more of the day;
 - Inside regular class no more than 79 percent of the day and no less than 40 percent of the day;
 - Inside regular class less than 40 percent of the day;
 - Separate school;
 - Residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Parentally placed in private schools.
- Preschool (3 through 5) Educational Environments:
- In the regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program;
 - In the regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location;
 - In the regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program;
 - In the regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location;
 - Separate class;
 - Separate school;
 - Residential facility;
 - Home; and
 - Service provider location.
- Race/Ethnicity Categories:
- Hispanic/ Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.
- Change:**
- 1) SEAs were required to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

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- 2) The categories for reporting children ages 3 through 5 by environment were revised. The new categories and definitions are below:
- For SY 2010–11 only: For children who are in regular early childhood programs in states that are unable to report the setting where the child receives the majority of hours of special education and related services, states could report only the count of children attending a regular early childhood program.
 - Regular Early Childhood Program. A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:
 - Head Start;
 - kindergartens;
 - preschool classes offered to an eligible pre-kindergarten population by the public school system;
 - private kindergartens or preschools; and
 - group child development center or child care.
 - Special education program. A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEPs). Special education programs include, but are not limited to:
 - special education classrooms in
 - regular school buildings;
 - trailers or portables outside regular school buildings;
 - child care facilities;
 - hospital facilities on an outpatient basis;
 - other community-based settings;
 - separate schools; and
 - residential facilities.
 - Home. If the child attends neither a Regular Early Childhood Program nor a Special Education Program, the next factor to consider is whether the child receives some or all of his/her special education and related services in the home.

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- Service Provider location or some other location not in any other category. If the child attends neither a Regular Early Childhood Program nor a Special Education Program and does not receive any special education and related services in the home.

School Year 2011–12

Age Groups:

- 3 through 5 years old;
- 6 through 11 years old by disability;
- 12 through 17 years old by disability; and
- 18 through 21 years old by disability.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Intellectual disabilities;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Gender:

- Male; and
- Female

Limited English Proficiency Status:

- Yes; and
- No

School-Age (6 through 21) Educational Environments:

- Inside the regular class 80 percent or more of the day;
- Inside regular class no more than 79 percent of the day and no less than 40 percent of the day;
- Inside regular class less than 40 percent of the day;
- Separate school;
- Residential facility;
- Correctional facility;
- Homebound/hospital environment; and
- Parentally placed in private schools.

Preschool (3 through 5) Educational Environments:

- In the regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program;
- In the regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in

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some other location;

- In the regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program;
- In the regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location;
- Separate class;
- Separate school;
- Residential facility;
- Home; and
- Service provider location.

Race/Ethnicity
Categories:

- Hispanic/ Latino;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races.

Change: 1) The term mental retardation was changed to intellectual disability.

2) The definition for the terms Home and Service Provider for ages 3-5 were clarified. See below:

Home. If the child attends neither a Regular Early Childhood Program nor a Special Education Program, the next factor to consider is whether the child receives **the majority** of his/her special education and related services in the home. Report the child in this category (D1), even if the child also receives special education and related services in a service provider location or some other location that is not in any other category (D2).

Service Provider location or some other location not in any other category. If the child attends neither a Regular Early Childhood Program nor a Special Education Program and **receives the majority of his/her special education and related services in a service provider location or some other location that is not in any other category**, report the child in row D2.

3) The definitions for Home and Service Provider were clarified for students ages 6-21. See below:

Home. *Unduplicated* total who received **the majority of their** special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. **Include children who receive special education and related services both at home and in some other location, if they are receiving the majority of their services in the home.** The term caregiver includes babysitters.

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Service provider location or Some Other location that is not in any other category. *Unduplicated* total who received **the majority** of their special education and related services in a service provider location or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings, and
- hospital facilities on an outpatient basis.

School Year 2012-13

The data collection was unchanged.

PERSONNEL

From 1976–77 until 1993–94, the personnel data were collected on or about December 1 on the number of full-time equivalent (FTE) special education teachers and other personnel employed and needed to provide special education and related services. The tables included data from the state education agency (SEA) and all other agencies having responsibility for educating children and students with disabilities. The number of personnel employed has been collected since 1976–77 in the format noted below for 1982–83 and 1983–84; however, the personnel-needed data were collected prior to 1982–83 in a format incompatible with that for 1982–83 and future years.

Beginning with 1993–94, the data collection was revised to provide data for projecting personnel demand. The categories of employed and needed were replaced with five personnel categories: employed, fully certified; employed, not fully certified; vacant positions; retained, fully certified; and retained, not fully certified. The requirements for personnel reporting changed in the *IDEA Amendments of 1997*. Beginning in 1998–99, only two personnel categories—employed, fully certified and employed, not fully certified—were required. The collection of personnel-needed data was also discontinued in 1998–99. In 2006–07, the data collection had revisions in the related services staff categories, changed the classifications for special education teachers to highly qualified and not highly qualified, added a section for reporting of paraprofessionals by qualified and not qualified, and separate counts of paraprofessionals serving 3 to 5 year olds and those serving 6 to 21 year olds were added to the data collection.

School Year 1982–83

- | | |
|---|---|
| Age Groups: | <ul style="list-style-type: none">• 0 through 20 years old under Chapter 1 of <i>ESEA</i> (SOP); and• 3 through 21 years old under <i>EHA-B</i>. |
| Other Personnel Categories: | <ul style="list-style-type: none">• Psychologists;• Other diagnostic staff;• Occupational therapists;• Physical therapists;• Speech pathologists;• Audiologists;• Teacher aides;• Vocational education teachers;• Work-study coordinators;• Physical education teachers;• Recreation therapists;• School social workers;• Supervisors; and• Other non-instructional staff (includes staff involved in health services [nurses, psychiatrists, etc.], food service, maintenance, pupil transportation, etc.). |
| Special Education Teachers by Types of Disabilities Served: | <ul style="list-style-type: none">• Mentally retarded;• Hard-of-hearing;• Deaf;• Speech impaired;• Visually handicapped; |

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- Seriously emotionally disturbed;
- Orthopedically impaired;
- Other health impaired;
- Specific learning disabled;
- Deaf-blind;
- Multihandicapped; and
- Non-categorical.

School Year 1983–84

The data collection was unchanged.

School Year 1984–85

- Age Groups:
- 0 through 20 years old under Chapter 1 of *ESEA* (SOP); and
 - 3 through 21 years old served under *EHA-B*.
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation therapists;
 - Diagnostic staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators(LEA and IEU);
 - Supervisors/administrators (SEA); and
 - Other non-instructional staff (includes staff involved in health services [nurses, psychiatrists, etc.], food service, pupil transportation, etc.).
- Special Education Teachers by Instructional Placement:
- Separate class teachers;
 - Resource room teachers;
 - Itinerant/consulting teachers; and
 - Home-hospital teachers.
- Special Education Teachers by Types of Disabilities Served:
- Mentally retarded;
 - Hard-of-hearing;
 - Deaf;
 - Speech impaired;
 - Visually handicapped;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;

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- Other health impaired;
- Specific learning disabled;
- Deaf-blind; and
- Multihandicapped.

- Changes:**
- 1) Counts of non-categorical teachers were no longer collected separately. Instead, a teacher's time was apportioned according to the disability conditions of the students served.
 - 2) Counts of counselors and SEA supervisors/administrators were placed in separate categories.
 - 3) Speech pathologists were included in counts of teachers of language and speech impaired rather than counted separately.
 - 4) States were required to provide two separate sets of information on personnel needed. The first called for the number of vacancies and the number of additional personnel needed to replace those not adequately trained. The second called for a count of the number of personnel needed to improve services.
 - 5) Teachers were reported by environment as well as disability condition.

School Years 1985–86 and 1986–87

The data collection was unchanged.

School Year 1987–88

- Age Groups:
- 3 through 5 years old under both laws;
 - 6 through 21 years old under both laws; and
 - 3 through 21 years old under both laws.

- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation therapists;
 - Other diagnostic staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA); and

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- Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc.).
- Special Education Teachers by Types of Disabilities Served:
- Mentally retarded;
 - Hard-of-hearing;
 - Deaf;
 - Speech impaired;
 - Visually handicapped;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;
 - Other health impaired;
 - Specific learning disabled;
 - Deaf-blind;
 - Multihandicapped; and
 - Cross-categorical (cross-categorical teachers are counted separately when states are unable to apportion a teacher's time according to the disability conditions of the students served).

- Changes:**
- 1) Teachers were no longer reported by environment.
 - 2) Teachers of 3- through 5-year-olds were no longer reported by disability condition; only teachers for students ages 6 through 21 were reported by disability condition.
 - 3) Cross-categorical teachers were counted separately when states were unable to apportion a teacher's time according to the disability conditions of the students served.
 - 4) Counts of personnel needed to improve services were no longer collected.
 - 5) Counts of other personnel were collected for the age group 3 through 21.
 - 6) The category diagnostic staff was renamed other diagnostic staff.
 - 7) The category other non-instructional staff was renamed other professional staff.

School Years 1988–89 and 1989–90

The data collection was unchanged.

PERSONNEL

School Year 1990–91

- Age Groups:
- 3 through 5 years old under both laws;
 - 6 through 21 years old under both laws; and
 - 3 through 21 years old under both laws.
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation therapists;
 - Other diagnostic staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA);
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc.); and
 - Non-professional staff.
- Special Education Teachers by Types of Disabilities Served:
- Mentally retarded;
 - Hard-of-hearing;
 - Deaf;
 - Speech impaired;
 - Visually handicapped;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;
 - Other health impaired;
 - Specific learning disabled;
 - Deaf-blind;
 - Multihandicapped; and
 - Cross-categorical (cross-categorical teachers are counted separately when states are unable to apportion a teacher's time according to the disability conditions of the students served).

Change: 1) Category non-professional staff was added in other personnel categories.

PERSONNEL

School Year 1991–92

- Age Groups:
- 3 through 5 years old under both laws;
 - 6 through 21 years old under both laws; and
 - 3 through 21 years old under both laws.
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation therapists;
 - Other diagnostic staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA);
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc.); and
 - Non-professional staff.
- Special Education Teachers by Types of Disabilities Served:
- Mental retardation;
 - Hearing impairments;
 - Speech or language impairments;
 - Visual impairments;
 - Serious emotional disturbance;
 - Orthopedic impairments;
 - Other health impairments;
 - Specific learning disabilities;
 - Deaf-blindness;
 - Multiple disabilities;
 - Autism (optional);
 - Traumatic brain injury (optional); and
 - Cross-categorical (cross-categorical teachers are counted separately when states are unable to apportion a teacher's time according to the disability conditions of the students served).
- Change:**
- 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of personnel serving students under the categories of autism and traumatic brain injury was optional. The new category hearing impairments was created by combining the former categories of hard-of-hearing and deaf.

PERSONNEL

School Year 1992–93

- Age Groups:
- 3 through 5 years old under both laws;
 - 6 through 21 years old under both laws; and
 - 3 through 21 years old under both laws.
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation therapists;
 - Other diagnostic staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA);
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc.); and
 - Non-professional staff.
- Special Education Teachers by Types of Disabilities Served:
- Mental retardation;
 - Hearing impairments;
 - Speech or language impairments;
 - Visual impairments;
 - Serious emotional disturbance;
 - Orthopedic impairments;
 - Other health impairments;
 - Specific learning disabilities;
 - Deaf-blindness;
 - Multiple disabilities;
 - Autism;
 - Traumatic brain injury; and
 - Cross-categorical (cross-categorical teachers are counted separately when states are unable to apportion a teacher's time according to the disability conditions of the students served).
- Change:** 1) States were required to report the number of personnel serving students with autism and traumatic brain injury.

PERSONNEL

School Year 1993–94

- Age Groups:
- 3 through 5 years old under both laws;
 - 6 through 21 years old under both laws; and
 - 3 through 21 years old under both laws.
- Personnel Data Elements (for Teachers and Other Personnel):
- Fully certified employed personnel;
 - Not fully certified employed personnel;
 - Vacant positions;
 - Fully certified retained personnel;
 - Not fully certified retained personnel; and
 - Number of students (for teacher data only).
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation and therapeutic recreation specialists;
 - Diagnostic and evaluation staff;
 - Physical therapists;
 - Counselors;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA);
 - Interpreters;
 - Rehabilitation counselors;
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc., and, other occupational technicians); and
 - Non-professional staff.
- Special Education Teachers:
- States were given two options for reporting the teacher data (see below).
- Option 1: By Type of Disability:
- Mental retardation;
 - Hearing impairments;
 - Speech or language impairments;
 - Visual impairments;
 - Serious emotional disturbance;
 - Orthopedic impairments;
 - Other health impairments;
 - Hearing impairments;
 - Specific learning disabilities;
 - Deaf-blindness;

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- Multiple disabilities;
- Autism;
- Traumatic brain injury; and
- Cross-categorical (cross-categorical teachers are counted separately when states are unable to apportion a teacher's time according to the disability conditions of the students served).

Option 2: By Area of Specialization:

- States may specify the classification categories they choose to use.

Changes:

- 1) The personnel employed and needed reports were consolidated.
- 2) The data elements collected for each type of personnel were changed. Previously, only counts of personnel employed and personnel needed were collected. Counts of personnel were collected on the basis of the following categories: employed, fully certified; employed, not fully certified; vacant positions; retained personnel, fully certified; retained personnel, not fully certified. The number of students served per teacher category was also collected.
- 3) States were given the option of reporting special education teachers either by disability conditions (Option 1) or by a personnel classification taxonomy of their choice (Option 2).
- 4) The number of other personnel categories was expanded to include interpreters and rehabilitation counselors. The titles of two categories were revised. Recreation therapists were changed to recreation and therapeutic recreation specialists, and other diagnostic staff was changed to diagnostic and evaluation staff.
- 5) The definition for vacant positions was changed to reflect only unfilled funded positions. Previously, individuals occupying positions for which they were not fully certified were to be reported under both vacant positions and personnel employed. These individuals were now to be reported separately under "employed, not fully certified" and are no longer reported under vacant positions.

School Year 1994–95

Age Groups:

- 3 through 5 years old;
- 6 through 21 years old; and
- 3 through 21 years old.

Personnel Data Elements (for Teachers and Other Personnel):

- Fully certified employed personnel;
- Not fully certified employed personnel;
- Vacant positions;

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- Fully certified retained personnel; and
 - Not fully certified retained personnel).
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation and therapeutic recreation specialists;
 - Diagnostic and evaluation staff;
 - Physical therapists;
 - Counselors;
 - Speech pathologists;
 - Supervisors/administrators (LEA and IEU);
 - Supervisors/administrators (SEA);
 - Interpreters;
 - Rehabilitation counselors;
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc., and, other occupational technicians); and
 - Non-professional staff.
- Special Education Teachers Area of Specialization:
- States may specify the classification categories they choose to use.
- Changes:**
- 1) States were required to report special education teachers by a personnel classification taxonomy of their choice. The form no longer provided two options for reporting special education teacher data.
 - 2) States were no longer required to report the number of students served by each category of teacher.
 - 3) Speech pathologists were counted as a separate category under other special education and related services personnel. In previous years, these staff members were included with counts of speech teachers.

School Years 1995–96 through 1997–98

The data collection was unchanged.

PERSONNEL

School Year 1998–99

- Age Groups:
- 3 through 5 years old;
 - 6 through 21 years old; and
 - 3 through 21 years old.
- Personnel Data Elements (for Teachers and Other Personnel):
- Fully certified employed personnel; and
 - Not fully certified employed personnel.
- Other Personnel Categories:
- Vocational education teachers;
 - Physical education teachers;
 - Work-study coordinators;
 - Psychologists;
 - School social workers;
 - Occupational therapists;
 - Audiologists;
 - Teacher aides;
 - Recreation and therapeutic recreation specialists;
 - Diagnostic and evaluation staff;
 - Physical therapists;
 - Counselors;
 - Speech pathologists;
 - Supervisors/administrators (LEA);
 - Supervisors/administrators (SEA);
 - Interpreters;
 - Rehabilitation counselors;
 - Other professional staff (includes staff involved in specialized health services [nurses, psychiatrists, etc.], specialized food service, specialized pupil transportation, etc., and, other occupational technicians); and
 - Non-professional staff.
- Special Education Teachers Area of Specialization:
- States may specify the classification categories that best reflect state practice.
- Change:**
- 1) Three of the personnel data elements were eliminated. These categories were: retained, fully certified personnel; retained, not fully certified personnel; and vacant positions.
 - 2) Discrete age data could be based on data sampled from school districts. Sampling guidelines were provided by OSEP. States choosing to sample were required to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 30 of the reporting year. No states have used the sampling option.

PERSONNEL

School Years 1999–2000 through 2005–06

The data collection was unchanged.

School Year 2006–07

- Age Groups:
- 3 through 5 years old;
 - 6 through 21 years old; and
 - 3 through 21 years old.
- Personnel Data Elements (for special education teachers):
- Highly qualified employed personnel; and
 - Not highly qualified employed personnel.
- Personnel Data Elements (for special education paraprofessionals):
- Qualified employed personnel; and
 - Not qualified employed personnel.
- Personnel Data Elements (for related services personnel):
- Fully certified employed personnel; and
 - Not fully certified employed personnel.
- Related Services Personnel Categories:
- Audiologists;
 - Speech/language pathologists;
 - Interpreters;
 - Psychologists;
 - Occupational therapists;
 - Physical therapists;
 - Physical education teachers and recreation and therapeutic recreation specialists;
 - Social workers;
 - Medical/nursing service staff;
 - Counselors and rehabilitation counselors;
 - Orientation and mobility specialists
- Changes:**
- 1) Separate counts of paraprofessionals serving 3- to 5-year-olds and those serving 6- to 21-year-olds were added to the data collection.
 - 2) The report of special education teachers by area of specialization was eliminated.
 - 3) The terms fully certified and not fully certified were changed to highly qualified and not highly qualified for special education teachers.
 - 4) The terms fully certified and not fully certified were changed to qualified and not qualified for special education paraprofessionals.

PERSONNEL

- 5) The following categories were also deleted from the personnel collection: vocational education teachers, work study coordinators, teacher aides, supervisors/administrators (LEA), supervisors/administrators (SEA), other professional staff, and non-professional staff.
- 6) The following categories are now captured under the new paraprofessionals category: vocational education teachers, work study coordinators, and teacher aides.
- 7) In the category of related services personnel, physical education teachers and recreation and therapeutic recreation specialists were combined.
- 8) In the category of related services personnel, the diagnostic and evaluation staff category was revised to medical services (for diagnostic and evaluation purposes only).
- 9) In the category of related services personnel, speech pathologist was changed to speech-language pathologist.
- 10) In the category of related services personnel, orientation and mobility specialist was added.

School Year 2007–08 – 2011–12

The data collection was unchanged.

EXITING

The exiting data are counts of the number of students with disabilities exiting special education. The data have been collected since 1984–85. However, these data have been collected differently over the years. From 1984–85 through 1992–93, states reported the number of students exiting the educational system. Beginning in 1993–94, states reported the number of students exiting special education. In 1998–99, the labels for two exit categories were changed (returned to regular education became no longer receives special education, and graduated with certificate became received a certificate), the definition of reached maximum age was modified, and the collection of race/ethnicity data was instituted. In 2002–03, the definitions of graduation with diploma and moved, known to be continuing were clarified. In 2004–05, one category was relabeled (no longer receives special education became transferred to regular education), and one category was eliminated (moved, not known to be continuing). Beginning in 2005–06, all states were required to use July 1 through June 30 as their exit reporting period. In 2006–07, all states were required to collect exiting data by gender and limited English proficiency status.

School Year 1984–85

- Basis of Exit:
- Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Dropped out; and
 - Other.
- Age Groups:
- 3 through 5 years old (only for dropped out and other);
 - 6 through 11 years old (only for dropped out and other);
 - 12 through 15 years old (only for dropped out and other); and
 - 16 through 21 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

School Year 1985–86

- Basis of Exit:
- Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;

EXITING

- Reached maximum age;
 - Dropped out; and
 - Status unknown.
- Age Groups:
- 1 through 5 years old (only for dropped out and status unknown);
 - 6 through 11 years old (only for dropped out and status unknown);
 - 12 through 15 years old, by individual age year (only for dropped out and status unknown); and
 - 16 through 21 years old, by individual age year.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.
- Change:** 1) The other basis of exit was replaced by status unknown. Exiting data for 1-through 5-year-olds were collected instead of exiting data for 3- through 5-year-olds.

School Year 1986–87

- Basis of Exit:
- Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Dropped out; and
 - Status unknown.
- Age Years:
- 16 through 21 years old, by individual age year.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and

EXITING

- Deaf-blind.

Change: 1) Data for age groups were no longer collected. Data for age years 12 through 15 were no longer collected.

School Year 1987–88

Basis of Exit:

- Graduation with diploma;
- Graduation through certificate of completion/fulfillment of IEP requirements;
- Reached maximum age;
- Dropped out; and
- Status unknown.

Age Years:

- 14 through 21+ years old, by individual age year.

Types of Disabilities:

- Learning disabled;
- Speech or language impaired;
- Mentally retarded;
- Seriously emotionally disturbed;
- Hard-of-hearing;
- Deaf;
- Multihandicapped;
- Orthopedically impaired;
- Other health impaired;
- Visually handicapped; and
- Deaf-blind.

Change: 1) Data were now collected for ages 14, 15, 16, 17, 18, 19, 20, 21 and 21+.

School Year 1988–89

The data collection was unchanged.

School Year 1989–90

Basis of Exit:

- Graduation with diploma;
- Graduation through certificate of completion/fulfillment of IEP requirements;
- Reached maximum age;
- Dropped out; and
- Status unknown.

Age Years:

- 14 through 22+ years old, by individual age year.

EXITING

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

- Change:** 1) States were required to report counts of students with disabilities exiting the educational system up to ages 22+ instead of 21+.

School Year 1990–91

The data collection was unchanged.

School Year 1991–92

- Basis of Exit:
- Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Dropped out; and
 - Status unknown.

- Age Years:
- 14 through 22+ years old, by individual age year.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism (optional); and
 - Traumatic brain injury (optional).

- Change:** 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of students exiting the educational system under the

EXITING

categories of autism and traumatic brain injury was optional. The new category hearing impairments was created by combining the former categories of hard-of-hearing and deaf.

School Year 1992–93

- Basis of Exit:
- Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Dropped out; and
 - Status unknown.
- Age Years:
- 14 through 22+ years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Change:** 1) States were required to report the number of students with autism and traumatic brain injury exiting the educational system.

Optional new collection for 1992–93

- Basis of Exit:
- Returned to regular education;
 - Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing;
 - Moved, not known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.

EXITING

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.

- Changes:**
- 1) States were requested to report the number of students who exited special education.
 - 2) The status unknown basis of exit was eliminated. The returned to regular education; moved, known to be continuing; and moved, not known to be continuing bases of exit were added.
 - 3) The definition of dropped out was changed. The revised definition included dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters (not specified in the other exiting categories).
 - 4) In states where students can dually enroll in a GED program and secondary school, such students exiting with a GED could be reported as exiting with a certificate of completion.

School Year 1993–94

- Basis of Exit:
- Returned to regular education;
 - Graduation with diploma;
 - Graduation through certificate of completion/fulfillment of IEP requirements;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing;
 - Moved, not known to be continuing; and
 - Dropped out.

- Age Years:
- 14 through 22+ years old, by individual age year.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;

EXITING

- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

- Changes:**
- 1) The exiting form was revised. States were required to start using the revised data collection form beginning in the 1993–94 school year.
 - 2) States were required to report the number of students who exited special education using expanded basis of exit categories.

School Year 1994–95

Basis of Exit:

- Returned to regular education;
- Graduation with diploma;
- Graduation through certificate of completion/fulfillment of IEP requirements;
- Reached maximum age;
- Died;
- Moved, known to be continuing;
- Moved, not known to be continuing; and
- Dropped out.

Age Years:

- 14 through 22+ years old, by individual age year.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Serious emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

- Change:**
- 1) In states where students could dually enroll in a GED program and secondary school, such students exiting with a GED were to be reported as graduating with a diploma. They were previously reported as receiving a certificate of completion.

EXITING

School Years 1995–96 through 1997–98

The data collection was unchanged.

School Year 1998–99

- Basis of Exit:
- No longer receives special education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing;
 - Moved, not known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black or African American (not Hispanic);
 - Hispanic or Latino; and
 - White (not Hispanic).

Race/ethnicity could be based on data sampled from school districts. Sampling guidelines were provided by OSEP. States choosing to sample were required to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 30 of the reporting year. No states have used the sampling option.

- Changes:**
- 1) States were required to report race/ethnicity data for students ages 14 through 21 by basis of exit. The counts had to be unduplicated. States could use sampling, subject to OSEP guidelines, to collect data on race/ethnicity. Note that children could be reported in only one

EXITING

race/ethnicity category. The race/ethnicity categories were defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.
Black or African American (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Total	The unduplicated total across the race/ethnicity designations.

- 2) Several of the category labels were changed. The exiting category returned to regular education was changed to no longer receives special education; the category graduated with certificate was changed to received a certificate. There was no change in definitions for these categories.
- 3) The definition of reached maximum age was changed to include students who reached maximum age and did not receive a diploma.
- 4) Several changes were made in the sampling guidelines. The deadline for sampling guidelines was changed from November 25 to September 30. For states using sampling, weighted rather than unweighted data had to be provided. A description of the final sample sizes and the weights used was required to be provided along with the data. Finally, when sampling students, data had to be collected separately for each federal disability category.
- 5) The name of the disability condition serious emotional disturbance was changed to emotional disturbance.

EXITING

School Years 1999–2000 and 2000–01

The data collection was unchanged.

School Year 2001–02

The data collection was unchanged.

Note: The use of the category moved, not known to be continuing required that the LEA verify that the family was no longer at its last known residence.

School Year 2002–03

- Basis of Exit:
- No longer receives special education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing;
 - Moved, not known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

Changes: 1) The definition of moved, known to be continuing was revised to include a direct reference to students who transferred to another district or were enrolled in charter schools if those facilities operated as separate districts,

EXITING

excluding normal matriculation. The examples were expanded and the term “another educational program” was changed to “an educational program.”

- 2) The definition of graduated with regular high school diploma was clarified to specify that students counted in this category must have met the same standards of graduation as those for students without disabilities.

School Year 2003–04

- Basis of Exit:
- No longer receives special education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing;
 - Moved, not known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Change:**
- 1) The definition of received a certificate was clarified to specify that the received a certificate category should include those students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

EXITING

School Year 2004–05

- Basis of Exit:
- Transferred to regular education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing; and
 - Dropped out.

- Age Years:
- 14 through 22+ years old, by individual age year.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Changes:**
- 1) Language was added to clarify that states should count as exiters only those students who were in special education at the start of the reporting period and were not in special education at the end of the reporting period.
 - 2) The category no longer receives special education category was renamed transferred to regular education. The definition did not change.
 - 3) The moved, not known to be continuing category was eliminated, and the definition of dropped out was revised to include students who moved and were not known to be continuing in an education program.
 - 4) Discrete age data could be based on data from school districts. Sampling guidelines were provided by OSEP. States choosing to sample *were required* to submit a description of the sampling methodology outlining how the design would yield valid and reliable estimates for OSEP approval by September 1 of the reporting year. No states have used the sampling option.

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School Year 2005–06

- Basis of Exit:
- Transferred to regular education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).
- Change:** 1) All states had to use July 1 through June 30 as the exiting reference period.

School Year 2006–07

- Basis of Exit:
- Transferred to regular education;
 - Graduation with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 22+ years old, by individual age year.

EXITING

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.

- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).

- Gender:
- Male; and
 - Female

- Limited English Proficiency Status
- Yes; and
 - No

- Changes:**
- 1) All states were to report by gender and limited English proficiency status.
 - 2) States were to report the percentage of students by disability and exiting category, by race/ethnicity and exiting category, by gender and exiting category, and by limited English proficiency and exiting category. The DTS calculated the percentages automatically for the states.

School Years 2007–08

The data collection was unchanged.

School Year 2008–09

- Basis of Exit:
- Transferred to regular education;
 - Graduated with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing; and
 - Dropped out.

EXITING

Age Years: • 14 through 22+ years old, by individual age year.

Types of Disabilities: • Specific learning disabilities;
• Speech or language impairments;
• Mental retardation;
• Emotional disturbance;
• Hearing impairments;
• Multiple disabilities;
• Orthopedic impairments;
• Other health impairments;
• Visual impairments;
• Deaf-blindness;
• Autism; and
• Traumatic brain injury.

Race/Ethnicity Categories: • American Indian or Alaska Native;
• Asian or Other Pacific Islander;
• Black (not Hispanic);
• Hispanic; and
• White (not Hispanic).
OR
• Hispanic/Latino;
• American Indian or Alaska Native;
• Asian;
• Black or African American;
• Native Hawaiian or Other Pacific Islander;
• White; and
• Two or more races.

Gender: • Male; and
• Female.

Limited English Proficiency Status • Yes; and
• No.

Change: 1) Although not required to do so prior to the SY 2010–11 report, SEAs were permitted, as early as for reports referencing SY 2008–09, to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

School Year 2009–10

Basis of Exit: • Transferred to regular education;
• Graduated with diploma;
• Received a certificate;
• Reached maximum age;
• Died;

EXITING

- Moved, known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 21 years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic).
- OR
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.
- Gender:
- Male; and
 - Female.
- Limited English Proficiency Status
- Yes; and
 - No.
- Change:**
- 1) The definition for transferred to regular education was revised. The revised definition is below:
 - Transferred to regular education. Total who were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program. If the parent of a child with a disability revokes consent for special education and

EXITING

related services under 34 CFR §300.300(b) (4), the child would be reported in this category.

- 2) SEAs were no longer able to report students 22+ years old.

School Year 2010–11

Basis of Exit:

- Transferred to regular education;
- Graduated with diploma;
- Received a certificate;
- Reached maximum age;
- Died;
- Moved, known to be continuing; and
- Dropped out.

Age Years:

- 14 through 21 years old, by individual age year.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism; and
- Traumatic brain injury.

Race/Ethnicity
Categories:

- Hispanic/Latino;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races.

Gender:

- Male; and
- Female.

Limited English
Proficiency Status

- Yes; and
- No.

Change:

- 1) SEAs were required to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

EXITING

School Year 2011–12

- Basis of Exit:
- Transferred to regular education;
 - Graduated with diploma;
 - Received a certificate;
 - Reached maximum age;
 - Died;
 - Moved, known to be continuing; and
 - Dropped out.
- Age Years:
- 14 through 21 years old, by individual age year.
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Intellectual disabilities;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Race/Ethnicity Categories:
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.
- Gender:
- Male; and
 - Female.
- Limited English Proficiency Status
- Yes; and
 - No.
- Change:** 1) The term mental retardation was changed to intellectual disability.

DISCIPLINE

The discipline data are counts of the number of children and students with disabilities removed to interim educational settings, the acts precipitating those removals, and the number of children and students with disabilities subject to long-term suspension or expulsion. This collection was required by the *1997 Amendments to the Individuals with Disabilities Education Act*. The data have been collected since the 1998–99 school year. During the first year of data collection, reporting by disability and race/ethnicity was required for only some of the discipline reporting categories. Beginning in 1999–2000, reporting by disability and race/ethnicity was required for all reporting categories. In 2001–02, the data collection was revised. A number of categories were eliminated, including categories of single suspension or expulsion, children subject to unilateral removal for drug or weapon offenses and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion, and the number of acts precipitating hearing officer determination regarding likely injury. In 2006–07, the data collection was again revised. A number of categories were added, including categories on in-school suspensions, serious bodily injury, and children subject to expulsion with and without educational services by disability status. Also added were data collections on disciplinary removals by gender and limited English proficiency.

School Year 1998–99

- Discipline Categories:
- Number of children subject to unilateral change in placement by school personnel following a drug or weapon offense (duplicate counts);
 - Number of children subject to removal based on a hearing officer determination regarding likely injury (duplicate counts);
 - Number of children subject to suspension/expulsion for greater than 10 days (duplicate counts);
 - Number of children subject to multiple short-term suspensions summing to greater than 10 days (duplicate counts) (optional); and
 - Unduplicated count of children subject to unilateral change in placement and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion.

Data were collected by disability condition and race/ethnicity. Reporting by disability condition and race/ethnicity was optional for the number of children subject to other long-term suspension/expulsion. Also optional was reporting the number of children subject to multiple short-term suspensions summing to greater than 10 days.

- Categories of Precipitating Acts:
- Number of acts precipitating unilateral removal by school personnel—weapon offenses (duplicate counts);
 - Number of acts precipitating unilateral removal by school personnel—drug offenses (duplicate counts);
 - Number of acts precipitating hearing officer determination regarding likely injury (duplicate counts).

The reporting of these data by disability condition and race/ethnicity was optional. However, total counts were required.

DISCIPLINE

Age Group: • 3 through 21 years old.

Types of Disabilities: • Specific learning disabilities;
• Speech or language impairments;
• Mental retardation;
• Emotional disturbance;
• Hearing impairments;
• Multiple disabilities;
• Orthopedic impairments;
• Other health impairments;
• Visual impairments;
• Deaf-blindness;
• Autism;
• Traumatic brain injury; and
• Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity Categories: • American Indian or Alaska Native;
• Asian or Pacific Islander;
• Black or African American (not Hispanic);
• Hispanic or Latino; and
• White (not Hispanic).

Race/ethnicity data must reflect actual counts. Sampling was not permitted for this collection.

- Notes:**
- 1) Counts should cover the entire school year.
 - 2) Children should be reported by disability and race/ethnicity for all data elements.
 - 3) Age should be determined as of the child count date of the relevant school year.
 - 4) Sampling was not permitted for this data collection.

School Year 1999–2000

Discipline Categories: • Number of children subject to unilateral change in placement by school personnel following a drug or weapon offense (duplicate counts);
• Number of children subject to removal based on a hearing officer determination regarding likely injury (duplicate counts);
• Number of children subject to suspension/expulsion for greater than 10 days (duplicate counts);
• Number of children subject to multiple short-term suspensions summing to greater than 10 days (duplicate counts);

DISCIPLINE

	<ul style="list-style-type: none">• Unduplicated count of children subject to unilateral change in placement and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion.
Categories of Precipitating Acts:	<ul style="list-style-type: none">• Number of acts precipitating unilateral removal by school personnel—weapon offenses (duplicate counts);• Number of acts precipitating unilateral removal by school personnel—drug offenses (duplicate counts);• Number of acts precipitating hearing officer determination regarding likely injury (duplicate counts).
Age Group:	<ul style="list-style-type: none">• 3 through 21 years old.
Types of Disabilities:	<ul style="list-style-type: none">• Specific learning disabilities;• Speech or language impairments;• Mental retardation;• Emotional disturbance;• Hearing impairments;• Multiple disabilities;• Orthopedic impairments;• Other health impairments;• Visual impairments;• Deaf-blindness;• Autism;• Traumatic brain injury; and• Developmental delay (optional). <p>Disability data had to reflect actual counts. Sampling was not permitted for this collection.</p>
Race/Ethnicity Categories:	<ul style="list-style-type: none">• American Indian or Alaska Native;• Asian or Pacific Islander;• Black or African American (not Hispanic);• Hispanic or Latino; and• White (not Hispanic).
Notes:	<ol style="list-style-type: none">1) Counts should cover the entire school year.2) Children should be reported by disability and race/ethnicity.3) Age should be determined as of the child count date of the relevant school year.4) Sampling was not permitted for this data collection.
Changes:	<ol style="list-style-type: none">1) States were required to report by disability and by race the number of children subject to suspension/expulsion for greater than 10 days and the number of children subject to multiple short-term suspensions summing to greater than 10 days.2) States were required to report by disability and by race an unduplicated count of children subject to unilateral removal for drug or weapon offenses

DISCIPLINE

and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion.

- 3) States were required to report by disability and by race the number of acts precipitating unilateral removal by school personnel, weapon offenses, the number of acts precipitating unilateral removal by school personnel, drug offenses, and the number of acts precipitating hearing officer determination regarding likely injury.

School Year 2000–01

The data collection was unchanged.

School Year 2001–02

- Discipline Categories:
- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs and weapons;
 - Unduplicated count of children;
 - Number of unilateral removals by school personnel for drugs; and
 - Number of unilateral removals by school personnel for weapons;
 - Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
 - Number of children suspended or expelled more than 10 days and number of suspensions/expulsions;
 - Unduplicated count of children;
 - Number of single suspensions/expulsions of more than 10 days; and
 - Number of children with multiple short-term suspensions summing to more than 10 days.

Data were collected by disability and race/ethnicity.

- Age Group:
- 3 through 21 years old.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism;
 - Traumatic brain injury; and

DISCIPLINE

- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity
Categories:

- American Indian or Alaska Native;
- Asian or Pacific Islander;
- Black (not Hispanic)
- Hispanic; and
- White (not Hispanic)

- Notes:**
- 1) Counts should cover the entire school year.
 - 2) Children should be reported by disability and race/ethnicity for all data elements.
 - 3) Age should be determined as of the child count date of the relevant school year.
 - 4) Sampling was not permitted for this data collection.

- Changes:**
- 1) OSEP eliminated the unduplicated count of children subject to a single suspension or expulsion >10 days and replaced it with an unduplicated count of children suspended or expelled >10 days in a school year. (Column 3A).
 - 2) OSEP also added the collection of the number of single suspensions/expulsions >10 days.
 - 3) OSEP eliminated the unduplicated count of children subject to unilateral removal for drug or weapon offenses and/or removal by hearing officer determination regarding likely injury and/or long-term suspension/expulsion. (Column 4)
 - 4) OSEP modified the columns collecting the number of acts precipitating removal for weapons offenses and the number of acts precipitating removal for drug offenses. These two data elements now collect the number of removals rather than the number of acts.
 - 5) OSEP eliminated the collection of the number of acts precipitating hearing officer determination regarding likely injury.

School Year 2002–03

- Discipline Categories:
- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs and weapons;
 - Unduplicated count of children;
 - Number of unilateral removals by school personnel for drugs; and
 - Number of unilateral removals by school personnel for weapons;

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- Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
- Number of children suspended or expelled more than 10 days and number of suspensions/expulsions;
 - Unduplicated count of children;
 - Number of single suspensions/expulsions of more than 10 days; and
 - Number of children with multiple short-term suspensions summing to more than 10 days.

Data were collected by disability and race/ethnicity.

Age Group:

- 3 through 21 years old.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity Categories:

- American Indian or Alaska Native;
- Asian or Pacific Islander;
- Black (not Hispanic)
- Hispanic; and
- White (not Hispanic)

Notes:

- 1) Counts should cover the entire school year.
- 2) Children should be reported by disability and race/ethnicity for all data elements.
- 3) Age should be determined as of the child count date of the relevant school year.
- 4) Sampling was not permitted for this data collection.

Changes:

- 1) OSEP changed the heading for column 1 from number of children removed to an interim alternative educational setting and number of removals for drugs and weapons to unilateral removals to an interim alternative

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educational setting by school personnel. The labels for columns 1B and 1C were also modified slightly.

- 2) OSEP changed the heading for column 2 from number of children removed to an interim alternative educational setting based on a hearing officer determination of likely injury to removals to an interim alternative educational setting based on a hearing officer determination regarding likely injury.
- 3) OSEP changed the heading for column 3 from number of children suspended or expelled for >10 days and number of suspensions/expulsions to suspensions or expulsions >10 days.

School Years 2003–04 through 2005–06

The data collection was unchanged.

School Year 2006–07

- Discipline Categories:
- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs, weapons, and serious bodily injury;
 - Unduplicated count of children;
 - Number of unilateral removals by school personnel for drugs;
 - Number of unilateral removals by school personnel for weapons; and
 - Number of unilateral removals by school personnel for serious bodily injury.
 - Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
 - Number of children suspended or expelled (unduplicated count);
 - Number of children with out-of-school suspensions/expulsions totaling 10 days or less; and
 - Number of children with out-of-school suspensions/expulsions totaling more than 10 days.
 - Number of children with in-school suspensions (unduplicated count);
 - Number of children with in-school suspensions totaling 10 days or less; and
 - Number of children with in-school suspensions totaling more than 10 days.
 - Total number of disciplinary removals;
 - Total number of disciplinary removals;
 - Unduplicated count of children:
 - Number of children with disciplinary removals totaling 1 day or less;
 - Number of children with disciplinary removals totaling 2-10 days;

DISCIPLINE

- Number of children with disciplinary removals totaling more than 10 days.

Data were collected by disability, race/ethnicity gender, and limited English proficiency.

Expulsions with and without educational services:

- Number of children subject to expulsions with and without educational services for children with and children without disabilities
 - Received educational services during expulsion; or
 - Did not receive educational services during expulsion.

Data are not collected by disability, race/ethnicity gender, and/or limited English proficiency.

Age Group:

- 3 through 21 years old.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity Categories:

- American Indian or Alaska Native;
- Asian or Other Pacific Islander;
- Black (not Hispanic);
- Hispanic; and
- White (not Hispanic)

Gender:

- Male; and
- Female.

Limited English Proficiency Status:

- Yes; and
- No.

Notes:

- 1) Counts should cover the entire school year.
- 2) Children should be reported by disability and race/ethnicity for all data elements.

DISCIPLINE

- 3) Age should be determined as of the child count date of the relevant school year.
- 4) Sampling was not permitted for this data collection.

- Changes:**
- 1) All states now had to report by gender and limited English proficiency status.
 - 2) States must now report the percentage of students in each disciplinary removal category. The DTS calculates the percentages automatically for the states.
 - 3) States were to report the number of children removed to an interim alternative education setting by school personnel and number of removals for serious bodily injury.
 - 4) The category was added for states to report the number of children with out-of-school suspensions totaling 10 days or less in a school year.
 - 5) A section was added to report children with in-school suspensions totaling 10 days or less in a school year and more than 10 days in a school year.
 - 6) A section was added to report the total number of disciplinary removals, including the number of children with disciplinary removals totaling 1 day or less; number of children with disciplinary removals totaling 2–10 days; number of children with disciplinary removals totaling more than 10 days.
 - 7) A section was added on children subject to expulsions with and without educational services for children with and children without disabilities. Children ages 3 through 21 with disabilities were to be reported as either receiving educational services during expulsion or not receiving educational services during expulsion. Children without disabilities, grades K–12, were to be reported as either receiving educational services during expulsion or not receiving educational services during expulsion.

School Year 2007–08

The data collection was unchanged.

School Year 2008–09

- Discipline Categories:
- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs, weapons, and serious bodily injury;
 - Unduplicated count of children;
 - Number of unilateral removals by school personnel for drugs;
 - Number of unilateral removals by school personnel for weapons; and
 - Number of unilateral removals by school personnel for serious bodily injury.

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- Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
- Number of children suspended or expelled (unduplicated count);
 - Number of children with out-of-school suspension/expulsions totaling 10 days or less; and
 - Number of children with out-of-school suspension/expulsions totaling more than 10 days.
- Number of children with in-school suspensions (unduplicated count);
 - Number of children with in-school suspensions totaling 10 days or less; and
 - Number of children with in-school suspensions totaling more than 10 days.
- Total number of disciplinary removals;
 - Total number of disciplinary removals;
 - Unduplicated count of children:
 - Number of children with disciplinary removals totaling 1 day or less;
 - Number of children with disciplinary removals totaling 2–10 days;
 - Number of children with disciplinary removals totaling more than 10 days.

Data were collected by disability, race/ethnicity gender, and limited English proficiency.

Expulsions with and without educational services:

- Number of children subject to expulsions with and without educational services for children with and children without disabilities
 - Received educational services during expulsion; or
 - Did not receive educational services during expulsion.

Data are not collected by disability, race/ethnicity gender, and/or limited English proficiency.

Age Group:

- 3 through 21 years old.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism;
- Traumatic brain injury; and

DISCIPLINE

- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity
Categories:

- American Indian or Alaska Native;
 - Asian or Other Pacific Islander;
 - Black (not Hispanic);
 - Hispanic; and
 - White (not Hispanic)
- OR
- Hispanic/Latino;
 - American Indian or Alaska Native;
 - Asian;
 - Black or African American;
 - Native Hawaiian or Other Pacific Islander;
 - White; and
 - Two or more races.

Gender:

- Male; and
- Female.

Limited English
Proficiency Status:

- Yes; and
- No.

- Notes:**
- 1) Counts should cover the entire school year.
 - 2) Children should be reported by disability and race/ethnicity for all data elements.
 - 3) Age should be determined as of the child count date of the relevant school year.
 - 4) Sampling was not permitted for this data collection.

- Change:**
- 1) Although not required to do so prior to the SY 2010–11 report, SEAs were permitted, as early as for reports referencing SY 2008–09, to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.

School Year 2009–10

The data collection was unchanged.

School Year 2010–11

- Discipline Categories:
- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs, weapons, and serious bodily injury;
 - Unduplicated count of children;

DISCIPLINE

- Number of unilateral removals by school personnel for drugs;
- Number of unilateral removals by school personnel for weapons; and
- Number of unilateral removals by school personnel for serious bodily injury.
- Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
- Number of children suspended or expelled (unduplicated count);
 - Number of children with out-of-school suspension/expulsions totaling 10 days or less; and
 - Number of children with out-of-school suspension/expulsions totaling more than 10 days.
- Number of children with in-school suspensions (unduplicated count);
 - Number of children with in-school suspensions totaling 10 days or less; and
 - Number of children with in-school suspensions totaling more than 10 days.
- Total number of disciplinary removals;
 - Total number of disciplinary removals;
 - Unduplicated count of children:
 - Number of children with disciplinary removals totaling 1 day or less;
 - Number of children with disciplinary removals totaling 2–10 days;
 - Number of children with disciplinary removals totaling more than 10 days.

Data were collected by disability, race/ethnicity gender, and limited English proficiency.

Expulsions with and without educational services:

- Number of children subject to expulsions with and without educational services for children with and children without disabilities
 - Received educational services during expulsion; or
 - Did not receive educational services during expulsion.

Data are not collected by disability, race/ethnicity gender, and/or limited English proficiency.

Age Group:

- 3 through 21 years old.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;

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- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity
Categories:

- Hispanic/Latino;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races.

Gender:

- Male; and
- Female.

Limited English
Proficiency Status:

- Yes; and
- No.

- Notes:**
- 1) Counts should cover the entire school year.
 - 2) Children should be reported by disability and race/ethnicity for all data elements.
 - 3) Age should be determined as of the child count date of the relevant school year.
 - 4) Sampling was not permitted for this data collection.

- Change:**
- 1) SEAs were required to collect and aggregate their data as specified in the new race/ethnicity guidance for reporting aggregate race/ethnicity data in the seven (7) categories.
 - 2) The calculation used to report cumulative days of in- and out-of-school suspension was revised. The revised definition is below:
 - When calculating cumulative days of in- and out-of-school suspension, States must include children who have cumulatively been suspended for a half school-day in length and longer. States that are unable to record data on a half-day basis should report all half-day suspensions as whole-day suspensions. Do not include children who have cumulatively been suspended for less than half a school day.

School Year 2011–12

Discipline Categories:

- Number of children removed to an interim alternative education setting by school personnel and number of removals for drugs, weapons, and serious bodily injury;
 - Unduplicated count of children;

DISCIPLINE

- Number of unilateral removals by school personnel for drugs;
- Number of unilateral removals by school personnel for weapons; and
- Number of unilateral removals by school personnel for serious bodily injury.
- Number of children removed to an interim alternative education setting based on a hearing officer determination regarding likely injury (unduplicated count);
- Number of children suspended or expelled (unduplicated count);
 - Number of children with out-of-school suspension/expulsions totaling 10 days or less; and
 - Number of children with out-of-school suspension/expulsions totaling more than 10 days.
- Number of children with in-school suspensions (unduplicated count);
 - Number of children with in-school suspensions totaling 10 days or less; and
 - Number of children with in-school suspensions totaling more than 10 days.
- Total number of disciplinary removals;
 - Total number of disciplinary removals;
 - Unduplicated count of children:
 - Number of children with disciplinary removals totaling 1 day or less;
 - Number of children with disciplinary removals totaling 2–10 days;
 - Number of children with disciplinary removals totaling more than 10 days.

Data were collected by disability, race/ethnicity gender, and limited English proficiency.

Expulsions with and without educational services:

- Number of children subject to expulsions with and without educational services for children with and children without disabilities
 - Received educational services during expulsion; or
 - Did not receive educational services during expulsion.

Data are not collected by disability, race/ethnicity gender, and/or limited English proficiency.

Age Group:

- 3 through 21 years old.

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Intellectual disabilities;
- Emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;

DISCIPLINE

- Deaf-blindness;
- Autism;
- Traumatic brain injury; and
- Developmental delay (optional).

Disability data must reflect actual counts. Sampling was not permitted for this collection.

Race/Ethnicity
Categories:

- Hispanic/Latino;
- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander;
- White; and
- Two or more races.

Gender:

- Male; and
- Female.

Limited English
Proficiency Status:

- Yes; and
- No.

- Notes:**
- 1) Counts should cover the entire school year.
 - 2) Children should be reported by disability and race/ethnicity for all data elements.
 - 3) Age should be determined as of the child count date of the relevant school year.
 - 4) Sampling was not permitted for this data collection.

- Change:**
- 1) The term mental retardation was change to intellectual disability.
 - 2) The definition for Interim Alternative Education Setting was revised. The revised definition is below:

Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team **or a hearing officer** in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

ASSESSMENT

The assessment data are counts, by grade level, of the number of students with disabilities participating in state assessments and their performance on those assessments. Grade levels and achievement level are the same levels states use for reporting under *NCLB*. The data have been collected since the 2004–05 school year. The data collection was revised for the 2005–06 school year. The revisions included the following: States did not have to submit detailed participation data for out-of-level tests; states started to report the number of limited English proficiency (LEP) students who had been in the United States less than 12 months and had taken an English proficiency test in place of a regular reading assessment; states also had to report the results that could not be used for reporting or aggregation due to problems in the testing process and results that were considered invalid because of changes in the testing materials in one invalid results category. The data collection was again revised for the 2007–08 school year. The revisions included the following: States had to report the number of students who were given an assessment scored against modified achievement standards and the number of students who received invalid results as nonparticipants.

School Year 2004–05

Content Areas:

- Reading; and
- Math.

Enrollment:

- Students with IEPs; and
- All students.

Enrollment counts are as of a date as close as possible to the testing date.

Grade Levels:

- 3rd;
- 4th;
- 5th;
- 6th;
- 7th;
- 8th; and
- One high school grade (specify).

Assessment Types:

- Regular assessment on grade-level achievement standards;
- Out of level;
- Alternate assessment; and
- Did not take any assessment.

Participation on Regular Assessments on Grade Level:

- Total students who took regular assessment on grade level;
- Subset who took the assessment with accommodations;
- Subset with changes to the assessment that invalidated their score; and
- Subset whose results were invalid.

Participation on Out-of-Level Assessments:

- Total students who took out-of-level assessment;
- Subset with changes that invalidated their score; and
- Subset whose assessment results were invalid.

ASSESSMENT

- Participation on Alternate Assessments:
- Total students who took alternate assessments;
 - Subset whose alternate assessment was scored against grade-level standards;
 - Subset whose alternate assessment was scored against alternate achievement standards;
 - Subset counted in the lowest achievement level because of *NCLB* cap; and
 - Subset whose assessment results were invalid.
- Reasons Students Did Not Take Any Assessment:
- Parental exception;
 - Absent; and
 - Exempt for other reasons (specify).
- Performance on Regular Assessments on Grade Level:
- State-specified achievement levels;
 - Total students who took the assessment and whose results were valid; and
 - Lowest achievement level considered proficient.
- Performance on Alternate Assessments on Grade-Level Standards:
- State-specified achievement levels;
 - Total students who took the assessment and whose results were valid; and
 - Lowest achievement level considered proficient.
- Performance on Alternate Assessments on Alternate Standards:
- State-specified achievement levels;
 - Total students who took the assessment and whose results were valid; and
 - Lowest achievement level considered proficient.

Note: 1) Sampling was not permitted for this data collection.

School Year 2005–06

- Content Areas:
- Reading; and
 - Math.

- Enrollment:
- Students with IEPs; and
 - All students.

Enrollment counts are as of a date as close as possible to the testing date.

- Grade Levels:
- 3rd;
 - 4th;
 - 5th;
 - 6th;
 - 7th;
 - 8th; and
 - One high school grade (specify).

ASSESSMENT

Assessment Types:	<ul style="list-style-type: none">• Regular assessment on grade-level achievement standards;• Out of level;• Alternate assessment; and• Did not take any assessment.
Participation on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• Total students who took regular assessment on grade level;• Subset who took the assessment with accommodations;• Subset with LEP students in United States less than 12 months whose English proficiency test replaced the regular reading assessment;• Subset with changes to the assessment that invalidated their score; and• Subset whose results were invalid.
Participation on Out-of-Level Assessments:	<ul style="list-style-type: none">• Total students who took out-of-level assessment;• Subset with changes that invalidated their score; and• Subset whose assessment results were invalid.
Participation on Alternate Assessments:	<ul style="list-style-type: none">• Total students who took alternate assessments;• Subset whose alternate assessment was scored against grade-level standards;• Subset whose alternate assessment was scored against alternate achievement standards;• Subset counted in the lowest achievement level because of <i>NCLB</i> cap; and• Subset whose assessment results were invalid.
Reasons Students Did Not Take Any Assessment:	<ul style="list-style-type: none">• Parental exception;• Absent; and• Exempt for other reasons (specify).
Performance on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Grade-Level Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Alternate Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Note:	1) Sampling was not permitted for this data collection.
Changes:	1) States did not have to submit detailed participation data for out-of-level tests;

ASSESSMENT

- 2) States started to report the number of limited English proficiency (LEP) students who had been in the United States less than 12 months and had taken an English proficiency test in place of a regular reading assessment;

School Year 2006–07

- Content Areas:
- Reading; and
 - Math.

- Enrollment:
- Students with IEPs; and
 - All students.

Enrollment counts are as of a date as close as possible to the testing date.

- Grade Levels:
- 3rd;
 - 4th;
 - 5th;
 - 6th;
 - 7th;
 - 8th; and
 - One high school grade (specify).

- Assessment Types:
- Regular assessment on grade-level achievement standards;
 - Alternate assessment; and
 - Did not take any assessment.

- Participation on Regular Assessments on Grade Level:
- Total students who took regular assessment on grade level;
 - Subset who took the assessment with accommodations;
 - Subset with LEP students in United States less than 12 months whose English proficiency test replaced the regular reading assessment; and
 - Subset whose results were invalid.

- Participation on Alternate Assessments:
- Total students who took alternate assessments;
 - Subset whose alternate assessment was scored against grade-level standards;
 - Subset whose alternate assessment was scored against alternate achievement standards;
 - Subset counted in the lowest achievement level because of *NCLB* 1 percent cap; and
 - Subset whose assessment results were invalid.

- Reasons Students Did Not Take an Assessment:
- Student took out-of-level test;
 - Parental exception;
 - Absent; and
 - Exempt for other reasons (specify).

ASSESSMENT

Performance on Regular Assessments on Grade Level:

- State-specified achievement levels;
- Total students who took the assessment and whose results were valid; and
- Lowest achievement level considered proficient.

Performance on Alternate Assessments on Grade Level Standards:

- State-specified achievement levels;
- Total students who took the assessment and whose results were valid; and
- Lowest achievement level considered proficient.

Performance on Alternate Assessments on Alternate Standards:

- State-specified achievement levels;
- Total students who took the assessment and whose results were valid; and
- Lowest achievement level considered proficient.

Note: 1) Sampling was not permitted for this data collection.

Change: 1) Assessment results that could not be used for reporting or aggregation due to problems in the testing process were combined with assessment results that were considered invalid because of changes in the testing materials.

School Year 2007–08

Content Areas:

- Reading; and
- Math.

Enrollment:

- Students with IEPs; and
- All students.

Enrollment counts are as of a date as close as possible to the testing date.

Grade Levels:

- 3rd;
- 4th;
- 5th;
- 6th;
- 7th;
- 8th; and
- One high school grade (specify).

Assessment Types:

- Regular assessment on grade-level achievement standards;
- Alternate assessments; and
- Did not take any assessment.

Participation on Regular Assessments on Grade Level:

- Total students who took regular assessment on grade level;
- Subset who took the assessment with accommodations;
- Subset with LEP students in United States less than 12 months whose English proficiency test replaced the regular reading assessment; and
- Subset whose results were invalid.

ASSESSMENT

Participation on Alternate Assessments:	<ul style="list-style-type: none">• Total students who took alternate assessments;• Subset whose alternate assessment was scored against grade-level standards;• Subset whose alternate assessment was scored against alternate achievement standards; and• Subset whose alternate assessment was scored against modified achievement standards.
Reasons Students Did Not Take an Assessment:	<ul style="list-style-type: none">• Students with invalid results;• Student took out-of-level test;• Parental exception;• Absent; and• Exempt for other reasons (specify).
Performance on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Grade Level Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Alternate Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid;• Lowest achievement level considered proficient; and• Students included in the <i>NCLB</i> 1% cap.
Performance on Alternate Assessments on Modified Achievement Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid;• Lowest achievement level considered proficient; and• Students included in the <i>NCLB</i> 2% cap

Note: 1) Sampling was not permitted for this data collection.

Changes: 1) Invalid results moved to nonparticipants section.
2) States report Alternate Assessments on Modified Achievement Standards.
3) Students who are included in the *NCLB* 1% and 2% cap are reported in the performance section.

School Year 2008–09

Content Areas:	<ul style="list-style-type: none">• Reading; and• Math.
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ASSESSMENT

Enrollment:	<ul style="list-style-type: none">• Students with IEPs; and• All students. <p>Enrollment counts are as of a date as close as possible to the testing date.</p>
Grade Levels:	<ul style="list-style-type: none">• 3rd;• 4th;• 5th;• 6th;• 7th;• 8th; and• One high school grade (specify).
Assessment Types:	<ul style="list-style-type: none">• Regular assessment on grade-level achievement standards;• Alternate assessments; and• Did not take any assessment.
Participation on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• Total students who took regular assessment on grade level;• Subset who took the assessment with accommodations;• Subset with LEP students in United States less than 12 months whose English proficiency test replaced the regular reading assessment; and• Subset whose results were invalid.
Participation on Alternate Assessments:	<ul style="list-style-type: none">• Total students who took alternate assessments;• Subset whose alternate assessment was scored against grade-level standards;• Subset whose alternate assessment was scored against alternate achievement standards; and• Subset whose alternate assessment was scored against modified achievement standards.
Reasons Students Did Not Take an Assessment:	<ul style="list-style-type: none">• Students with invalid results;• Student took out-of-level test;• Parental opt out;• Absent;• Medical emergency exemptions; and• Exempt for other reasons (specify).
Performance on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Grade-Level Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.

ASSESSMENT

Performance on Alternate Assessments on Alternate Standards:

- State-specified achievement levels;
- Total students who took the assessment and whose results were valid;
- Lowest achievement level considered proficient; and
- Students included in the *NCLB* 1% cap.

Performance on Alternate Assessments on Modified Achievement Standards:

- State-specified achievement levels;
- Total students who took the assessment and whose results were valid;
- Lowest achievement level considered proficient; and
- Students included in the *NCLB* 2% cap.

Note: 1) Sampling was not permitted for this data collection.

Changes: 1) *Parental exemption* was changed to *parental opt out*.
2) *Medical emergency exemptions* were added.

School Year 2009–10

Content Areas:

- Reading; and
- Math.

Enrollment:

- Students with IEPs; and
- All students.

Enrollment counts are as of a date as close as possible to the testing date.

Grade Levels:

- 3rd;
- 4th;
- 5th;
- 6th;
- 7th;
- 8th; and
- One high school grade (specify).

Assessment Types:

- Regular assessment on grade-level achievement standards;
- Alternate assessments; and
- Did not take any assessment.

Participation on Regular Assessments on Grade Level:

- Total students who took regular assessment on grade level;
- Subset who took the assessment with accommodations;
- Subset with LEP students in United States less than 12 months whose English proficiency test replaced the regular reading assessment; and
- Subset whose results were invalid.

ASSESSMENT

Participation on Alternate Assessments:	<ul style="list-style-type: none">• Total students who took alternate assessments;• Subset whose alternate assessment was scored against grade-level standards;• Subset whose alternate assessment was scored against alternate achievement standards; and• Subset whose alternate assessment was scored against modified achievement standards.
Reasons Students Did Not Take an Assessment:	<ul style="list-style-type: none">• Students with invalid results;• Student took out-of-level test;• Parental opt out;• Absent;• Medical emergency exemptions; and• Exempt for other reasons (specify).
Performance on Regular Assessments on Grade Level:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Grade-Level Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid; and• Lowest achievement level considered proficient.
Performance on Alternate Assessments on Alternate Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid;• Lowest achievement level considered proficient; and• Students included in the <i>ESEA</i> 1% cap.
Performance on Alternate Assessments on Modified Achievement Standards:	<ul style="list-style-type: none">• State-specified achievement levels;• Total students who took the assessment and whose results were valid;• Lowest achievement level considered proficient; and• Students included in the <i>ESEA</i> 2% cap.

Note: 1) Sampling was not permitted for this data collection.

Changes: 1) All references to *NCLB* were changed to *ESEA*.

School Year 2010–11-2011-12

The data collection was unchanged.

DISPUTE RESOLUTION

The dispute resolution data are counts of the written, signed complaints; mediation requests; hearing requests; and expedited hearing requests for children ages 3–21 in each state and outlying territory. The data were first added to the 618 data collections in 2006–07.

Year 2006–07

- Age Group:
- 3 through 21 years old.
- Resolutions:
- Written, signed complaints;
 - Mediation requests;
 - Hearing requests; and
 - Expedited hearing requests.
- Written, Signed Complaint Categories:
- Complaints with reports issued;
 - Reports with findings;
 - Reports with timeline;
 - Reports within extended timelines;
 - Complaints withdrawn or dismissed;
 - Complaints pending;
 - Complaints pending a due process hearing.
- Mediation Request Categories:
- Mediation requests total;
 - Mediations;
 - Mediations related to due process;
 - Mediation agreements;
 - Mediations not related to due process;
 - Mediation agreements;
 - Mediations not held (including pending).
- Hearing Request Categories:
- Hearing requests total;
 - Resolution meetings;
 - Settlement agreements;
 - Hearings (fully adjudicated);
 - Decisions within timeline;
 - Decisions within extended timeline;
 - Resolved without a hearing.
- Expedited Hearing Request Categories:
- Expedited hearing requests total;
 - Resolution meetings;
 - Settlement agreements;
 - Expedited hearings (fully adjudicated);
 - Change of placement ordered.

DISPUTE RESOLUTION

- Notes:**
- 1) Sampling was not permitted for this data collection.
 - 2) The reporting period for this data collection was defined as July 1, to June 30.

Year 2007–08

- Age Group:
- 3 through 21 years old.
- Resolutions:
- Written, signed complaints;
 - Mediation requests;
 - Due process complaints; and
 - Expedited due process complaints.
- Written, Signed Complaint Categories:
- Complaints with reports issued;
 - Reports with findings;
 - Reports with timeline;
 - Reports within extended timelines;
 - Complaints withdrawn or dismissed;
 - Complaints pending;
 - Complaints pending a due process hearing.
- Mediation Request Categories:
- Mediation requests total;
 - Mediations;
 - Mediations related to due process;
 - Mediation agreements;
 - Mediations not related to due process;
 - Mediation agreements;
 - Mediations not held (including pending).
- Due Process Complaint Categories:
- Due process complaints total;
 - Resolution meetings;
 - Settlement agreements;
 - Hearings (fully adjudicated);
 - Decisions within timeline;
 - Decisions within extended timeline;
 - Resolved without a hearing.
- Expedited Due Process Complaint Categories:
- Expedited due process complaints total;
 - Resolution meetings;
 - Settlement agreements;
 - Expedited hearings (fully adjudicated);
 - Change of placement ordered.

- Notes:**
- 1) Sampling was not permitted for this data collection.
 - 2) The reporting period for this data collection was defined as July 1, to June 30.

DISPUTE RESOLUTION

Changes: The term “hearing requests” was replaced with the term “due process complaints.” The definitions did not change.

Year 2008–09

- Age Group:
- 3 through 21 years old.
- Resolutions:
- Written, signed complaints;
 - Mediation requests;
 - Due process complaints; and
 - Expedited due process complaints.
- Written, Signed
Complaint Categories:
- Complaints with reports issued;
 - Reports with findings;
 - Reports with timeline;
 - Reports within extended timelines;
 - Complaints pending;
 - Complaints pending a due process hearing.
 - Complaints withdrawn or dismissed.
- Mediation Request
Categories:
- Mediation requests total;
 - Mediations;
 - Mediations related to due process;
 - Mediation agreements;
 - Mediations not related to due process;
 - Mediation agreements;
 - Mediations not held (including pending).
- Due Process
Complaint Categories:
- Due process complaints total;
 - Resolution meetings;
 - Written settlement agreements;
 - Hearings (fully adjudicated);
 - Decisions within timeline;
 - Decisions within extended timeline;
 - Resolved without a hearing.
- Expedited Due Process
Complaint Categories:
- Expedited due process complaints total;
 - Resolution meetings;
 - Written settlement agreements;
 - Expedited hearings (fully adjudicated);
 - Change of placement ordered;

- Notes:**
- 1) Sampling was not permitted for this data collection.
 - 2) The reporting period for this data collection was defined as July 1, to June 30.

DISPUTE RESOLUTION

- Changes:** 1) Several new terms and definitions were added to the data collection. They are listed below:

Hearing fully adjudicated – A hearing officer conducted a due process hearing, reached a final decision regarding matters of law and fact and issued a written decision to the parties.

Mediation held - A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency involving any matter under Part B of IDEA or 34 CFR Part 300, and that concluded with or without a written mediation agreement between the parties.

Mediation not held (including pending) – A request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes mediation requests that were withdrawn, mediation requests that were dismissed, requests where one party refused to mediate, requests that were settled by some agreement other than a mediation agreement between the parties, and requests that were pending as of the end of the reporting period.

- 2) Several terms and definitions were revised. They are listed below:

Change of placement ordered – The hearing officer’s written decision in an expedited due process hearing fully adjudicated ordered a change in placement of a child with a disability **to an appropriate interim alternative educational setting**.

Complaint withdrawn or dismissed – A written, signed complaint that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means and no further action by the SEA was required to resolve the complaint; **or a complaint dismissed by the SEA for any reason, including that the complaint does not include all required content**

Due process complaint – A filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of a **free appropriate public education** to the child.

Mediation agreement – A written legally binding agreement signed by a parent and a representative of the public agency **who has the authority to bind the public agency** that specifies the resolution of any issues in the dispute that were reached through the mediation process. **A mediation agreement that fully or partially resolves issues in dispute is included in “mediation agreement”.**

Mediation held not related to due process complaint – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a due process complaint **or did not include issues that were the subject of a due process complaint.**

Mediation held related to due process complaint – A process conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a due process complaint **or included issues that were the subject of a due process complaint.**

DISPUTE RESOLUTION

Report with findings of noncompliance - The written decision provided by the SEA to the complainant and public agency in response to a written, signed complaint, which finds the public agency to be out of compliance with one or more requirements of Part B of IDEA or **34 CFR Part 300**.

Resolution meeting – A meeting, convened by **the local educational agency (LEA)**, between the parent(s) and school personnel to discuss the parent’s due process complaint and the facts that form the basis of the due process complaint so that the LEA has the opportunity to resolve the dispute that is the basis for the due process complaint.

Written settlement agreement – A legally binding written document, signed by the parent and a representative of the public agency, specifying the resolution of the dispute that formed the basis for a due process complaint arrived at in a resolution meeting. **For the purposes of reporting on Table 7, a written settlement agreement is one that fully resolves all issues of the due process complaint and negates the need for a due process hearing.**

Written, signed complaint – A signed, written document submitted to the SEA by an individual or organization (complainant) that alleges a violation of a requirement of Part B of IDEA or **34 CFR Part 300, including cases in which some required content is absent from the document.**

DISPUTE RESOLUTION

Year 2009–10

- Age Group:
- 3 through 21 years old.
- Resolutions:
- Written, signed complaints;
 - Mediation requests;
 - Due process complaints; and
 - Expedited due process complaints.
- Written, Signed Complaint Categories:
- Complaints with reports issued;
 - Reports with findings;
 - Reports with timeline;
 - Reports within extended timelines;
 - Complaints pending;
 - Complaints pending a due process hearing
 - Complaints withdrawn or dismissed.
- Mediation Request Categories:
- Mediation requests total;
 - Mediations;
 - Mediations related to due process;
 - Mediation agreements;
 - Mediations not related to due process;
 - Mediation agreements;
 - Mediations pending;
 - Mediations withdrawn or not held.
- Due Process Complaint Categories:
- Due process complaints total;
 - Resolution meetings;
 - Written settlement agreements;
 - Hearings (fully adjudicated);
 - Decisions within timeline;
 - Decisions within extended timeline;
 - Due process complaints pending;
 - Due process complaints withdrawn or dismissed (including resolved without a hearing).
- Expedited Due Process Complaint Categories:
- Expedited due process complaints total;
 - Resolution meetings;
 - Written settlement agreements;
 - Expedited hearings (fully adjudicated);
 - Change of placement ordered;
 - Expedited due process complaints pending;
 - Expedited due process complaints withdrawn or dismissed.
- Notes:**
- 1) Sampling was not permitted for this data collection.
 - 2) The reporting period for this data collection was defined as July 1, to June 30.

DISPUTE RESOLUTION

- Changes:** 1) Several new terms and definitions were added to the data collection. They are listed below:
- Due process complaint pending – A due process complaint wherein a due process hearing has not yet been scheduled or is scheduled but has not yet been held.
 - Due process complaint withdrawn or dismissed—A due process complaint that has not resulted in a fully adjudicated due process hearing. This includes due process complaints resolved through a mediation agreement or through a written settlement agreement, those settled by some other agreement between the parties (parent and public agency) prior to completion of the due process hearing, those withdrawn by the filing party, those determined by the hearing officer to be insufficient or without cause, and those not fully adjudicated for other reasons. This does not include due process complaints that are pending a due process hearing.
 - Expedited due process complaint pending—An expedited due process complaint wherein an expedited due process hearing has not yet been scheduled or is scheduled but has not yet been held.
 - Expedited due process complaint withdrawn or dismissed—An expedited due process complaint that has not resulted in an expedited fully adjudicated due process hearing. This includes expedited due process complaints resolved through a mediation agreement or through a written settlement agreement, those settled by some other agreement between the parties (parent and public agency) prior to completion of the expedited due process hearing, those withdrawn by the filing party, those determined by the hearing officer to be insufficient or without cause, and those not fully adjudicated for other reasons. This does not include expedited due process complaints that are pending an expedited due process hearing.
 - Mediation pending—A request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

Year 2010–11-2011-12

The data collection was unchanged.

MAINTENANCE OF EFFORT REDUCTION AND COORDINATED EARLY INTERVENING SERVICES

The Maintenance of Effort Reduction and Coordinated Early Intervening Services (MOE/CEIS) data collection was added in the FFY 2009 reporting year. The MOE/CEIS data are by local educational agency (LEA) and educational service agency (ESA), of the amount of Section 611 or Section 619 subgrants from the state. The MOE/CEIS data also contain the dollar amounts associated with maintenance of effort reductions and coordinated early intervening services. The data collection also contains the number of children receiving coordinated early intervention services.

Federal Fiscal Year 2009

- Age Group: • 3 through 21 years old.
- Allocations: • Total Section 611 funds for the previous reported FFY;
• Total Section 611 funds for the current reported FFY;
• Total Section 619 funds for the previous reported FFY;
• Total Section 619 funds for the current reported FFY;
• 15% of the total LEA/ESA allocation for Sections 611 and 619 for the current reported FFY.
- Maintenance of Effort Reduction: • Year's data used to make determinations;
• Determination under 34 CFR § 300.600(a)(2);
• Reduction of local and/or state funds taken pursuant to Section 613(a)(2)(C);
• Percent of the available reduction taken.
- Provision of CEIS: • Required to use 15% of funds for CEIS due to significant disproportionality;
• Amount reserved for required CEIS;
• Voluntarily use up to 15% of *IDEA* 611 and 619 fund for CEIS;
• Amount reserved for voluntary CEIS;
- Number of Children Receiving CEIS: • Total number of children receiving CEIS;
• Total number of children who received CEIS under *IDEA* anytime in the past two school years and received special education and related services.
- Notes:**
- 1) Data are reported on an LEA and SEA level.
 - 2) Sampling was not permitted for this data collection.
 - 3) The reporting period for this data collection was defined based on the federal fiscal year.

Federal Fiscal Year 2010-11

The data collection was unchanged.

MAINTENANCE OF EFFORT REDUCTION AND COORDINATED EARLY INTERVENING SERVICES

Federal Fiscal Year 2012

Changes to the data collection are pending OMB approval.

The following section contains information about data collections that have been discontinued.

ANTICIPATED SERVICES

The anticipated services data were counts of the anticipated services needed for those students with disabilities exiting the educational system in the year following their exit. The counts included all services anticipated for each child regardless of whether those services would be provided by public or private sources. Thus, a child or student with a disability for whom several types of services were anticipated (e.g., evaluation, transportation, technological aids, etc.), was counted in more than one category of service. School year 1985–86 was the first year for which states reported data on anticipated services. The *1990 Amendments to IDEA* changed this collection from yearly to once every 3 years, and OSEP anticipated using a new method for collecting these data in future years. The *1997 Amendments to IDEA* eliminated this data collection requirement. The data collection was discontinued during school year 1996–97.

School Year 1985–86

- Age Groups:
- Less than 16 years old;
 - Ages 16 through 21, by individual age year; and
 - Over 21 years old.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

- Anticipated Services:
- Counseling/guidance;
 - Evaluation of VR services;
 - Physical/mental restoration;
 - Vocational/training services;
 - Transitional employment services;
 - Vocational placement;
 - Post employment;
 - Maintenance;
 - Transportation;
 - Family services;
 - Independent living;
 - Residential services;

ANTICIPATED SERVICES

- Interpreter services;
- Reader services;
- Technological aids;
- Other services; and
- No special services.

School Year 1986–87

The data collection was unchanged.

School Year 1987–88

- Age Groups:
- Ages 16 through 21, by individual age year; and
 - Over 21 years old.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

- Anticipated Services:
- Counseling/guidance;
 - Evaluation of VR services;
 - Physical/mental restoration;
 - Vocational/training services;
 - Transitional employment services;
 - Vocational placement;
 - Post-employment;
 - Maintenance;
 - Transportation;
 - Family services;
 - Independent living;
 - Residential services;
 - Interpreter services;
 - Reader services;
 - Technological aids;

ANTICIPATED SERVICES

- Other services; and
- No special services.

Change: 1) Anticipated services data for children under 16 years old were not collected.

School Year 1988–89

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

- Anticipated Services:
- Counseling/guidance;
 - Evaluation of VR services;
 - Physical/mental restoration;
 - Vocational/training services;
 - Transitional employment services;
 - Vocational placement;
 - Post-employment;
 - Maintenance;
 - Transportation;
 - Family services;
 - Independent living;
 - Residential services;
 - Interpreter services;
 - Reader services;
 - Technological aids;
 - Other services; and
 - No special services.

Change: 1) Data were no longer collected by age category. States were required to report only the total counts of anticipated services to be provided for all children and students ages 14 through 21+ exiting the educational system in the previous school year. However, states were still required to report the data by disability condition.

ANTICIPATED SERVICES

School Years 1989–90 and 1990–91

The data collection was unchanged.

School Years 1991–92

The data collection was discontinued.

CHILD COUNT: CHAPTER 1 OF *ESEA* (SOP)

The *Improving America's Schools Act of 1994 (IASA)* amended the *Elementary and Secondary Education Act of 1965 (ESEA)* by eliminating the Chapter 1 Handicapped (SOP) program. At the same time, several changes, including the addition of hold harmless provisions, were made to the *IDEA* to ensure that children would not be adversely affected by this change. Beginning with the 1994–95 school year, all children with disabilities were served under programs authorized by Part B and Part H of *IDEA*. Thus, this data collection was ended.

The data were unduplicated counts of all children and students with disabilities served under Chapter 1 of *ESEA* (SOP). This program was often referred to as the P.L. 89-313 program. The original legislation, Title I of *ESEA*, was passed in 1965. However, only data from school year 1976–77 forward are maintained in DANS. The counts were actual counts of students served on December 1 of each school year, in state-supported or operated programs. Note that this count date changed from October 1 to December 1 with the *1988 Amendments to ESEA*. These amendments also changed the age mandate from 0 through 20 to 0 through 21. The data collection was eliminated due to the consolidation of the Chapter 1 of *ESEA* (SOP) program with the *IDEA*, Part B and Part H programs, and effective the 1995–96 school year.

School Years 1976–77 and 1977–78

- Age Groups:
- 0 through 20 years old (Data were not collected by age group; counts were collected for all children ages 0 through 20).
- Types of Disabilities:
- Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing and deaf;
 - Orthopedically impaired;
 - Other health impaired; and
 - Visually handicapped.

School Year 1978–79

- Age Groups:
- 0 through 20 years old.
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

CHILD COUNT: CHAPTER 1 OF ESEA (SOP)

- Change:** 1) Data were collected for four additional types of disabilities, including learning disabled, speech/language impaired, multihandicapped, and deaf-blind. In addition, the data for hard-of-hearing and deaf children were collected separately; a count of deaf children and a count of hard-of-hearing children were collected.

School Years 1979–80 through 1986–87

The data collection was unchanged.

School Year 1987–88

- Age Groups:
- 0 through 2 years old (not by type of disability);
 - 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 20 years old by disability.

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

- Change:** 1) The *1986 Amendments to EHA* ended the practice of reporting children 3 through 5 years of age by type of disability.

Children were reported by age group.

School Year 1988–89

- Age Groups:
- 0 through 2 years old (not by type of disability);
 - 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.

CHILD COUNT: CHAPTER 1 OF ESEA (SOP)

- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Orthopedically impaired;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.

- Change:** 1) The upper age range for service eligibility was extended through age 21, therefore, the upper age range for reporting also changed.

School Years 1989–90 and 1990–91

The data collection was unchanged.

School Year 1991–92

- Age Groups:
- 0 through 2 years old (not by type of disability);
 - 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Orthopedic impairments;
 - Hearing impairments;
 - Multiple disabilities;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism (optional); and
 - Traumatic brain injury (optional).

- Change:** 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of students served under the categories of autism and traumatic brain injury was optional. The new category hearing impairments was created combining the former categories of hard-of-hearing and deaf.

CHILD COUNT: CHAPTER 1 OF ESEA (SOP)

School Year 1992–93

- Age Groups:
- 0 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability; and
 - 18 through 21 years old by disability.

- Age Years:
- Ages 0 through 5 (not by type of disability); and
 - Ages 6 through 21 by disability.

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Orthopedic impairments;
 - Hearing impairments;
 - Multiple disabilities;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.

- Changes:**
- 1) States were required to report the count of students served with autism and traumatic brain injury.
 - 2) States were required to report data for individual age year.
 - 3) States were required to report an aggregated count of students and children with disabilities in schools operated or supported by all state agencies. Prior to 1992–93, states were required to report the data by participating state agency.

School Year 1993–94

The data collection was unchanged.

School Year 1994–95

- Age Groups:
- 0 through 2 years old (not by type of disability).

- Age Years:
- Ages 0 through 2 (not by type of disability).

- Change:**
- 1) States reported only the counts of infants and toddlers ages 0 through 2 that would have been eligible under Chapter 1 of *ESEA* (SOP). All other eligible students' ages 3 through 21 were reported under *IDEA*, Part B. The ages 0 through 2 count was a one-time data collection for the purpose of

CHILD COUNT: CHAPTER 1 OF *ESEA* (SOP)

distributing \$34 million of the funds appropriated for Part H of *IDEA* in fiscal year 1995.

School Year 1995–96

The data collection was eliminated due to the consolidation of the Chapter 1 of *ESEA* (SOP) program with the *IDEA*, Part B and Part H programs.

EDUCATIONAL ENVIRONMENT DATA: CHAPTER 1 OF *ESEA* (SOP)

The *Improving America's Schools Act of 1994* amended the *Elementary and Secondary Education Act of 1965 (ESEA)* by eliminating the Chapter 1 Handicapped (SOP) program. Beginning with the 1994–95 school year, all children with disabilities were served under programs authorized by Part B and Part H of the *Individuals with Disabilities Education Act (IDEA)*.

The educational environment data were counts of all children and students 3 through 21 years old with disabilities served under Chapter 1 of *ESEA* (SOP) by age category and primary type of disability. The *1988 Amendments to ESEA* mandated that the educational environment data for students served under Chapter 1 of *ESEA* (SOP) be reported separately from the educational environment data for *IDEA*, Part B. This data collection was eliminated in school year 1994–95 due to the consolidation of the Chapter 1 of *ESEA* (SOP) program with the *IDEA*, Part B and Part C programs.

School Year 1989–90

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 years old (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies.

EDUCATIONAL ENVIRONMENT DATA: CHAPTER 1 OF ESEA (SOP)

- Changes:**
- 1) States had the option of reporting the count of children with disabilities served under Chapter 1 of *ESEA* (SOP) separate from children served under Part B of *IDEA*.
 - 2) The criteria for reporting students in regular class, resource room, and separate class placements were changed from being based on percentage of time receiving special education to percentage of time outside the regular classroom. Definitions for these categories were adjusted in the following manner:
 - Regular class included students receiving special education and related services outside the regular classroom for less than 21 percent of the school day.
 - Resource room included students receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
 - Separate class included students receiving special education and related services outside the regular classroom for more than 60 percent of the school day in a separate class.

School Year 1990–91

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 years old (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Learning disabled;
 - Speech or language impaired;
 - Mentally retarded;
 - Seriously emotionally disturbed;
 - Hard-of-hearing;
 - Deaf;
 - Multihandicapped;
 - Orthopedically impaired;
 - Other health impaired;
 - Visually handicapped; and
 - Deaf-blind.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;

EDUCATIONAL ENVIRONMENT DATA: CHAPTER 1 OF ESEA (SOP)

- Private separate school facility;
- Public separate school facility;
- Private residential facility;
- Public residential facility;
- Correctional facility;
- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies.

Change: 1) States were required to report the count of children with disabilities served under Chapter 1 of *ESEA* (SOP) separately from children served under Part B of *IDEA*.

School Year 1991–92

Age Groups:

- 3 through 5 years old (not by type of disability);
- 6 through 11 years old by disability;
- 12 through 17 years old by disability;
- 18 through 21 years old by disability; and
- 3 through 21 years old (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

Types of Disabilities:

- Specific learning disabilities;
- Speech or language impairments;
- Mental retardation;
- Serious emotional disturbance;
- Hearing impairments;
- Multiple disabilities;
- Orthopedic impairments;
- Other health impairments;
- Visual impairments;
- Deaf-blindness;
- Autism (optional); and
- Traumatic brain injury (optional).

Educational Environments:

- Regular class;
- Resource room;
- Separate class;
- Private separate school facility;
- Public separate school facility;
- Private residential facility;
- Public residential facility;
- Correctional facility;
- Homebound/hospital environment; and
- Children served in private schools not placed or referred by public agencies.

EDUCATIONAL ENVIRONMENT DATA: CHAPTER 1 OF ESEA (SOP)

- Change:** 1) Two new types of disabilities—autism and traumatic brain injury—were added as a result of P.L. 101-476, the *1990 Amendments to IDEA*. Reporting the number of students served under the categories of autism and traumatic brain injury was optional. The new category hearing impairments was created by combining the former categories of hard-of-hearing and deaf.

School Year 1992–93

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 years old (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).

- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.

- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies.

- Change:** 1) States were required to report the educational environment of students served with autism and traumatic brain injury.

EDUCATIONAL ENVIRONMENT DATA: CHAPTER 1 OF ESEA (SOP)

School Year 1993–94

- Age Groups:
- 3 through 5 years old (not by type of disability);
 - 6 through 11 years old by disability;
 - 12 through 17 years old by disability;
 - 18 through 21 years old by disability; and
 - 3 through 21 years old (only for children served in correctional facilities and for children served in private schools not placed or referred by public agencies).
- Types of Disabilities:
- Specific learning disabilities;
 - Speech or language impairments;
 - Mental retardation;
 - Serious emotional disturbance;
 - Hearing impairments;
 - Multiple disabilities;
 - Orthopedic impairments;
 - Other health impairments;
 - Visual impairments;
 - Deaf-blindness;
 - Autism; and
 - Traumatic brain injury.
- Educational Environments:
- Regular class;
 - Resource room;
 - Separate class;
 - Private separate school facility;
 - Public separate school facility;
 - Private residential facility;
 - Public residential facility;
 - Correctional facility;
 - Homebound/hospital environment; and
 - Children served in private schools not placed or referred by public agencies.

School Year 1994–95

Data collection was eliminated due to the consolidation of the Chapter 1 of *ESEA* (SOP) program with the *IDEA*, Part B and Part C programs.

EXPENDITURES FOR SPECIAL EDUCATION AND RELATED SERVICES

The expenditure data were the amount of funds expended in each state specifically for special education and related services during a school year. These costs included all costs associated with providing special education and related services to children and students with disabilities that were above and beyond the costs of providing regular education programs to students without disabilities. School year 1982–83 was the first year for which states reported expenditure data. The *1990 Amendments to IDEA* ended this data collection, effective school year 1994–95.

School Years 1982–83 through 1987–88

Sources of Funds:

- Federal;
- State; and
- Local.

Types of Services:

- Special education; and
- Related services.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

REPORT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES IN NEED OF IMPROVEMENT AND THE NUMBER OF CHILDREN AND STUDENTS WITH DISABILITIES NEEDING IMPROVED PROGRAMS AND SERVICES

States were required to identify the programs and services in need of improvement and describe the nature of the improvement needed. Improvements needed were defined as services that were: a) not currently available for children and students with disabilities, b) in short supply for specific populations and or ages, and c) in a stage where considerable development is necessary for the service to have maximum effectiveness or be delivered efficiently. The *1990 Amendments to IDEA* ended this data collection, effective school year 1991–92.

School Years 1984–85 through 1986–87

- | | |
|--|--|
| Type of Special Education in Need of Improvement: | <ul style="list-style-type: none">• Instructional setting;• Assessment;• Evaluation;• Instructional programs;• Physical education; and• Vocational education. |
| Type of Related Services in Need of Improvement: | <ul style="list-style-type: none">• Psychological services;• School social worker;• Occupational therapy;• Speech or language therapy;• Audiological services;• Recreation services;• Diagnostic services;• Physical therapy;• Transportation services;• School health services;• Counseling services;• Medical services; and• Parent counseling/training. |
| Types of Disabilities of Students Needing Improved Services: | <ul style="list-style-type: none">• Learning disabled;• Speech or language impaired;• Mentally retarded;• Seriously emotionally disturbed;• Hard-of-hearing;• Deaf;• Multihandicapped;• Orthopedically impaired;• Other health impaired; |

IMPROVED SERVICES

- Visually handicapped; and
- Deaf-blind.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

School Year 1987–88

Type of Program/
Services in Need of
Improvement:

- Special education; and
- Related services.

Data could be based on sampling. Sampling guidelines were provided by OSEP; states choosing not to use the OSEP guidelines were required to obtain OSEP approval for their sampling methodology.

- Change:** 1) States were no longer required to provide the information on improved services needed by type of service; rather they were to indicate three to five special education programs and related services in need of improvement and then in their narrative description provide the number of children and students in need of the improved programs/services and the number and type of personnel needed to provide these programs/services.

School Years 1988–89 through 1990–91

The data collection was unchanged.

School Year 1991–92

The data collection was eliminated as part of the *1990 Amendments to IDEA*.