DATA NOTES FOR *IDEA*, PART B

This document provides information, or data notes, on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year. The chart below summarizes differences in collecting and reporting data for nine states. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, exiting and discipline collections. Additional notes on how states reported data for specific data collections follow this table.

Table B-1. State reporting patterns for *IDEA*, Part B child count data and educational environments data, 2006 and exiting and discipline data, 2005-06

States	Differences from OSEP reporting categories Where H = Reported in the hearing impairments category O = Reported in the orthopedic impairments category P = Reported in the primary disability category	
	Multiple disabilities	Other health impairments (OHI)
Colorado		O
Delaware	P	
Florida	P	
Georgia	P	
Michigan		
North Dakota	P	
Oregon	P	
West Virginia	P	
Wisconsin	P	

Table B-2. State developmental delay reporting practices for IDEA, Part B child count data and educational environments data, 2006, and discipline data, 2005-06

	Does not use developmental delay	Uses developmental delay for children under age 6 only
Arizona		X
Arkansas		X
California	X	
Colorado		X
Delaware		X
Florida		X
Illinois		X
Indiana		X
Iowa	X	
Maine		X
Montana		X
Nevada		X
New Jersey		X
New York		X
Ohio	X	
Oregon		X
Rhode Island		X
South Dakota		X
Texas	X	
West Virginia		X
Wyoming		X

TABLES 1-1 THROUGH 1-19: *IDEA* PART B CHILD COUNT, 2006

Alaska

There was an increase in the number of 6 to 21 year olds in the *other health impairment* category, while the count for *speech or language impairment* for this population decreased by a parallel scale. This shift in the categories is due to an error in the programming code that was discovered in one large district in the state which serves more than one-third of SPED students within the SEA. This error resulted in the students in the *other health impairments* category being incorrectly reported as being speech or language impaired.

Bureau of Indian Education

The Bureau of Indian Education initiated in fall of 2006 a web-based student information system (Native American Information System NASIS). The first data pull was the Child Count information. There were both data input problems and some data sync problems encountered. It is theorized that this is the reason for the fewer numbers and is being addressed.

Colorado

There was a decrease in the number of children with *deaf-blindness*. The decrease was due to a change in reporting practices. In years past the state has reported all students that were included on the Deaf-Blind Registry with *deaf-blindness* as the primary disability in order to reconcile our Child Count with the national Deaf/Blind Registry. A change was made when the state developed a new Child Count system and now has a data field that is used to indicate if a student is on the Deaf/Blind Registry. With the implementation of the new system, students are now reported with the primary disability as indicated on the IEP and a flag is set to indicate whether or not the student was included on the Deaf/Blind Registry.

Illinois

For the 3 to 5 year old special education population, the number of children in the *developmental delay* category increased by 20.6%, although the increase in the total count for this age group is negligible. It has been noted that there is a decrease of similar magnitude in the *speech or language impairments* category. Illinois attributes this shift in reporting to improved Assessment procedures and earlier identification which have resulted in more children who are now more accurately identified under the *developmental delay* category rather than *speech or language impairment*.

For the 6 to 21 year old special education population, the number of children in the *autism* category has increased by 13.7%. This increase is consistent with national trends. The latest CDC report, *Prevalence of the Autism Spectrum Disorders (ASDs) in Multiple Areas of the United States, 2000 and 2002*, confirms this national trend and states that approximately 3% of special education students are students with *autism*. The December 1, 2006 Child Count indicates that 3.2% of special education students in Illinois are students with *autism*.

Iowa

The state does not require the labeling (with a specific disability category) of identified/eligible children who receive special education services. This is a practice that has been in for several years. These eligible children and youth are distributed, for federal reporting purposes, on the basis of incidence figures. The number of children and youth identified as eligible individuals has grown to approximately 88% of the Child Count ages 3-21. That percent of eligible individuals is up from 83% for the 2005 Child Count/LRE data. The increase movement to eligible individual both in newly identified and existing children and youth has and continues to be reflected in the distribution to the federal reporting categories.

The state continues to experience a growth in the Asian/Pacific Islander and Hispanic populations. The general enrollment in these two race/ethnicity categories have increased from 2004-05 to 05-06 by nearly 3,000 total.

Kansas

There was an increase in the age group 6-21 *autism* category. The change is reflective of national and state trends.

There was an increase in the age group 6-21 *developmental delay* category. This is reflective of a 5 year upward state trend of carrying the *developmental delay* label for students beyond the age of 5. This is also reflective of the Response to Intervention model in that a specific category of disability is not issued until age 10.

Kentucky

An increase in the number of children ages 3-5 with *mental retardation* and *autism*. With respect to *Autism*, the change reflects national trends towards increasing numbers in this category. Districts that were questioned all indicated the students were for the most part new diagnosis and in some cases students who have moved into the district. As for the increase in the *mental retardation* numbers for this age range, no single factor could be identified to explain why there was any increase. While the increase percentage wise was significant, the total change was only 26 students across the state. Most districts had no children reported in this category and only the largest district had ten students or more. Districts report that these students were identified through the normal process of evaluation and eligibility determination.

An increase in the number of students ages 6-21 with *autism*. This change was reflective of the national trend towards increasing numbers of students in this category. Some districts did note that some of their increase in this age range was the result of five year old students from last year turning six and others noted the label changed from *typically Developmentally Delayed* to *Autism* upon re-evaluation.

A decrease in the number of American Indian children ages 3-5. This decrease statewide was only 13 students. Only one district realized a change in this population for this age range greater than two students and that district had a change of 3. Districts that were polled indicated changes were the result of children moving in or out of the district and in some cases a change in the race category based on family preference.

There was an increase in the number of Asian and Hispanic children ages 3-5 and 6-21. These changes were attributed to growth in these populations in the general student membership. In some cases districts reported the increase was the result of families moving into their district from out of state thus explaining statewide increases.

Louisiana

There was an increase in the age group 6-21 *autism* category. This was due to an increased awareness locally and nationally of the characteristics of *autism*. Additionally, workshops and conferences have been provided to teachers and parents regarding the characteristics of *autism*; thereby, children with characteristics of *autism* are more easily identified and recognized.

Maine

There was a decrease in the number of children *ages 3-5* with *multiple disabilities and developmental delay.* There was an increase in the number of children *ages 3-5* with *other health impairments* and *autism.* These changes are attributed to several factors. These include the overall restructure of the CDS system, which entailed adding the new federal definitions and cross walks. Another factor was the training initiatives about the new definitions for the site coordinators. The main factor is that the *developmental delay* and the *multiple disabilities* populations have been on the decline for several years. This is related to the increases in the *autism* and the *other health impairment* categories.

There was an increase in the number of American Indian/Alaska Native children served *ages 3-5.* There was a decrease in the number of White children served ages *3-5*. These changes were the result of miscoding. The data transferred electronically was misinterpreted. The data entry error has been corrected and their data has been resubmitted.

There was an increase in the number of Asian/Pacific Islander and Black children *ages 3-5.* These changes were attributed to normal variations that can occur in statistics that are based on small groups. These two populations have also increases in Maine and have been for some time, specifically, in our larger cities of Portland and Lewiston.

There was an increase in the number of students *ages 6-21* with *autism.* The change was attributed to an increased awareness of the disability and the number of professionals to diagnosis it.

There was a decrease in the number of students *ages 6-21* with T*raumatic Brain Injury.* The decrease was due to the overall decline in the school age population and the increased focus of the schools on the health and safety issue.

There was an increase in the number of Asian/Pacific Islander, Black, and Hispanic students served *ages 6-21.* These changes are attributed to the continual growth of these three race/ethnic groups in Maine over the past few years.

Michigan

The number of students 3 - 5 and 6 - 21 who are identified as Asian/Pacific Islander has decreased due to data transmission errors that were identified and corrected by the OSE/EIS staff. Specifically, the OSE/EIS discovered that the number of White and Asian/Pacific Islander students reported by one district had been electronically transmitted incorrectly, resulting n the Asian/Pacific Islander students being coded as White, and vice versa.

Micronesia

An error or misreporting occurred in Section A of the 2004 submission. Some of the students were not reported in the correct setting category.

Minnesota

There was an increase in the number of students with *autism*. The increase consistent with Child Count data trends for *autism* across the country

Nebraska

The increase in the number of children ages 3-5 with *orthopedic impairment* seems to be an anomaly; there is not a good explanation for this increase.

There was an increase in the number of children ages 6-21 with *autism*. This change was due to the increased in the awareness and identification of children with Autism Spectrum Disorder nationwide and the state is experiencing an influx in identification due to this heightened awareness.

There was an increase in the number of students 6-21 with *developmental delay*. The change was a result of the state having significant training in the area of *developmental delay* identification. The numbers are currently on the rise, which is due to the introduction of RTI. The state hopes to see this category return to numbers reported in the past.

There was an increase in Hispanic children ages 3-5. The change was due to the fact that the state is currently experiencing an influx of Hispanics immigrants in the state.

Nevada

There was an increase in the number of children *ages 3-5* with *other health impairments* and *autism*. The 3-5 population is growing and these two categories are among the fastest growing of all disability categories. There are *autism* awareness advertisements on television daily, and the media cover ADD/ADHD (which can trigger eligibility under the health impairment category) with regularity.

There was a decrease in the number of children *ages 3-5* with *multiple disabilities*. Given the very small number for change (12 children) out of a total of 5,669, this very small change is probably related solely to the fact that the state does not compel a determination of *multiple disabilities* if students are also eligible under one of the other categories (e.g., *mental retardation*).

There was an increase in the number of students *ages 6-21* with *autism*. *Autism* awareness advertisements are on television daily. Children are served based on need, not label, and if parents advocate for an *autism* label when another label might also be appropriate, districts are not inclined to use resources to dispute these matters in due process hearings.

New York

In Section B, 16,772 school-age students with disabilities who are aged 4-5 are reported as "age 5". At this time, NYS does not collect the count of students with disabilities by discreet age; however, they plan to do so by December 1, 2007. New York State classifies a preschool child as "Preschool child with a disability", and not by a specific disability category. All school-age students with disabilities are classified by a specific disability category. All children ages 3-4 are reported in the *Developmental Delay* row of Section B.

In Section C, 55 preschool children who were reported to the State as "Multi-Racial" are reported in the "White" race/ethnicity category.

In Section E, 103 school-age students who were reported to the State as "Multi-Racial" are reported in the "White" race/ethnicity category.

Although the state has always collected the 4-5 year old school age students by disability, up until December 1, 2006, they reported them in Table 1 under *developmental delay* so that they could meet all the edit checks within Table 1 and between Tables 1 and 3. For the first time on December 1, 2006, the state was able to report school age students with disabilities, ages 4-5, by their disability category and also provides the required information regarding their race/ethnicity. Before December 1, 2006, the state proportionality distributed the 4-5 year old school age students by race/ethnicity according to the race/ethnicity of 3-4 year old preschool students with disabilities. In 2006-07, school age students, ages 4-5, are correctly reported by disability and the 3-4 year old preschool students are correctly reported under

developmental delay. Preschool students are not categorized by a specific disability; instead they are identified as preschool child with a disability.

Increase in *autism* was due to significant increases in two of the large five cities. There were also 21 other school districts that had an increase of more than 10 students with *autism*.

In 2006-07, for the first time, the state collected race/ethnicity of 4-5 year old school-aged students and added the counts to race/ethnicity of preschool students aged 3-4. In the past, the state reported the 4-5 year old school-aged students in the race/ethnicity categories according to the proportionate percentages of preschool students by race/ethnicity.

North Carolina

There was a substantial decrease in the number of of students who graduated, while the proportion of students who moved, but were known to continue in special education increased. North Carolina did not submit a Data Note to explain these changes.

Ohio

Ohio does not assign specific disability categories to children with disabilities, ages 3-5. Children are designated "Preschoolers with a disability". As such, reporting disabilities for the purposes of the 618 reports is based on historic school age (6-21) percentage breakdowns

Oregon

There was an increase in the number children *ages 3-5* with *visual impairments*. The increase in children identified in 2006 as visually impaired was evenly distributed between the counties. All counties except for two, gained between 1 and 2 children between 2004-2005 and 2005-2006. One county had a decrease of one and another county had an increase of four children. The county with the largest increase (4) did change data entry systems, but this increase was most likely due to chance. The increase across the state as a whole also appears to be due to chance and likely is a reflection of the population increase within the state.

There was a decrease in the number of children *ages 3-5* with *deaf-blindness*. The decrease was due to an data entry error from one large Early Childhood program. The program reported 12 children in this category on the 2005 Child Count. The same program reported 0 children in this category on the 2006 Child Count. When queried about the year-to-year change, the program indicated that it reported the 12 children erroneously in 2005.

There was an increase in the number of children *ages 6-21* with *autism*. This increase is part of a continuing trend in the state and the nation. The increase is consistent with increases in previous years.

There was an increase in the number *Asian or Pacific Islander ages 3-5.* The change was attributed to an increase of 22 Kindergarten children in this category. Three large districts experiencing large population increases account for a combined increase of 20 children in this category. There was also an increase of 13 preschool children. The largest increase (8) was from a county in the same area as the increase in Kindergarten students. The large increase of *Asian or Pacific Islander* children in this area may be attributed to the large increase of children adopted from over seas, mainly from China.

There was an increase in the number of *American Indian or Alaska Native* children *ages 6-21.* This increase is consistent with increases in previous years, and the percentage of students in this race/ethnicity category is comparable to the percentage in the total school-age population.

There was an increase in the number of *Hispanic* children *ages 6-21.* This increase is part of a continuing trend in the state. The increase is consistent with increases in previous years. It is also a reflection of the overall growth of *Hispanic* students in the total school-age population.

South Carolina
The state will no longer use *developmental delay* for only children under the age of 6. The category can be used for school aged children as well as children ages 3-5.

South Dakota
The state will not include 6 – 21 year olds in the developmental delayed category for the February 1, 2008 Child Count.

Utah
One of the largest districts corrected their pre-school data and placed several hundred *specific learning disabilities* reported last year in error in the proper disability categories. This explains the large reduction in preschool *specific learning disabilities* for this reporting year.

West Virginia
There was an increase in the number of children with *autism*. This increase is consistent with longitudinal trend data for the state and parallels the national trend. These trends are resulting from increased public awareness, child find activities, and an expansion of the conditions included in the autism spectrum.

Wisconsin
The state's count date was September 15, 2006, which is not within the October 1 to December 1, 2006 count date range. The state is in the process of correcting the count date for the 2007 Child Count.

Tables 2-1 Through 2-8: *IDEA* Part B Educational Environments, 2006

Alabama
The decrease in the number of minority students was attributed to the prolonged state training efforts that incorporated efficient cooperative referral and identification processes between early intervention services and local systems.

There was an increase in 6 to 21 year old students in the *regular education environment for 80% or more of the day* and a decrease of students in the *regular education environment less than 80% of the day*. These changes were attributed to the state analyzing data pertaining to student educational placements from each local education agency (LEA) as early as 2001-2002. This information combined with other data elements has been used by the general supervision staff to determine LEA levels for focused monitoring activities and needed technical assistance.

Arizona
Because the data collection forms were not finalized and released until late August, our IT department was not able to implement the new mandated environment Settings/codes into our Student Accountability Information System (SAIS) given that the school year started on July 1st. In addition, there wasn't ample time to deliver training and technical assistance to PEAs with regard to these new environment Settings /codes. It was decided instead to allow PEAs to continue using the same codes from prior year and they would be cross walked into the new codes at the SEA level. For the most part, this was a relatively easy process however, we did have a problem with the old part time early childhood category and trying to fit into the new *early regular childhood program 40% to 79% of the time* and the *regular early childhood program less than 40% of the time* as the old code did not identify time. Thus we opted to report all of the

part time early childhood into *early regular childhood program 40% to 79% of the time* and reported a zero count in *regular early childhood program less than 40% of the time*. This will of course, be resolved for future reporting as the new codes will be implemented into SAIS for the 2007-2008 school year and training on the codes will begin in the summer and fall of 2007.

Colorado

2007 Federal Categories	**Colorado Categories**
Ages 3-5	**Ages 3-5**
In the Regular Early Childhood Program at Least 80% of the Time	Early Childhood Setting
In the Regular Early Childhood Program 40% to 79% of the Time	Part-time Early Childhood/Part-time Early Childhood Special Education Setting
In the Regular Early Childhood Program Less than 40% of the Time	Early Childhood Special Education Setting
Separate Class	
Separate School	Separate School
Residential Facility	Residential Facility
Home	Home
Service Provider Location	Itinerant Service Outside the Home
Ages 6-21	**Ages 6-21**
Inside the Regular Class at Least 80% of the Time	Home School/General Classroom with Support Less than 21% of the Time
	Home School/Outside General Classroom Less than 21% of the Time
	Center or Other School/General Classroom with Support Less than 21% of the Time
	Center or Other School/Outside General Classroom Less than 21% of the Time
	Community
Inside the Regular Class 40% to 70% of the Time	Home School/General Classroom with Support 21 to 60% of the Time
	Home School/Outside General Classroom 21 to 60% of the Time
	Center or Other School/General Classroom with Support 21 to 60% of the Time
	Center or Other School/Outside General Classroom 21 to 60% of the Time
Inside the Regular Class Less than 40% of the Time	Home School/General Classroom with Support Greater than 60% of the Time
	Home School/Outside General Classroom Greater than 60% of the Time
	Center or Other School/General Classroom with Support Greater than 60% of the Time
	Center or Other School/Outside General Classroom Greater than 60% of the Time
Separate School	Administrative Unit Separate Facility
	Public School Separate Facility

	Private Separate School Facility
Residential Facility	Public Residential Facility
	Private Residential Facility
Correctional Facility (including short-term detention)	Correctional Facility

There was an increase in students who are in the *regular class less than 80% of the day* and a decrease in the number who are in the *regular classroom 80% or more of the day*. These changes are a result of the state needing at least two years for its Educational Environment data to stabilize as state and local systems adjust to changes in definitions. Monitoring teams have not identified any changes in service delivery through their on-site visits.

The state did not change the Educational Environment categories for the collection of the December 1, 2006 count. The LEAs get this information from the student IEPs. Most LEAs were able to get the changes in the IEP software by December 2, 2006, so they will have a full year of the new Educational Environment categories for all students by December 1, 2007. However, some software vendors that have not made the required changes in the software, so some LEAs will be cross walking data again next year. Significant changes were made in the three through five Educational Environments this year.

The reason for the change in the data is from the way the state cross walked the Educational Environment categories, and not from any change in service delivery at the local level. The state will not have all the administrative units with a complete year of data using the new categories until the December 2008 count.

It should also be noted that extensive training has been conducted on the new Educational Environment categories. The data people held training sessions on the new December count requirements throughout the month of October. In addition, preschool staff held training sessions throughout the state on the new preschool environment categories. The state will continue to provide training and assistance to LEAs so they can appropriately train IEP teams on the new categories and definitions.

Connecticut

The state usually does not allow 6-year olds to carry the identification of *developmentally delayed.* The implementation of the new data system created some issues, one of which was an edit that did not function properly for *developmental delay*. This allowed 102 students to enter in the system at age 6, still carrying the *developmental delay* label.

The edit was change for the 2007-08 school year.

As for 2006-07 data, it was the state's decision not to hold up reporting any longer, and to allow for one year, the 102 six-year old students in CT to carry the *developmentally delay* special education category. The decision was made because *developmental delay* is allowable for 6 year olds in IDEA, and therefore is not a violation of any federal regulation or statute. The state has contacted the districts effected and asked them to review their IEP's to ensure the appropriate reevaluations have been conducted and that data have been reported accurately.

Florida

The changes in the number of *vocational education teachers* and *counselors* may reflect the state's increased focus on secondary reform. This includes development of career academics and improved advisement activities.

There was an increase of *physical education teachers*. There was a decrease in the number of other professional staff not fully certified, special education teachers not fully certified for children ages 3-5

and the total individuals not fully certified. These numbers are too small and too scattered across LEAs to provide meaningful explanation for minor shifts.

The decrease in nonprofessional staff may reflect changes/clarity in definition for this category. LEAs were reminded that teacher aides are reported separately and more specific examples were provided for this category.

Georgia

There was a decrease in the number of children age 3-5 served in their *home* and *separate school*. The decrease was due to the change in the reporting practice for children attending other programs. Children who attended an *early childhood program* or a *special education program in a separate class*, *separate school* or *residential facility* and also received services in their *home* were not reported as *home* on December 1, 2006 to accurately reflect the new reporting requirements.

The number of children age 3-5 reported in a *residential facility* accurately reflects the number of students submitted to the state by the districts. The state is uncertain how to account for this change but data will be monitored for patterns or trends in future data reporting.

The decrease in the number of children ages 6-21 served in a *residential placement* is primarily due to the change in the reporting practice for students served in *correctional facilities* who were previously included in this count.

The number of children age 6-21 reported as served at *home* accurately reflects the number of students submitted to the state by the districts. The state is uncertain how to account for this change but data will be monitored for patterns or trends in future data reporting.

Hawaii

The estimated Part B 3-5 Educational Environments as shown below.

Responses to acquire data for the new Educational Environment were received from 76% of the 3-5 year-old population (1,872 students). Estimation was necessary for the remaining 24% of the 3-5 year-old population (587 students).

Basis of the estimation: Using the 1,872 responses that were received, percentages were computed for each of the required categories. These percentages were used to estimate the new Educational Environment data for the remaining 587 students. 587 students were estimated in each of the categories.

Indiana

There was a trend showing fewer students who are in *regular classes* for shorter periods of the day and more students who are in *regular classes for more than 80 percent of the day*. These changes were attributed to the difference in the count date (October 1 instead of December 1). They were also due to the result of statewide initiatives (such as an emphasis on co-teaching/collaborative teaching and LRE as a Focused Monitoring priority area).

Iowa

There was a decrease of 6 to 21 year olds in *regular classrooms less than 80% of the day* and an increase in the number of students in the *regular classroom for 80% or more of the day*. There are two contributing factors for these changes. The state has designed and implemented over the last two years a Web based IEP. That contains a carefully constructed LRE calculation component to provide a controlled and consistent means of calculating the LRE percentage. The State's policy on inclusion through collaborative teaching has also contributed to a positive shift in the overall LRE percentage as shown in the report.

A preschool program for 17 children was reclassified in the move from 2005 to 2006.

The state developed a Web-based IEP and began implementing its' use in late 2005. That Web IEP contains a software component that calculates the LRE percentage from the data entered on the IEP. The Web IEP provides a single prescriptive method and computer calculated percentage for each IEP improving the reliability of the percentage. Implementation of the new Web IEP, including training to system users occurred in part during the 2005-06 school year and continued through 2006-07. At the end of 2005-06 there were just under 5,000 users representing about 70% of the state that were entering IEPs through the new Web IEP program. Implementation continued with the final 30% near the end of 2006. The effects have been reflected in part with the shifts shown in students ages 6-21.

The change in the *residential facility* reflects the change in federal reporting categories. Of the 737 in the category in 2005, 236 were in *correctional facilities*. The comparable 2005 figure with corrections numbers removed would be 501 making the year to year change 63 or 12.57%. Additionally children placed in out of state residential Settings decreased by 62 from 2005 to 2006.

Kentucky

There was a decrease in the number of students *inside the regular class 40 to 79 percent of the day* and in *residential facilities*. These decreases are primarily a result of the change in the Environment options available this past December 1. Many *private school* students previously included in these categories are now reported in a separate category specifically for *parent placed students in private schools*. Further explanation for change is the continued emphasis of providing services to students in the regular classroom whenever possible.

Michigan

In determining whether to report each child in *regular early childhood program at least 80% of the time, regular early childhood program 40% to 79%of the time, or regular early childhood program less than 40% of the time*, FTE values were assigned to each case based on the amount of time the child spends in a regular early childhood program. For 3 - 5 year olds, the following FTE values were used: FTE < .2 for cell *regular early childhood program at least 80% of the time*,.2 <= FTE < .6 for *regular early childhood program 40% to 79%of the time*, FTE > = .6 for *regular early childhood program less than 40% of the time*

Mississippi

There was a decrease in the number of students 6 to 21 year olds in *regular classrooms less than 80 percent of the day* and an increase in the number of students in the *regular classroom for 80 percent or more of the day*. These changes are a result of the state working on a move for SPED students into regular ed. The state is also under a class action suit, Mattie T, which requires that they make specific numerical targets for LRE each year. They have made the target already for the end of the lawsuit. They have also worked to include in the database a calculation to aid the districts in knowing how the database will calculate the student's placement using their schedule. Another change is they have an edit that requires the class be made up at a minimum 50% regular ed student and 50% SPED students. If there are 51% ore more SPED students, then that regular ed class will not count towards the students LRE calculation.

New York

The state does not identify preschool children as being *Limited English Proficient*. All preschool children with disabilities (39,931) are reported under Not *LEP*.

In Section A, 16,722 school-age students with disabilities who are aged 4-5 are reported as "age 5".

In Section B, New York State classifies a preschool child as "preschool child with a disability", and not by a specific disability category. All school-age students with disabilities are classified by a specific disability category. Data in Section B are provided by specific disability categories for school aged students (ages 4-5) but under the *Developmental Delay* row for preschool children.

In Section C, 55 preschool children who were reported to the State as "Multi-Racial" are reported in the "White" race/ethnicity category.

In Section G, 103 school-age students who were reported to the State as "Multi-Racial" are reported in the "White" race/ethnicity category.

In 2006-07, for the first time, the state reported the school aged 4-5 year old students in the corresponding preschool LRE category. In the past, the state distributed the 4-5 year old school-aged students in the preschool LRE categories according to the proportionate percentages of preschool students in the preschool LRE categories.

Also, the federal changes in the descriptions of environment categories for preschool students with disabilities resulted in significant number of students previously reported in *home* category to be reported in *regular early childhood program* categories.

There was a decrease in the number of students served in *homebound/hospital* environment. There were several school districts with large decreases and many others with small decreases in numbers of students in this category.

The significant change in the number of students in *residential facilities* was due to a data entry error. One of the big five cities incorrectly reported a large number of day students as being in a *residential facility* in the 2005-06 and earlier years. Also, some residential schools reported their students in a residential school but should have reported them in a regular school based program since these schools provided services to both students with and without disabilities.

Nevada

There was an increase in the number of children *ages 3-5* in *separate schools* and *home* Settings. Districts have been challenged in this first year of data collection under the new categories--the Nevada Department of Education is continuing to provide enhanced technical assistance to ensure that districts the early childhood placement categories are accurate.

There was an increase in the number of students *ages 6-21* in *homebound/hospital* Settings. Given the relatively small number representing this increase (24 students out of a total of 42,561); this change does not appear to suggest any particular trend.

Northern Marianas

There was an increase in the number of children served in the *home.* The change is a result of parent preference. The state had an unusual amount of referrals/eligibilities for very young children last year. Many parents particularly of young 3 year olds eligible, preferred to keep their children at home until the following school year.

There was an increase in the number of students served inside *regular class 80% or more of the day.* The increase was due to system wide effort for inclusion of students with disabilities within the general education classroom.

There was a decrease in the number of students served *inside regular class 40% to 79% of day*. The change was due to the increase of inclusion within the general education classroom, which has caused a decrease in the two other LRE areas. The decrease was also due to professional trainings provided to principals, special education and general education teachers on the importance of inclusion as well as strategies to have successful inclusion.
Currently the state's SEA does not have separate school *and* residential facilities*, so no students are identified as needing these facilities.*

Ohio
Pursuant to Ohio policy, students are not counted as *LEP* until they have participated and received an English Language Proficiency rating using the federally mandated tests, which begin in Kindergarten. As such, most of the *LEP* students reported are 5 year olds; given this fact combined with the overall small *LEP* population of the State (approx. 22,000) as such the small numbers are not surprising.

Oregon
There was an increase in the number of children *ages 3-5* served in *separate schools*. This increase can be attributed to the inclusion of 5 year old students in Kindergarten into the 3-5 age group.

There was a decrease in the number of children *ages 3-5* served in the *home*. The decrease was attributed to two large counties reporting the largest decreases in children receiving services in their homes in 2006. A few other counties reported decreases of between 3 and 4 children, while the rest of the counties reported a decrease of one. The two large counties both show a significant increase in the number of children served in the *regular early childhood setting* and have been emphasizing placing children in Settings with typically developing peers instead of in the *home*. This is consistent with statewide efforts to increase placements in typical Settings.

There was an increase in the total number of children served. The increase was attributed to the fact that in 2005-2006, the Educational Environments for 3-5 year old children did not include 5 year olds who were in Kindergarten because the Educational Environments for 3-5 and 6-21 were very dissimilar. In the 2006-07 school year, the changes that were made to the Educational Environments categories enabled the state to include all 5 year old children in the 3-5 section of the report.

There was a decrease in the number of children *ages 6-21* served in residential facilities. The decrease in this category can be attributed to the state's Children's Mental Health Systems Change Initiative. This initiative is led by the state's Department of Human Services and is intended to increase the use of community and school-based mental health treatment. The increase in community and school-based mental health placements has resulted in a decrease in public and private residential placements.

Puerto Rico
The breakdown by disability in the *regular early childhood program less than 40% a day* the state does not have this data by percent.

In regard to ensure accurate data for the 2007 submission the following actions have been taken: 1) Met with project manager of the new application or system, and verified that the necessary fields are included in the new system; 2) met and provided the implementation project manager of the software house (SEASWEB) the instructions and formulas used to compute according to the case the percentage of time; at the end of August, coordinated to get a preliminary environment report from the new system, to validate it.

Vermont

In the 6 to 21 year old population, there was an increase in the number of students in *regular classrooms less than 80 percent of the day* and a concomitant decrease in the number of students in the *regular classroom for 80 percent or more of the day*. These changes are attributed to the state changing the language on Placements for ages 6-21 for the December 1, 2006 Child Count to make it consistent with Federal language (inside the Regular Classroom). The prior year's collection used the previous language (outside the Regular Classroom). This change may have resulted in confusion in the field while completing Child Count. The Districts have been paying more attention to how they are reporting Placements, given the visibility these data receive through the Annual Performance Report and public reporting. Several districts have indicated that their data for 12/1/2006 more accurately reflects reality than prior years. The state has also ruled out any systematic issues with the State Child Count Collection and with the 3rd party software application used by the majority of districts in the state. Several districts have also changed their Child Count software between the 2005 and 2006 collections, which may have induced some variation.

The actions being taken to turn around this trend are providing more guidance to districts on how to calculate and report time inside the regular classroom, work closely with the districts that had the largest shifts between the 2005 and 2006 collections to understand the change and to change the trend wherever possible, provide detailed reports within the Child Count application to allow districts to look at their data the way we report it, and continued with Focused Monitoring on LRE.

Washington

There was an increase in the number of children three to five years old served in *separate schools.* The increase was attributed to the fact that these students had previously been reported in the early childhood special education setting or part time Settings.

There was an increase in the number of children six to twenty-one that were served in *separate schools*. There was a decrease in the number of children six to twenty-one that were served in *residential facilities*. These changes are due to one of the largest district in the state opening two new facilities this year.

West Virginia

There was an increase in students placed *inside the regular class more then 80%* and a decrease in students in *regular classroom for less than 80 percent.* These changes are a result of the increasing trend in placement of students with disabilities in *regular classrooms for more than 80% of the day* reflects the state's support for access to the general curriculum through statewide professional development initiatives in collaboration, co-teaching and differentiated instruction. The Continuous Improvement and Focused Monitoring Process has promoted inclusive placement by selecting districts with a high percentage of students in *separate class* placement for focused monitoring and by setting rigorous targets for inclusive placement through the District Self-Assessment required of all districts annually.

Consistent with the state's policy, placement for individual students ages three through five was determined by the IEP team and reported on the students' IEPs consistent with the OSEP definitions for *early childhood placement, part-time early childhood/part-time early childhood special education, early childhood special education, itinerant outside the home, home, special school* and *residential facility*. Since the new definitions for age 3-5 placement options do not directly correspond to the former options, and data regarding early childhood placements outside the control of the school district were not available, the following rules for reporting were used:

- *Early childhood placement* was reported *as inside the regular early childhood program at least 80%.*

- *Part-time early childhood/part-time early childhood special education* for students receiving speech services only was reported as *inside the regular early childhood program at least 80%.*
- *Part-time early childhood/part-time early childhood special education* for students not designated as speech only was reported as *inside the regular early childhood program 79 - 40%.*
- *Early childhood special education* was reported as s*eparate class*.
- *Itinerant outside the home* (which primarily included students receiving speech only) for students not otherwise enrolled in school was reported as *service provider location*.
- *Itinerant outside the home* for students receiving special education services less than three hours a week who also were enrolled in regular early childhood or kindergarten programs was reported as *inside the regular early childhood program at least 80%.*

Data were not available to differentiate between the *inside the regular early childhood program 79-40 percent* and *less than 40%* options, therefore, no students were reported as *less than 40%. Home, separate school* and *residential facility* were collected and reported with no changes. The state's policy, including the IEP process and placement definitions, has been revised and data will be collected under the new definitions for the December 2007 report.

2005-06 Part B Non-Child Count Data

Tables 3-1 Through 3-3: IDEA IDEA, Part B Personnel, 2005

Alabama

An increase in the number of *vocational education teachers, physical education teachers, psychologists, school social workers, counselors, supervisors, other professional staff, and non-professional staff* are based on a state-wide effort to recruit and retain appropriately certified Personnel. These efforts included increased funding and cooperative associations with institutions of higher education and national recruitment organizations.

Alaska

The state believes that the increase in the number of fully qualified special education teachers for children ages 3 through 5 is two fold. As mentioned last year, the Alaska Department of Education and Early Development worked with the University of Alaska to create a Masters in Early Childhood Special Education program. The first graduates from this program completed their degree about two years ago. The Department continues to promote and help fund this program. These teachers are needed in state since the number of 3 through 5-year-old special education children has increased by 5.6 percent in the past two years. The state anticipates that the number of fully certified special education teachers for children 3 through 5 years old will continue to increase.

Alaska does not certify teacher aides.

Alaska is now collecting data on orientation and mobility specialists. These are being reported under other professional staff.

Arizona

The increase in population and number of PEAs can be attributed to some of the increase in the number of Personnel reported. Arizona has seen a continued increase in population due to many possible factors: weather, job market, real estate, perceived opportunity (NO snow, hurricanes, earthquakes or tornadoes).

Ongoing PEA training efforts will continue, resulting in improved data reporting.

Frustration resulting from NCLB, the term highly qualified, and IDEA may be attributed to the significant changes in numbers reported. Affected Personnel include special education teachers (increase), administrators (decrease) and paraprofessionals (increase in teacher aides and professional/ nonprofessional staff).

The decrease in the number of fully certified diagnostic and evaluation staff and the total decrease may be due to reallocation of FTE in other Personnel categories that can also be considered as diagnostic and evaluation staff. Staff are reported as psychologists and professional and nonprofessional staff.

Arkansas

The state reports speech pathologists as special education teachers. Speech is considered an instruction not a related service in Arkansas; therefore, speech pathologists are considered teachers. Speech pathologists for student's ages 3 through 5 are included in the count of special education teachers for students ages 6 through 21.

Arkansas has a shortage of special education teachers. However, the number of fully licensed early childhood teachers has increased as teachers complete their additional licensure plans. The increase in the number of not fully licensed early childhood teachers reflects the number of teachers who are pursuing an additional licensure endorsement for early childhood.

The number of special education teachers for students ages 6 through 21 has seen a decreased from 2004 to 2005. This decline partially can be contributed to the increasing number of retiring teachers. In addition, a number of districts have moved toward co-teaching classrooms. This reduces the number of teachers needed for separate resource and self-contained classrooms.

To be considered a certified teacher aide for special education, teacher aides must complete a child development associate degree, 60 hours of college credit, or have pass the Praxis I along with the special education 3-module core training. The core training has been incorporated into the Child Development Associate programs across the state, but can be taken separately. The majority of teacher aides not fully certified work for the Department of Health and Human Services, Division of Developmental Disability Services (DDS) Providers. The Arkansas Department of Education is working with DDS to ensure that all teacher aides are fully certified.

The increase in not fully licensed supervisors/administrators appears to be largely due to increased retirements of such professionals, which is anticipated to continue over the next several years, and again more individuals being on additional licensure plans to get these administrative credentials added to existing teacher licenses.

The increase in fully certified other professional staff may be linked in part to the growing school based mental health (SBMH) initiative, as well as other district level program designed to increase student learning. The decline in the number of fully certified psychologists and counselors specific to special education may also be contributed to the growing SBMH initiative; the psychologists are providing services to all students; disabled and non-disabled.

The overall growth of special education Personnel reflects the growing changes within the state. Mental health services are becoming more important and the need for social workers and other professional staff has increased. The shortage of fully licensed special education teachers has left many districts and programs relying on teachers who are on additional licensure plans pursuing their special education credentials to fill the gaps. In addition, schools are providing more support services that utilize additional support staff.

Bureau of Indian Education
Teacher data was not disaggregated by type based on the fact that all teachers in the BIE serve primarily as cross-categorical teachers who also teach more than one area of content. There was also inconsistency in the past because the BIE has schools in 23 different states and the terminology was not always the same.

Colorado
Teacher FTE is reported according to caseload.

Illinois
Illinois does not collect Personnel data by ages served. As a result, the state is only able to provide a separate count of teachers serving 3 through 5-year olds when their services are provided in an early childhood or preschool setting. All other Personnel who may be serving students ages 3 through 5 are reported as serving 6 through 21-year old students. As a result, the number of teachers for children ages 3 through 5 is an undercount and the number of teachers for students ages 6 through 21 is a slight over count.

Illinois's Personnel data does not include Personnel employed by private agencies or staff serving in nonpublic schools. As a result, Illinois's related services Personnel and teacher data are an undercount.

Illinois does not collect full-time equivalency data for home-hospital instructors, nor is the data collected by disability served. As a result, 3,180 home-hospital instructors have been omitted from this report.

Learning Behavior Specialist I (LBS) is a new special education teacher category that was added in the 2005-06 school year. LBS I must hold endorsements in special education (LD or S/ED and EMH or TMH or PH). This could explain the reduction in other sp. ed. teacher's categories such as mental retardation, emotional/behavior disorder or cross-categorical.

Illinois attributes the increase in fully certified and the total number of educational interpreters to new certification rules which require educational interpreters to be state approved by taking the Educational Interpreter Performance Assessment (EIPA). Beginning July 1, 2006, all newly assigned educational interpreters must meet this requirement and by July 1, 2007 all interpreters must meet this requirement. Prior to these requirements, many educational interpreters were not claimed in the districts' Personnel files submitted to ISBE.

The state had a decrease in the number of not fully certified special education teachers for students ages 6 through 21. While investigating this decrease, Illinois found that since the vast majority of not fully certified special education teachers were employed by Chicago Public School District 299, the resulting decrease can also be attributed to Chicago Public Schools. Requirements of the district wide findings for Chicago Public Schools have resulted in an increase in fully qualified and certified special education teachers, which has triggered the significant decrease in not fully certified special education teachers.

The state had an increase in the number of not fully certified school social workers, other professional staff, and total staff. While investigating this increase, Illinois found that since the vast majority of not

fully certified school social workers and other professional staff were employed by Chicago Public School District 299, the resulting increase can be attributed to Chicago Public Schools. Upon consultation with the Human Resources department at Chicago Public Schools, it was determined that an increased demand for school social workers and other professional staff existed. This has made alternative certification programs for candidates with master's degrees more popular, resulting in a significant increase over the past school year. The increase in total staff is a direct result of the increase in non-certified school social workers and other professional staff.

Kentucky

Staffing patterns at schools are determined at the local level. While Child Count is often used to determine staff needs, available resources are also a determining factor. The change in the number of special education pre-school teachers increased at a higher percentage than the Child Count for this age group. It is likely the increase was the result of increased resources or the re-assigning of staff with special education specific responsibilities.

While individual related service Personnel staffing levels changed and some significantly, as a whole the total number or related service Personnel remained fairly constant and did not reflect a significant difference.

Louisiana

The state attributed the decrease in the number of employed not fully certified special education teachers for ages 6 through 21 and fully certified other special education and related services Personnel to the loss of teachers and Personnel due to numerous school closures caused by hurricanes Katrina and Rita.

The stated attributed the increase in the number of employed not fully certified other special education and related services Personnel to a significant error in under reporting by one district for the 2004-05 year which was corrected for this year.

The state noted there was an increased emphasis placed on hiring more fully certified Personnel, thereby reducing the number of not fully certified Personnel.

Maine

The state had a decrease in the number of fully certified special education teachers and total numbers of special education teachers for children ages 3 through 5. The state is seeing a decrease in enrollment of special education children. This is due to the increase focus of IDEA on being sure the correct students are getting into special education. The state count decreased by 211 students in 2004 and 1,051 in 2005. The category of developmentally delayed (preschool children ages 3 through 5) decreased by 457 students in 2004 and 2005 and resulted in a decrease in staff need to support this population.

The state had decreases in the number of speech pathologists (certified and not fully certified) and non-professional staff and other related Personnel (occupational therapists, teacher aides, diagnostic and evaluation staff, physical therapist and total staff). The number of special education students declined by 1,262 student in the state from 2004 to 2005. Students with specific learning disabilities declined by 669, students with speech impairments declined by 296, and students with developmental delay declined by 457 in 2005. This resulted in a decline in speech pathologists and non-professional staff.

The increase in fully certified staff and the decrease in the number of not fully certified staff is the result of the states implementation of highly qualified staff. This is also true of certain related service Personnel such as fully certified occupational therapists, audiologists, diagnostic and evaluation staff, physical therapists and other total staff. It was anticipated with IDEA reauthorization, the focus on improvement where data is used to show improvement, and NCLB highly qualified teachers and Assessment requirements that rely on data to show improvement, discrepancies will continue to exist.

Michigan

There was an increase in the number of *special education teachers* and *not fully certified other professional staff*. These increases were due to the state working closely with local education agencies to accurately report on teachers serving 3 to 5 year-old students. More educators were reported in this group than in the previous years due to improved technical assistance efforts offered to school districts. The Office of Special Education and Early Intervention Services (OSE/EIS) anticipates even more accurate reporting for the 2006-2007 school year, because school districts will be asked to designate the age group served by teachers (and related services providers). The Office of Special Education and Early Intervention Services (OSE/EIS) continues to provide technical assistance to districts to help accurately report the primary setting in which each educator works, in order to provide improved data on special education Personnel.

Minnesota

There was an increase in the number of *not fully certified other professional staff* and total number of *other professional staff*. There was a decrease in the number of *not fully certified non-professional staff* and the total number of *non-professional staff*. These changes were attributed to the state changing the codes that are used for reporting the *other professional staff* and *non-professional staff*. They have stopped allowing districts to report in the other code starting in 2005. The reason for the change was that districts had been reporting anyone and everyone under 17. That is why there was such a shift from 2004 to 2005. The justification would be that the significant change is due to a change in how we required district to report Personnel. Districts needed to report the more specific.

Missouri

Beginning with the 2005-06 school year, the data source used for early childhood special education teachers and related services Personnel has changed from a separate budget application to the Core Data system used for K-12 Personnel. While the roles and functions of the early childhood Personnel have not changed, the calculated FTE is lower from Core data than it was from the previous data source. This decrease contributes to the overall decreases in the diagnostic and evaluation staff and supervisors/administrators (LEA) and other professional staff. The increase in teachers for ages 3 through 5 and the decrease in speech pathologists are also related to the change in the data source used for the early childhood data. Data from the former source for speech/language therapists were reported as related service Personnel, however in the new data source, these Personnel are coded as teachers.

Decreases in the number of not fully certified staff decreased due to Highly Qualified Teacher provisions. The increase in the number of teacher aides is a cumulative effect of many districts increasing numbers by small amounts.

Montana

Montana's special education teachers frequently teach across all ages, the breakout by age group for special education teachers for children 3 through 5 and special education teachers for students 6 though 21 use a proportionate breakout based on the number of special education students from the December 1, 2005, Child Count in each age group. The breakout is 9.9 percent for 3 through 5-year-olds and 90.01 percent for 6 through 21-year-olds.

Nebraska

Although Nebraska does not require *interpreters* to be *Fully Certified*, there are a set of qualifications that must be met in accordance with Rule 51 Section 010.07 (92 NAC 51. 010.07)in order for an *educational interpreter* to be employed as such in Nebraska public schools. In accordance with rule 51 010.06 they must meet at least one of the following competency levels: Educational Interpreter Performance Assessment (EIPA) - Competency Level 3.5 Registry of Interpreters of the Deaf (RID) Certification

National Association of the Deaf (NAD) Competency Level 4.0 Quality Assurance Screening Test (QAST) Competency Level 4.0. The fall Personnel report was not available for *teacher aides*. The state will resubmit the data, once it is available.

There was a decrease in the number of *fully certified diagnostic and evaluation staff.* The change was attributed to the fact that the state discovered an error in the compilation of this data and will resubmit the table with the correct data.
There was a decrease in the number of Personnel that were *fully certified* and total Personnel. This is a result of the state not being able to report the *teacher aides.*

There was an increase in the number of Personnel that were *not fully certified.* The minute increases across the board in this category resulted in the increase in the total.

Nevada
The increase in *not fully certified* and decrease in *fully certified special education teachers* is attributed to the fact that the ability of districts to hire special education teachers is reaching a crisis. Critical shortages particularly in Clark County mean that teachers are hired who are not yet *fully certified*.

There were increases in the total number of *fully certified supervisors/administrators*. These changes reflect an increase in student populations and the complex administrative duties required to coordinate the provision of services to students.

There were decreases in *fully certified interpreters* and in the total number of *interpreters.* These changes reflect the state's law which sets *interpreter* skill requirements. The state law on *interpreters* is not new, but it permits staff to work as *interpreters* for up to three years without having met the testing requirements under certain circumstances. Districts would have considered them *fully certified* because they are working within the parameters established under state law. Consequently, in any given year, if some of these staff members do not meet the testing requirements after having spent three years (or maybe even less) attempting to do so, they may leave the employment of the district. The districts would then report the employment of fewer *fully certified interpreters*.

New Jersey
The state had an increase in the number of fully certified other professional staff. The statewide reported numbers for 2003 and 2004 were 842 and 803, respectively. If the comparison were made between 2003 and 2005 figures, the difference would actually be less than 8 percent, rather than the 14.94 percent. Since this category includes a wide range of titles, the state believes the difference between 2004 and 2005 merely reflects of the nature of year-to-year variance when reporting large numbers of catch all titles within this category.

The state had a decrease in the number of not fully certified special education teachers for students ages 6 through 21. Upon closer analysis, the state noticed a decrease from 2004 to 2005 of 190 special class teachers and 77 resource center teachers which accounts for the bulk of the 230 less teachers in this category or the 16.83 difference between the two years. At the same time, there was a statewide increase of 213 fully certified special education teachers for students ages 6 through 21 from 2004 to 2005. It seems likely, that this may reflective a general trend across the state to either cut back on non-certified staff, get certified non-certified teachers, and/or hire more certified teachers in general. Since NCLB places great emphasis on teacher preparedness and certification, this trend would seem likely and plausible.

The state had a decrease in the number of not fully certified speech pathologists, other professional staff, and total staff. Over the last five years the number of students classified as speech has decreased steadily.

Similarly, and not surprisingly, so too has the number of certified and non certified Personnel providing speech-related services. This decreasing trend follows the same trend. The state believes that the deceasing and possible cutting back of non-certified staff may account for the significant decrease from 2004 to 2005 in this category. Similarly, the reliance on not fully certified other professional staff and total staff, in general, reflects the increased effort districts are taking to either lessen their reliance on non-certified staff.

The state had a decrease in the number of fully certified and total audiologists, interpreters, and non-professional staff. It is extremely difficult to provide a specific explanation for the change because there are likely various factors involved. Audiology and interpreter services are increasingly being contracted by LEAs with outside private agencies. Since these agencies provide staff services, this may impact how districts report FTEs, since the services provided may be sporadic in nature and inconsistently applied. New Jersey is currently in a difficult budget crisis and the decrease in non-professional staff may reflect overall cost-cutting measures by districts to save money and trim non-professional staff services.

The state had an increase in the total number of other professional staff. Again, other professional staff is somewhat of a catch-all category so it is difficult to make specific conclusions regarding this year-to-year increase. As stated above, since it appears the overall trends form 2004 to 2005, mentioned above, seem to suggest that districts are making steady gains to increase or replace non-certified staff with certified staff, this increase may relate to this trend. The significance of the increase from 884 in 2004 to 981 in 2005 seems more attributable to the variation of titles within this category than to any specific major policy change that might affect this group as a whole. The state concludes that the increase follows a steady trend to hire more certified staff or to certify those in need of certification. The state believes the significant difference has more to do with the catch-all nature of titles within this category which the state believes would have greater impact on the inconsistency of the year-to-year numbers.

New Mexico

Increase in *Speech Language Pathologist* hires is being investigated. Data reliability was done using 3 year data comparison and all of the random data compared was within tolerance of + / - 1 percent. A preliminary Assessment of the reason for the increase is due to emphasis on reading improvement due to NCLB over the last 2 years and this would cause an increase in Speech and Language needs of students with IEP's to meet AYP requirements. In addition New Mexico initiated the statewide model of student inventory in 2005. (NMAC 6.31.2.10) This required a general screening of all students. Overall, special education and related services Personnel increased by 7 percent which is within the 10 percent criteria set for flag criteria.

New York

The state explained that it reports the following state teacher categories as special education teachers for children ages 3 to 5:

- Preschool Teacher of Special Education;
- Teacher of Students with Disabilities (birth-grade 2);
- Preschool Teacher of Special Education-Bilingual;
- Teacher of Students with Disabilities (birth-grade 2)-Bilingual;
- Teacher of English as a Second Language;
- Teacher of English to Speakers of Other Languages(all grades);
- Teacher of the Speech and Hearing Handicapped-Certified Only;
- Teacher of Speech and Language Disabilities (all grades)-Certified Only;
- Teacher of the Speech and Hearing Handicapped-Bilingual-Certified Only;
- Teacher of the Speech and Language Disabilities(all grades)-Bilingual-Certified Only;
- Teacher of the Deaf and Hearing Impaired;

- Teacher of the Deaf and Hard of Hearing (all grades);
- Teacher of the Deaf and Hearing Impaired-Bilingual;
- Teacher of the Deaf and Hard of Hearing (all grades)-Bilingual;
- Teacher of the Blind and Partially Sighted;
- Teacher of the Blind and Visually Impaired (all grades);
- Teacher of the Blind and Partially Sighted-Bilingual;
- Teacher of the Blind and Visually Impaired (all grades)-Bilingual.

The state also explained that it reports the following state teacher categories as special education teachers for children ages 6 to 21:

- Teacher of Students with Disabilities (birth-grade 2);
- Teacher of Students with Disabilities (birth-grade 2)-Bilingual;
- Teacher of Special Education;
- Teacher of Special Education-Bilingual;
- Teacher of Students with Disabilities (grades 1-6);
- Teacher of Students with Disabilities (grades 1-6)-Bilingual;
- Teacher of Students with Disabilities (grades 5-9) Content Specialist;
- Teacher of Students with Disabilities (grades 5-9) Content Specialist-Bilingual;
- Teacher of Students with Disabilities (grades 5-9) Generalist;
- Teacher of Students with Disabilities (grades 5-9) Generalist-Bilingual;
- Teacher of Students with Disabilities (grades 7-12);
- Teacher of Students with Disabilities (grades 7-12)-Bilingual;
- Teacher of the Speech and Hearing Handicapped and Language Disabilities-Bilingual-Certified Only;
- Teacher of the Speech and Hearing Handicapped and Language Disabilities-Certified Only;
- Teacher of the Deaf and Hearing Impaired/Teacher of Deaf and Hard of Hearing (all grades);
- Teacher of the Deaf and Hearing Impaired / Teacher of Deaf and Hard of Hearing (all grades)-Bilingual;
- Teacher of the Blind and Partially Sighted/Teacher of the Blind and Visually Impaired (all grades);
- Teacher of the Blind and Partially Sighted/Teacher of the Blind and Visually Impaired (all grades)-Bilingual

Data reported for Counselors include the following titles:

- Guidance Counselor and Guidance Counselor-Bilingual.

The count of other professional staff includes the following state titles:

- Teacher Assistant;
- Teacher Assistant-Bilingual;
- Physical Therapist Assistant;
- Occupational Therapist Assistant;
- Orientation and Mobility Instructor;
- Orientation and Mobility Instructor-Bilingual;
- Registered Nurse;
- Registered Nurse-Bilingual;
- Licensed Practical Nurse;
- Licensed Practical Nurse-Bilingual; and

- Other Professional Staff.

The state reported that it no longer includes the following state titles in the data it reports to OSEP:

- Teacher of English as a Second Language;
- Teacher of English to Speakers of Other Languages (all grades);
- Recreation and Therapeutic Recreation Specialist; and
- Diagnostic and Evaluation Staff.

Data reported for non-professional staff includes the following title: non-professional staff.

There was an increase in the number of *special education teachers.* One-third of increase was due to an additional site approved for one of our preschool programs. Nine other preschools had increases of more than 10 special education teachers and one of the large five cities had an increase of 32 teachers.

There was a decrease in the number of *fully certified vocational education teachers.* Statewide decrease due primarily to correction of error made by one school district (district reported 32 physical education teachers on Vocational Education line in 2004-05).

There was a decrease in the number of *fully certified interpreters.* In 2005-06, the State's data collection instrument was revised to collect *not fully certified interpreters*. In 2004-05, *interpreters* could only be reported as *fully certified*.

There was a decrease in the number of *fully certified non-professional staff.* The decrease was due to one approved school for students with disabilities reporting 700 *non-professional staff* (*fully certified*) in 2004-05 and none in 2005-06.

There was an increase in the number of *not fully certified vocational education teachers.* One new school was responsible for half of the increase. One other school had an increase of 4.4 FTE and another had an increase of 2.0 FTE. No other schools had an increase of greater than 1.0 FTE.

There was increase in the number of *not fully certified occupational therapists.* In 2005-06, the State's data collection instrument was revised to collect *not fully certified occupational therapists*. In 2004-05, *occupational therapists* could only be reported as *fully certified*.

<u>North Carolina</u>
There was a significant increase in the number of *Special Education Teachers for 3-5 year olds*. The state is providing more services in center-based Settings due to the increase in More-at-Four classrooms (State-funded Pre-K Program).

Since the state is providing more services in center-based Settings due to the increase in More-at-Four classrooms, there was a significant increase in the overall number of related services Personnel.

<u>North Dakota</u>
Teacher aides that are not fully certified includes new hires that have up to one calendar year to complete 20 hours of training as required in North Dakota's Administrative Rule 67-11-14 to become certified as a special education paraprofessional. A number of the special education unit's yearly paraprofessional trainings do not occur until after submission of this report.

Oklahoma

Changes in the number of special education teachers for students with disabilities aged 6 through 21 likely represents an important change in the method of data collection for FFY2005. Beginning this year, each LEA reviewed the number of students counted on the December 1, 2005 Child Count report by disability category and was required to report FTE serving those children (with edits in the system to reject mismatched information). Difference between FY2004 and FY2005 in the number of LEA administrators is the result of aggregating the information at the SEA level (instead of allowing LEAs to aggregate and report the information independently). It is possible that the decrease in the number of interpreters is the result of a new state law increasing the requirements for certification.

Oregon

Special education teachers for children ages 3 through 5 are preschool teachers only. Oregon considers children 5 years of age by September 1 as school age, those students who are 5 and in school are taught by special education staff captured as special education teachers for students ages 6 though 21.

The state special education endorsement area is the newest endorsement area, and is increasing relative to the older endorsement areas of handicapped learner and severely handicapped learner. This trend should continue.

There was an increase in the number of *fully certified audiologists.* Part of this increase can be explained by a decrease in the number of *audiologists* who were not fully certified. The increase was also attributed to One Long Term Care and Treatment Center also reporting 9.0 FTE in error. The actual FTE for that program should have been reported as 0.9 FTE.

There was a decrease in the number of *not fully certified Special Ed Teachers for ages 6-21.* This decrease can be explained by an increase in the number of *fully certified Special Ed Teachers for 6-21*. The decrease in this category is also a result of state efforts to comply with the Highly Qualified teacher requirements of NCLB and IDEA 2004.

There was a decrease in the number of *not fully certified interpreters*. The decrease was partly attributed to the increase in the number of *fully certified interpreters*. Another reason is that in 2004-05, two regional programs incorrectly reported 25.68 FTE as *not fully certified* when they were *fully certified*.

There was an increase in the number of *not fully certified o*ther professional staff. The increase was attributed to one large district in the state data entry error. They entered staff as *not fully certified* when they were really *fully certified.*

There was a decrease in the total number of *interpreters* employed. The decrease was attributed to one Education Service District (ESD) data entry error in 2004-05. The ESD reported the correct number in 2005-06.

Pennsylvania

There was an increase in the number of *Special Education Teachers for ages 3-5*. The change can be attributed to the increases across the state in special education. The state anticipates that the hiring trend for increased number of Personnel required would continue to increase until such time that the special education population either plateaus or begins to decrease

There was a decrease in the number of *Work-Study Coordinators.* There was an increase in the number of *School Social Workers* and *Recreation Specialists.* These changes were based on raw numbers with small populations. It is also an accurate reflection of routine changes decrease in the number of staff across LEAs (SD & CS).

There was an increase in the number of *other professionals* and *non-professional staff*. These changes were due to the intensive efforts on behalf of the state to support more inclusion throughout the state. The districts have seen a rise in the number of support Personnel to implement inclusive practices across state.

There was a decrease in the number of *Special Education Teachers for 6-21 year olds, Counselors, and non-professional staff*. These decreases were attributed to the state's increase focus on hiring staff that meet their requirements.

There was an increase in the number of Psychologists and *other professional staff*. These increases are based on raw numbers from a small population. It also is an accurate reflection of routine increases in number of staff hired across LEAs (SD & CS)

Rhode Island

As the state continues to define their system of data collection they are better able to report on the use of certified occupational therapy assistants and physical therapy assistants as well as physical therapists and occupational therapists in Rhode Island. The percentage of difference when compared to 2004-05 school year data in these areas is attributed to and reflective of new data reporting fields and to Rhode Island school districts more accurately reporting the number of employed and certified Personnel.

The increase in the number of non-certified Personnel could be because of the back-log of processing application renewals in the Certification Office.

South Carolina

The total numbers for each section changed for several reasons. First reason was because this was the state's first electronic collection of this data which has improved its accuracy. The second change is due to the change in reporting criteria OSEP had proposed in 2005. The state changed their data system to collect highly qualified/not highly qualified in addition to certified/not certified. The other related services category was standardized to match the OSEP forms as well and due to that the data in some areas was not collected.

South Dakota

South Dakota is amending the 2004 Personnel table to correctly reflect the coding of teacher aides. South Dakota does not certify teacher aides. Previously, the only teacher aides coded as certified were the teacher aides working in a Title I schoolwide program. In reading the directions, it states for Personnel employed to provide services on or about the Child Count date, report the number of FTE who are considered fully certified for the position. This includes Personnel who hold positions for which no state requirements exist (i.e., no certification or licensure requirements).

Tennessee

A significant increase in the count of special education teachers for children ages 3 through 5 (from 455.11 in 2004 to 893.6 in 2005) occurred because Tennessee has chosen to change the way teachers are grouped based on the ages of students they teach. If teachers have any students ages 3 through 5, they are now being counted only as special education teachers for children ages 3 through 5, even if they teach older students in addition to children ages 3 through 5. This has also lowered the number of special education teachers for students ages 6 though 21.

Texas

The state reports an increase in the number of fully certified other professional staff by 16.7 percent and school social workers by 21.6 percent. The increase in fully certified other professional staff reflects in increasing trend since 2003-04. The increase in school social workers brings the number to the number reported in 2003-04, after a decrease in 2004-05. The state reports an increase in special education

teachers (for children ages 3 through 5), special education teachers (for students ages 6 through 21) who are not fully certified, other professional staff, and superintendents/administrators. The state does not have a reason to attribute to the change.

Vermont
The category other professional staff includes professionals categorized in Vermont as behavior specialists.

The state had a decrease in the number of fully certified and total other professional staff. Vermont noted the change was a correction to normal levels. In 2004 there was an increase in the number of fully certified other professional staff. An analysis of year to year trends indicates that the increase noted in 2004 was an anomaly, and that the figure reported for 2005 is in line with prior years. Vermont has provided additional guidance to school districts regarding how they should report various Personnel, which will be reflected in the data for 2006.

The state had a decrease in the number of not fully certified special education teachers for students ages 6 through 21. Vermont has initiatives underway through the Higher Education Collaborative, aimed at reducing the numbers on special education teachers who are not fully certified, as well as improving the effectiveness of all teachers. The decrease noted is the result of those initiatives.

Virginia
Totals for Personnel providing speech/language services are reported as special education teachers.

Washington
Rehabilitation counselors were included in the counselor category and the state has no way to disaggregate at this time.

Teacher categories were changed to meet the IDEA 2004 Reauthorization Data collection changes.

West Virginia
There was a decrease in *other professional staff* and increase in *non-professional staff* that are *fully certified.* The definitions of these two categories have long created confusion among districts, because the definitions in the instructions for this report conflicted in some instances with definitions in state code. The OSEP Data Dictionary definition was adopted for the 2005 report, clarifying that bus drivers and bus aides are reported as nonprofessional Personnel. This contributed to a decrease in *other professional staff* and an increase in *non-professional staff*.

There was an increase in *not fully certified teachers for ages 3-5.* The increase in *not fully certified staff* resulted from unavailability of *fully certified teachers* to fill the additional *special education teacher* positions needed to serve the increased number of identified children ages 3-5 and to replace teachers who left established positions.

There was a decrease in *not fully certified teachers for ages 6-21.* The decrease in *not fully certified teachers* paralleled an increase of the same number in the *fully certified* category. *Teachers not fully certified* are required by state policy to pursue certification to continue in their positions. Significant numbers of teachers reported as serving students with *autism, behavior disorders* and *specific learning disabilities* moved from *not fully certified* in 2004-2005 to obtaining certification in 2005-2006. This reflects state and district initiatives to ensure teachers attain highly qualified status as required by federal law.

There was an Increase in *not fully certified related services Personnel.* The increase in *not fully certified related services Personnel* is attributed to an increase in the number of *speech assistants* employed. In January 2004, West Virginia implemented a new policy allowing *speech pathologists* with a bachelor's degree to be employed as *speech assistants* under the supervision of fully certified Master's degree level *speech/language pathologists* to alleviate the ongoing shortage of *Speech Language Pathologists*.

Tables 4-1 Through 4-4: IDEA, Part B Exiting, 2005-06

Alabama

The increases that occurred in the Exiting categories are attributed to the on-going training in the expanded use of state-adopted standards and extended standards, and continued importance placed on access to the general education curriculum as a result of the requirements in IDEA.

Alaska

The state had an increase in the number of students with speech or language impairments, emotional disturbance, specific learning disabilities, and all disabilities who transferred to regular education. Alaska attributed the change to using a new, student level tool to collect this data two years ago. In the 2004-05 data collection, there was confusion in how the state collected the transferred to regular education data and the statewide numbers fell significantly. The state modified the tool for the 2005-06 data collection and this year's statewide numbers returned to levels similar to those reported in the past.

The state had a decrease in the number of students with mental retardation who graduated with a regular high school diploma. Alaska instituted the passing of a high school competency test (HSGQE - High School Graduate Qualifying Exam) as a statewide requirement to receive a high school diploma in the 2003-04 school year. The state issued a statewide waiver for students with disabilities for 2004 graduates. As long as a student with disabilities met all the other requirements for graduation, they could receive a diploma. In the 2004-05 school year, students with disabilities were required to pass the HSGQE and meet all other requirements to receive a diploma. The state believes that the HSGQE accounts for the decrease in the number of students with mental retardation graduating with a diploma.

The state had an increase in the number of students with specific learning disabilities who graduated with a regular high school diploma. One of the state's largest districts has been watching an unusually large group of students with specific learning disabilities move through the district. Many of these students graduated with a diploma in the 2005-06 school year. The increase in this district is driving the increase in the statewide numbers.

The state had an increase in the number of students with mental retardation, specific learning disabilities, and all disabilities who received a certificate. In the 2004-05 school year, all students with disabilities were required to pass the HSGQE and meet all other district requirements to receive a diploma. In the past two years, there has been a statewide increase in the number of certificates issued to students with disabilities due to these new graduation requirements. The individual disability subgroups identified here represent almost all the subgroups in which Alaska meets the minimum N (10) for the OSEP edit checks.

The state had a decrease in the number of students with other health impairments who moved, and are known to be continuing. The data reported on this subgroup has fluctuated over the past three years. Alaska is unclear as to what is behind this fluctuation.

The state had an increase in the number of students with specific learning disabilities who moved, and are known to be continuing. Alaska has a very transient population and the districts are working harder to identify student who move and are known to be continuing so that these students do not get identified as dropouts. Specific learning disabilities represent more that 44 percent of the students with

disabilities statewide. The next highest represented subgroup also showed a significant increase in this category.

The state had an increase in the number of students with other health impairments, specific learning disabilities, and all disabilities who dropped out. Statewide the dropout numbers are increasing in both general education and special education. All disabilities showed an increase in dropout number in 2005-06. The subgroups identified here are the only groups where Alaska met the minimum cell size of 10 to be included in the OSEP edit checks.

The state had an increase in the number of students with speech or language impairments, emotional disturbance, other health impairments, specific learning disabilities, and all disabilities who exited for any reason. Alaska is in its third year of using a new, student level data collection tool. The state modified the tool in the 2005-06 year to better capture the transferred to regular education data. The state also continues to improve its ability to identify district level data that may not be correct. These factors in addition to a 2 percent increase in the number of students with disabilities reported in the 14 through 21 year olds statewide have combined to show an increase in almost all the basis of exit counts by disability.

Arizona

Up through the 2004-05 reporting year, the state collected exit data via a web-based application where PEAs entered exit data via data entry screens. However, because the state's Student Accountability Information System (SAIS) collects special education exit data, the state opted to extract from SAIS beginning with the 2005-06 reporting year. Given that the special education exit reason codes were optional in SAIS during 2005-06, not all PEAs provided accurate exit data, despite the training and support the state provided to PEAs on this issue. Ultimately, the state exit data has decreased considerably from the previous year which is grossly inaccurate. To rectify this problem for the 2006-07 reporting year and beyond, the state has made the special education exit reason code in SAIS a required data element.

Ongoing PEA training will continue, resulting in improved data accuracy.

Arizona does not collect data on which students graduated with a high school diploma and met the same requirements as students without disabilities and those who did not. Arizona offers a regular high school diploma only, provided that students meet the graduation requirements as outlined in statute. Graduation requirements for special education students are specified in the students' IEPs.

Arkansas

Overall, the number of students Exiting special education has increased; especially for students in the racial/ethnic categories of black, Hispanic, and white. The majority of the increase can be contributed to the high mobility of students. While graduation rates continue to improve, the mobility of students between districts had a greater impact on the Exiting data.

The number of children and students with *other health impairments* continues to grow in Arkansas, but as students with *other health impairments* reach high school more are able to return to the regular classroom. However, those who remain in special education have a greater chance of *graduating with a regular diploma*.

The overall number of students *graduating with a regular diploma* has increased with students with *other health impairments* having the most significant increase. The number of students with *speech language impairments* and *multiple disabilities graduating with a regular diploma* decreased. Students with *speech language impairments* are more likely to have returned to the regular classroom prior to their senior year. This resulted in a lower number of 12^{th} grade students with *speech language impairments graduating with a regular diploma*. The reason for the decline of students with *multiple disabilities* is unclear.

There has been a decrease in the number of students *graduating with a certificate*. Arkansas has a two-tier high school core curriculum, which has resulted in more students *graduating with a regular diploma* than a *certificate*.

There is a high amount of mobility in the state. This is evident in the number of students receiving special education services who exit under the code *moved known to be continuing*. Students with *mental retardation, hearing impairments, speech impairments, other health impairments, specific learning disabilities*, and *autism* contributed the most to the mobility issue.

Students who reached maximum age at 20 turned 21 over the summer and would not be eligible to return to school for 2006-07.

Students who graduated at age 16 were verified as early graduates.

There was an increase in the number of students that *moved, known to continue.* The increase was due to a change in the state rules for residential treatment facilities. Prior to the 2006-07 school year when a student went to residential the home district remained the district of record for the first 60 days of placement. Most students were only gone a few weeks so they were never withdrawn from the district. On December 1, 2006 the State Board of Education adopted new rules for residential treatment facilities. The new rules require the home district to withdraw the student immediately upon being placed into residential treatment and the district where the facility is located to enroll the student. In addition, the state is keeping better track of students. The data keeps getting cleaner each year as districts strive to account for every student.

Connecticut

The state has redesigned the special education data system in 2006-07 to integrate with the state's all student data system. This new system also moved the exit data collection into the same system for Exiting all students in the state.

Due to this new system's ability to track the transfer of student between public school systems within the state, the *moved - known to be continuing* and *dropped out* data have dropped significantly and thereby lowered the overall exit count. Using this new system, which is built on a state assigned unique ID for every child, the state can track the inter-district transfer of students previously reported as *dropping out* or *moved*. This has resulted in lowering the misreporting of students as dropouts who were actually still enrolled in another public school and allows the state to more efficiently track the movement of all students and facilitate the continuation of services when district lines are crossed.

The state has also seen in increase in the number of students with disabilities reported to have *graduated with a regular high school diploma* and a decrease in the number *transferred to regular education*. Statewide, these numbers have changed around 400 students each, which is not significant when one considered that 169 districts contribute to this fluctuation. The state will continue to monitor these exit types, but currently attribute the increase in graduating students with disabilities to our public display of data via the state's special education profiles, graduation and drop out data maps and focused monitoring efforts. The emphasis on dropout and graduation rates over the last 3 years is now starting to be reflected in the data.

Florida
Florida no longer collects data for *Reached Maximum Age*.

The increase in the number of *speech and language impaired students transferred to regular education* may reflect technical assistance efforts to have school districts review and evaluate need for services as students move into secondary education.

There was an increase in the number of *emotionally disturbed students transferring to regular education*. There was a decrease in the number of *orthopedically impaired transferring to regular education*. These numbers are too small and too scattered across LEAs to provide meaningful explanation for minor shifts.

There was an increase in students with *mental retardation Exiting with a regular high school diploma* may be a result of increased access to the general education curriculum and use of the FCAT waiver for students with mild mental handicaps.

There was an increase in students with *autism* and *other health impairments Exiting with a certificate* is reflective of the general growth trend in *autism* and *other health impaired*. This may also be the basis for the increased number of students with *other health impaired reported as dropouts*.

The increase in students *moved, known to be continuing* reflects the state's high mobility rate. It also reflects increased options for students to enroll in adult education programs which now offer regular high school courses and diplomas.

Georgia
The increase in the number of students with *speech or language impairments*, *emotional disturbance*, *other health impairments*, *specific learning disabilities*, and *all disabilities transferring to regular education* is attributed to the state's increased emphasis on standards based classroom interventions for all students. A universal focus on research-based practices, differentiated instruction, and progress monitoring allows additional students to progress educational without special education services.

The increase in the number of students with *mental retardation*, *visual impairments*, *emotional disturbance*, *other health impairments*, *specific learning disabilities*, *autism*, and *all disabilities graduating with a regular high school diploma* is attributed to the increase in the number of students receiving services in general education classes. The percentage of students served in the general education setting for at least 80% of the school day has increased from 36.86% on December 1, 2001 to 54.30% on December 1, 2005 representing an average annual increase of 4.36% per year. Access to the general curriculum has increased the probability that students with disabilities will succeed in meeting graduation requirements.

Guam
There was a substantial decrease in the number of students who transferred to regular education and the number of students who moved, but are known to continue. There was also an increase in the number of students who graduated, and a decrease in the number of students who dropped out. The state did not provide an explanation for these changes.

Idaho
The state noted the changes in the Exiting data are due partially to the fact that the state changed from our previous December to November to the standard July to June reporting period. The state introduced a new data collection in order to gather the exit data accordingly.

Illinois

Per the instructions of OSEP, the state has included the exit reporting period of January 1, 2005 through June 30, 2005 since those exits were not included in the prior year. For the period of 01/01/05 through 06/30/05 the following exits were added to the reporting period of 07/01/05 through 06/30/06: (A) Transferred to Regular Education 2,180 (B) Graduated with Regular High School Diploma 12,302 (C) Received a Certificate 209 (D) Reached Maximum Age 158 (E) Died 50 (F) Moved, Known to be Continuing 5,558 (G) Dropped Out 3,320 (H) Total 23,777.

Per the Illinois School Code, in addition to other course requirements, each pupil entering the 9th grade must successfully complete the following courses to graduate with a regular diploma: three years of language arts; two years of mathematics, one of which may be related to computer technology; one year of science; two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and one year chosen fro (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education. This does not apply to students with disabilities whose course of study is determined by an IEP. Decisions regarding the issuance of a diploma for students with disabilities whose course of study is determined by an IEP are made at the school district level. Course requirements are the same for students with disabilities as they are for students without disabilities with the exception of those determined by an IEP team to be inappropriate.

Graduates include only students who were awarded regular diplomas. Students with GEDs and other nonregular completion certificates are not included. The calculations used to determine graduation rate for all youth and youth with IEPs is a cohort rate. Graduation rate is calculated from school report card data files by using the following formula: graduates/original freshmen added to students who transferred in, minus students who transferred out or died. This calculation is done for all youth and youth with IEPs.

Indiana

There is a decrease in the number of students who *dropped out* and increase in the number of students who *moved, but are known to continue.* The change in these two areas is a result of the revision to the Exiting categories, such that the *drop out* category now includes students who *moved from the area, but were not known to continue*. As local school districts have improved their follow-up procedures to identify those students *who moved, but are known to continue in special education*, their efforts have resulted in a decrease in the number of reported *drop outs*.

Kansas

Kansas does not offer a certificate of graduation.

Kentucky

Speech language impairment students showed a significant increase in the number of students transferring to regular education. Otherwise the population of exiters was close to the 2004-05 Exiting data. As the change was not consolidated to any particular district or region, there is no systemic reason for this increase. The biggest change in any single district was 12 students and this happened in 3 of the 5 largest districts in the state.

Students with other health impairments had a decrease in the number of students who graduated with regular high school diploma. However, this was anticipated given a similar reduction in the Child Count for this category of students in their mid-teens.

Students with other health impairments continue to increase in Child Count and as a result, there are an increasing number of students Exiting the program from year-to-year. This ongoing increase is a result of

the increase diagnosis of ADD and/or ADHD as a qualifying medical condition for determining eligibility in this category.

Students with autism show an increase in the number of exiters again following a pattern of increased number of students in this disability category. With increased students reported on the count, it is anticipated that there will be more exiters as this population graduates.

Percentage wise there was a significant drop in the number of students with traumatic brain injury category who exited. However, the overall numbers in this category are so small that it is difficult to draw any conclusions as to why. The largest change in any single district for a basis of Exiting was two students and that occurred only twice.

The number of black, non-Hispanic students Exiting special education increased significantly. This is attributed largely to five urban districts that showed huge increases in the Exiting of this population. This is likely due to Kentucky's Comprehensive Monitoring Program that is paying particular attention to Child Count discrepancies by race.

Louisiana

Transferred to regular education has increased due to system/procedural change. In the past, the state allowed LEAs to exit students with a withdrawal of approval exit reason for students where the parent did not want services due to enrollment in private schools, home school or just refused services. That code has been eliminated.

Also, the OSEP Question and Answer document stated these students should be coded with exit reason; transferred to regular education. Increases in the categories; dropped out, moved known to be continuing and total exits are due to the impact of hurricanes Katrina and Rita.

Maine

There were increases in students *Exiting to regular education, graduating with a regular high school diploma, receiving a certificate, reached maximum age* and are *Exiting for any reason*. These changes were attributed to a mandate to reduce the number of students in special education. The Research Triangle Institute initiatives not only assist the process of Exiting students from special education they also assist in the process. Maine schools are making a genuine effort to exit those students that no longer need special education. These efforts include the literacy initiative institution; and in the regular education system they are trying to be responsive to intervention to try to strengthen the regular education system to take these students.

The decreases in *specific learning disabilities graduating with a high school diploma* is the result of a loss of 1200 learning disabled students the last 2 years.

Decreases in numbers of students with *mental retardation* and *speech and language* and increases in the number of students with *multiple disabilities* and *autism moving and are known to be continuing* is the result of living in a very rural state where moving is a way of life for many. Our larger cities offer apartment housing where there appears to be migration in and out, often between our larger cities.

There were decreases in the number of *drop-outs*. Since the state began using school profiles in the local entitlement application and the monitoring system, this data, and other data is on the LEA's radar screen. They are setting goals to reduce the drop out rate as well as the rates of suspension and expulsion, etc. The state flags all LEA's whose data deviates from the state average and seek explanations why the data looks different either for the good or bad.

Overall, Maine's special education population is declining as our general enrollment declines. This creates some increases, particularly in exiters and some decrease in focus areas, i.e. drop outs. In the past 30 years we've had some predictability and trend in our count data, more recently with reauthorizations of IDEA, the addition of NCLB; the data seems less predictable and less trendy. This will be our 3rd year in decline after 30 years of increases.

Michigan

In 2004, Michigan reported 25,492 students aged 14 through 21 who exited special education programs/services. In 2005, Michigan is reporting 16,678 students aged 14 through 21 who exited special education programs/services. The large decrease in the number of students Exiting between 2004 and 2005 may be attributed to Michigan using a new data system to collect and report exit data on students with disabilities. In 2004, the OSE/EIS used the Michigan Compliance Information System (MICIS), which collected exit data from December 1, 2003, to December 1, 2004. In order to comply with federal mandates that required all states to utilize the reporting period of July 1 through June 30, Michigan began to utilize the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). CEPI is charged with collecting educational data for the Michigan Department of Education.

Finally, the deaf blind disability category is new for the state of Michigan. In the past, students had been coded as hearing impaired, visually impaired, or severe multiple impairments.

The large decrease in the number of students Exiting between 2004 and 2005 may be attributed to the use of a new data system to collect and report exit data on students with disabilities. In 2004, the OSE/EIS used the Michigan Compliance Information System (MICIS), which collected exit data from December 1, 2003, to December 1, 2004. In order to comply with federal mandates that required all states to utilize the reporting period of July 1 through June 30, the MDE began to utilize the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). Using this new data collection and reporting system may account for changes in both the number of students reported in the various disability categories (e.g., mental retardation, hearing impairments, orthopedic impairments, etc.), and the racial/ethnic distribution of those students.

Finally, decreases in the specific exit categories (i.e., *transferred to regular education, received a high school diploma, received a certificate, died, moved, and dropped out*) are in general proportional to the overall decrease in total number of exits of students with disabilities in the state.

Minnesota

The decrease in the number of students with *emotional disturbance who transferred to regular education* is more than likely due to the relatively greater need for higher levels of service for students with *emotional disturbance.*

There is an increase in the number of students with *mental retardation, hearing impairments, orthopedic impairments, autism, and traumatic brain injury who graduated with a regular diploma* which parallels a gradual statewide increase in children with disabilities in Minnesota.

A grade by grade analysis of the number of students with *mental retardation* shows that there is variability in the number of these students at specific grade levels in various school years. The change in the number of all students with disabilities *reaching maximum age* reflects the variability in this category.

The overall increase in numbers of students with disabilities who *died* is quite small and is a naturally occurring variability.

The decrease in the number of students who *moved and are known to continue in speech language* is quite small and represents a normal fluctuation in the movement of students within districts in Minnesota.

The decrease in the number of students who *dropped out* in the categories of *mental retardation, speech or language impairments, emotional disturbance, specific learning disabilities*, and *all disabilities* is attributable to better tracking of students through improved district reporting to statewide data systems and to statewide initiatives in large scale dropout prevention programs.

The increase in the number of students with *hearing impairments, orthopedic impairments, multiple disabilities, autism, and traumatic brain injury who exited for any reason* is largely associated with increased graduation rates and a small gradual increase in the overall special education population in Minnesota.

Missouri

The changes in the *reached maximum age category* were attributed to data from the Department of Corrections (DOC). DOC cannot issue diplomas and the inmates work towards earning GEDs. If the GED was not earned prior to reaching maximum age or release, then the inmates must be reported as *reached maximum age*. Comparison from one year to another is not reasonable for DOC since they have no control over the age at which students with disabilities enter their facilities and begin receiving educational services from them.

The changes in the *graduating with a certificate* and *graduating with a regular diploma* category occurred because two large urban districts have moved away from distributing certificates. This has occurred because the certificates are only certificates of attendance and are not high school diplomas. The state has been trying to make districts understand that certificates increase the dropout rate (Missouri's calculation) and as a result, districts are working to increase the numbers of students who are eligible for diplomas. The size of these two districts lengthens the time needed to institutionalize the changes.

Montana

There is a decrease of 7.5 percent or 159 students in the number of students who were reported as Exiting special education in the 2004-05 school year and those reported as Exiting special education in the 2005-06 school year. The decrease can be explained by the change in reporting practices provided to school districts for reporting 2005-06 Exiting data. In 2004-05, the instructions indicated that students to be reported were students who had exited the special education program in the school district during the reporting period which was July 1, 2004 through June 30, 2005. For data reported in 2005-06, instructions were specified to "include only children who were in special education at the start of the reporting period (July 1, 2005), but were not in special education at the end of the reporting period." These instructions were passed on to school districts. As a result, any student who was newly enrolled in the school district at the beginning of the school year (September, 2005) and was exited before the end of the reporting period (June 30, 2006), was no longer counted in the Exiting report. This reduced the number of students reported. In particular, it reduced the number of students who graduated with a regular high school diploma by 7.4 percent and the number of students who dropped out by 15.1 percent. This will have a significant affect on Montana's State Performance Plan, Indicators 1 and 2.

Nebraska

The proportion of students who dropped out decreased substantially for Nebraska, while the proportion of students who transferred to regular education increased, as did the proportion of students who graduated. The state did not submit a data note to further explain this change.

Nevada

There is a large increase in the number of dropouts this year, which is the result of data reporting shifts due to elimination of the moved, not known to be continuing field. Although that field was removed during the 2004-05 school year, the state still had districts adjusting to the change during the 2005-06 year.

There was a decrease in the number of students that *moved, know to be continuing.* The state is among the nation's fasting growing states and transciency rates are high in Clark Co. where most of the state's population lives. A decrease may simply reflect the difficulty of obtaining information about students who move from the state.

The *dropout* rates continue to be high in the state because of the availability of jobs for students with low skills in the gaming and construction industries.

There was an increase in students with *other health impairments*, *specific learning disabilities*, and all disabilities who *graduate with a regular high school diploma.* These increases reflect efforts by districts to improve student performance; this increase in *regular diplomas* means that fewer may earn *certificates*, as was the case for students with learning disabilities.

There was an increase in students with *specific learning disabilities* and all disabilities who *transferred to regular education.* These increases reflect the willingness of parents and schools to agree that students no longer require specially designed instruction, and are therefore no longer eligible.

North Carolina

There was a significant decrease in the number of children with *mental retardation that transferred to regular education* due to a significant number dropping out of school.

There was a significant increase in the number of children who *transferred to Regular education* identified as having *speech or language impairments* and *emotional disturbance*. This may be attributed to these students being given access to the general curriculum in the regular education setting and the positive behavior support initiatives being implemented across NC.

There was a significant increase in the number of children who *graduated with a regular high school diploma* identified as having *hearing impairments*, v*isual impairments*, *other health impairments*, and a*utism* due to an increase in the number of students with disabilities having access to the general curriculum in the regular education setting.

There was a decrease in the number of students who graduated with a *regular high school diploma* identified as having m*ultiple disabilities* due to the majority of these students having significant cognitive disabilities and severe educational needs.

There was a significant increase in the number of children who *received a certificate* identified as having *Mental Retardation*, o*ther health impairments*, s*pecific learning disabilities*, and a*utism* due to the educational requirements for graduation becoming more stringent.

There was a significant increase in the number of children who m*oved, known to continued*" identified as having *mental retardation*, h*earing impairments*, *speech or language impairments*, v*isual impairments*, e*motional disturbance*, o*rthopedic impairments*, o*ther health impairments*, s*pecific learning disabilities*, and a*utism* due to an increase in population across the state.

There was a significant increase in the number of children who d*ropped ou*t identified as having m*ental retardation*, *emotional disturbance*, o*ther health impairments*, and s*pecific learning disabilities* due to the educational requirements for graduation becoming more stringent.

There was a significant increase in the number of children who *exited* in all race/ethnicity groups due to the significant increase in population across the state.

The number of students who *graduated* decreased substantially, while the number of students who *moved, but were known to continue in special education increased.* These changes are due to the state modifying their data collection system 3 years ago and it took some time for the LEA's to get comfortable with the data entry process. By September of 2006 they were in a better routine of gathering and entering their data into the new system, which can most likely account for the increases across the board with our Exiting data. As the state enters a new year they expect to see that their numbers closer to average for each Child Count.

North Dakota

As reported for the 2004-2005 school year, the state used a web-based student data collection system for the first time that incorporates unique student identifiers as the link to all special education section 618 data requirements. The new system prevents the duplication of student records and a far better process of tracking student movement within the state. It will take two to three years for all school districts to be adequately trained with the new system. The state believes the Exiting data collected electronically this year is considerably more accurate than our data collection processes in the past and the year to year change specific to *moved, known to be continuing* and *dropped out* reflects a greater ability to track these exit categories, as well as all exit categories.

Northern Marianas

There are section total errors on page 14 because there were 7 students that *reached maximum age* and 1 student over the age of 21 that left the island.

Ohio

There was a decrease in the number of students that *dropped out*. There was an increase in the number of students that *exited, returned to general education*. These changes cannot be tied to one single event. The impact of focus on student accountability due to NCLB and IDEA 2004 cannot be dismissed has having an impact on the data. In addition, over the past three years the state has used it State Improvement Grant working with its schools to implement the Ohio Integrated System Model (OISM) which focuses on behavior and literacy. Over 200 school districts in the state have implemented the model in some capacity and the impact on this work is beginning to show up in the data.

Oregon

Prior to the 2005-2006 school year, the reporting period for the Report of Children with Disabilities Exiting Special Education was the calendar year from Dec. 2 to Dec. 1. With the passage of IDEA 2004, the statute required a change in reporting period to July 1 through June 30. This is the first year in which Oregon's Exiting data was collected and reported based on the new reporting period. Since they are no longer collecting exit data at the same time as the annual Child Count, this precipitated a change in the catchments area from the SEA to the LEA level. In essence, the 2005-2006 Exiting report is a new collection.

There was an increase in the number of children with *autism* that *transferred to regular education.* This increase can be attributed to the overall increase of eligible students in this disability category over the last decade. There were increases in the number of students with *autism* Exiting in other exit categories as well (e.g., *graduation with a regular high school diploma, received a certificate, dropped-out*), which

correlates to the previously mentioned increase. This increase is also indicative of the state's focus on outcomes for students with disabilities as part of the monitoring process.

There was an increase in the number of children with m*ental retardation* and *autism* that *graduated with a regular high school diploma.* The change was attributed to the increase in the number of 17, 18, and 19 year old students in these disability categories between the 2004-05 and 2005-06 Child Count dates. These increases correspond to the age at which most students graduate with a regular diploma. These increases are also indicative of the state's focus on outcomes for students with disabilities as part of the monitoring process.

There was a decrease in the number of children with *hearing impairments*, *speech/language impairments, and other health impairments* that *graduated with a regular high school diploma.* The decreases can be attributed to the changes in the data collection noted above.

There was an increase in the number of children with *hearing impairments*, *speech/language impairments,* and *other health impairments* that *received a certificate.* These increases can be attributed to the changes in the data collection noted above.

There was an increase in the number of children with *emotional disturbance* and *autism* that *received a certificate.* The changes were due to increases in the number of 17-20 year old students in these disability categories between the 2004-05 and 2005-06 Child Count dates. These increases correspond to the age at which most students exit school. These increases also are indicative of the state's focus on outcomes for students with disabilities as part of the monitoring process.

There was a decrease in the number of children with *specific learning disabilities* that *received a certificate.* The change was attributed to the decrease in the number of 17-21 year old students in this disability category between the 2004-05 and 2005-06 Child Count dates. This decrease corresponds to the age at which most students exit school. A decrease in students of this age will naturally result in a decrease in students Exiting.

There was an increase in the number of children that *moved, known to be continuing.* These increases were attributed to change in catchments area from the SEA to LEA.

There was a decrease in the number of children with *mental retardation* and *speech/language impairments* that *dropped out*. These decreases can be attributed to the changes in the data collection noted above.

There was an increase in the number of children with *other health impairments* that *dropped out.* The increase in this category can be attributed to the change in catchments area from the SEA to LEA.

The year-to-year changes in the total number of children that exited Part B can be attributed to the change in catchments area from the SEA to LEA.

The increases in the number of *American Indian or Alaska Native*, *Black (Not Hispanic), Hispanic, and* Total race/ethnicity categories can be attributed to the change in catchments area from the SEA to LEA.

Pennsylvania

There was a decrease in the number of students with *mental retardation* and *emotional disturbance* that *transferred to regular education.* The changes were based on raw numbers of a small population. It is also an n accurate reflection of students transferring to regular education.

There was a decrease in the number of students with *specific learning disabilities* that *transferred to regular education.* The decrease was attributed to the increase in the number of students with *specific learning disabilities* graduating. Therefore it is anticipated that few students would be returning to regular education because of graduation

There was an increase in the number of students that *graduated with a high school diploma* in eight of the disability categories. These increases were due to the continued efforts on behalf of the State-wide Performance Plan and NCLB initiatives to ensure the graduation of students with disabilities with a regular high school diploma.

There was a decrease in the number of students with traumatic brain injury that *graduated with a high school diploma.* The decrease was due to the natural fluctuations in this low incidence population disability category.

There was an increase in the number of students with emotional disturbance and *specific learning disabilities* that *received a certificate.* These changes were due to the continued efforts on behalf of the State-wide Performance Plan and NCLB initiatives to allow GED to be an option to a very small population of students in PA.

There was a decrease in the number of students with *mental retardation, emotional disturbance,* and *specific learning disabilities* who *reach maximum age.* These changes are attributed to natural fluctuations in this low incidence population.

There was an increase in the number of students with *specific learning disabilities* that died. These circumstances are outside of the control of the state and will reflect the natural fluctuation of this population on any given year.

There was an increase in the number of students with *mental retardation, emotional disturbance, other health impairments, specific learning disabilities, multiple disabilities,* and *autism* that have *moved, known to be continuing.* There was a decrease in the number of students with *speech or language impairments* that *moved, known to be continuing.* These changes were attributed to the elimination of the previous category of *moved, not known* and the subsequent requirement for greater accountability on this reporting item.

There was an increase in the number of students with *other health impairments* that *dropped out.* The increase was due o the natural fluctuations in this low incidence population.

South Dakota

The increase in *moved known to continue* was attributed to the open enrollment policy. A non-resident district may allow students to enroll in their district.

The *other category* would include: moved to another LEA, BIE, and foster care children, etc…: 05-06 accounted for 458 students. Unfortunately South Dakota does not track students specifically in the other category.

Mental retardation has increased in the *graduated with regular High School diploma* and *reached maximum age*. If you look at the trend, there was a decrease from 04-05 to 05-06 and now an increase again in these areas. This is due that *mental retardation* students are now reaching the age of Exiting special education in these categories.

Tennessee
Tennessee's data showed an increase in the proportion of students receiving a certificate and an increase in students graduating. The state did not submit a data note with an explanation.

Utah
Utah had an increase in the categories that represent students completing their programs. The state did not provide a data note explaining why the change occurred.

Virgin Islands
Parents withdrew 11 students from the special education program - (10 in St. Thomas and 1 in St. Croix). The names were checked in the Department of Education data system (SASSI) and were counted as *dropped out*. No additional information to indicate that *Move Is To Be Continuing*.

West Virginia
There was an increase in students with *other health impairments graduating with a high school diploma.* The number of identified students with *other health impairments* has been steadily increasing each year, which has resulted in an increasing number of students in this group progressing through the system and graduating.

There was a decrease in the number of students that *moved, known to continue.* In accordance with technical assistance provided by Westat, students who moved from one district to another within West Virginia were not counted as exiters. This reduced the number reported and eliminated duplicates. It was determined that, because the state has a unique statewide student identifier, the catchments area for reporting students as moving would be the state as a whole rather than the individual districts. In previous years, all students who moved from one district to another and were known to continue in education were reported in this category. This change also resulted in a significant decrease in the total number of students Exiting overall and in the groups with *mental impairment, behavior disorders* and *learning disabilities*.
To ensure students were counted in the report only one time, students were reported in the moved, known to be continuing category only if they moved out of the state. This eliminated many duplicates previously reported when they moved from district to district within the state, but continued as special education students.

Wisconsin
Wisconsin has implemented a unique student ID system which allows students to be tracked as they move from one district to another within the state. This has significantly decreased the number of students reported in the *moved, known to be continuing* category.

Wyoming
Wyoming did not provide a data note explaining why their year to year change report showed a steep decline in the number of dropouts, an increase in the number of students transferred to regular education and also the increase in the number of students who are graduating.

Tables 5-1 Through 5-4: IDEA Part B Discipline, 2005-06

Alabama
There was a decrease in *removals from the regular education environment*. The decrease was attributed to the continued state initiative incorporating system-wide positive behavior supports and behavior instruction implemented in the general education environment through the Building Based Student Support Teams which are mandatory throughout the state.

Alaska

The state had a decrease in the number of children removed for drugs and the number of children unilaterally removed. Five out of Alaska's 54 districts serve more than 73 percent of the children with disabilities throughout the state. One of these large districts had a significant spike in the number of unilateral removals for drugs in the 2004-05 school year. They believe that this spike was caused by an error in their data system. They began using a new system in the 2005-06 school year. This district spike in the 2004-05 data is driving the appearance of a statewide decrease for both the unilateral removals for drugs and total unilateral removals.

The decrease in the number of white students and total number of students unilaterally removed for drugs and overall unilateral removals is directly related to the district identified as having reported a spike in their 2004-05 data. This spike is believed to be caused by a failing data system in their district.

An increase in the number of children suspended for more than 10 days. Although several districts reported a slight increase, Alaska believes that the increase in the number of children suspended for more than 10 days relates directly to the fact that two of our biggest districts (combined, they serve more than 23 percent of the states children with disabilities) began using new data collection systems for the Discipline data in the 2005-06 school year. Both of these districts had significant increases in the number of students suspended for more than 10 days reported. Neither district had any policy or practice changes and believe that the data is being tracked better.

Arizona

The state had a decrease in the number of unilateral removals for drugs. Increased drug education and awareness may have resulted in the number of removals for drugs decreasing.

The state had an increase in the number of suspensions for more than 10 days and the number of children suspended for more than 10 days. Increased zero tolerance at the schools may have contributed to increases in the number of children suspended and the number of suspensions for greater than 10 days.

Arkansas

The increase in the number of students who have been suspended/expelled for greater than 10 days can be attributed to a change in how the special education data is received from the Arkansas Public School Computer Network (APSCN). Discipline is not special education data collection. It is collected on all students in a district through the student management system. To ascertain the special education count, the district Discipline data is cross referenced with the special education module to confirm is a student was receiving special education services on the date of the Discipline infraction.

In previous years, Discipline data was forwarded to special education as two aggregated district level files (race and disability) that matched the OSEP reporting schema. If districts did not enter the days of suspension there was no means for special education to verify the data except for the district review process. In 2005-06 special education began receiving district student level data for each Discipline infraction and action taken. This allowed for the verification of each Discipline infraction and actions including the number of suspension days.

The 2005-06 data pull from APSCN did have its problems and the steps taken to correct these problems may have inflated the count of students who were suspended or expelled for greater than 10 days.

District of Columbia

The data manager verified the reduction in the suspension/expulsion data for the drugs and weapons. The District of Columbia stated that there were more fist fights without weapons in 2005-06.

Florida
The increase in *unilateral removals* is likely a result of zero tolerance policies in schools regarding weapons.

The decrease in *suspensions* is likely a result of an increased focus on this through the State Performance Plan as will as the impact of increased use of school-wide positive behavior support.

Georgia
The *suspension* and *expulsion* data reported in Table 5 for the 2005-2006 school year accurately reflects the information reported to Georgia Department of Education by local school systems. It is observed that since 2002-03 school year the *number removals for drugs* and *weapons* has increased while during the same period of time the number of *suspensions for >10 days* and the number of *multiple short term suspensions* has decreased. The state is uncertain how to account for these progressions but will continue to monitor trends in future data reporting.

Illinois
The state had an increase in the number of children unilaterally removed. Illinois found that this significant increase can be directly attributed to the significant increase in removals for drugs over the past year. Illinois attributes the increase in the number of removals for drugs to increased drug use amongst students. With significant cuts in funding of the Safe and Drug Free Schools program over the last three years, many districts have received limited resources to implement and continue existing programs.

The state had an increase in the number of children removed by a hearing officer, the number of children suspended, the number of suspensions for more than 10 days, and the number of multiple short term suspensions. Illinois attributes the increase in the number of children removed by a hearing officer to more accurate data reporting by districts. ISBE Special Education staff have been working closely with the ISBE Division of Data Analysis and Progress Reporting staff to ensure the timely and accurate submission of the end of year report (containing Discipline data used for Indicator 4 of the Illinois State Performance Plan) by LEAs. Contact has been made with districts whose data are late or in question (i.e. districts with at least 1,000 students with IEPs that report zero suspensions/expulsions greater than 10 days in a school year). Many of these districts have submitted updated reports, which increased data accuracy for Indicator 4 and other Discipline data.

Kansas
For FY2005-06 Kansas changed the collection criteria for Discipline data to meet the requirements of IDEA 2004 and EDEN. This resulted in districts reporting all students suspended or expelled for 1 or more days. If a student was suspended from more than one school district, these days were accumulated and if the total days were greater than 10, the student was reported on the Discipline table. Kansas had increases for:

- The number of children unilaterally removed,
- The number of removals for drugs,
- The number of children suspended,
- The number of suspensions for more than 10 days, and
- The number of short term suspensions.

Kentucky

This year's report shows a significant increase in the number of students who had multiple short term out-of-school suspensions that totaled greater than ten day*s*. This is most likely attributed to better tracking of these types of events through our student information system. As the student information system is improved, and training with local district staff increases documenting of special education students who have been suspended or expelled is getting better.

Louisiana

The reasons for the decrease in the number of unduplicated count of children with unilateral removals in Louisiana for 2005-06 are as follows:

- There was a significant decrease in the number of students in Louisiana due to hurricanes Katrina and Rita.
- Most schools in Orleans and St. Bernard Parishes were closed during the reporting year.

The reason for the number of single suspensions/expulsions greater than 10 days is that there was a reporting error last year for this section by one school district.

Maine

The increases in categories are due to schools having better resources, thanks to NCLB and IDEA, to address violence in schools. More program options exist to remove students from schools and have consequences for the use of drugs at schools. The state has seen an increase in Resource Officers (Police Officers) in schools. The focus on meeting NCLB standards and state standards for academic achievement has resulted in less tolerance for deviant behavior. Maine had increases for:

- The number of children unilaterally removed,
- The number of removals for drugs,
- Children removed by a hearing officer,
- The number of children suspended, and
- The number of short term suspensions.

Michigan

The increase in the number of suspensions and/or expulsions of students with disabilities may be attributed to better reporting practices followed by the local districts. These improved reporting practices were brought about by an emphasis that the Office of Special Education and Early Intervention Services (OSE/EIS) placed on more accurate and complete collection and reporting of Discipline data by the districts. As part of the OSE/EIS's own improvement efforts, the OSE/EIS verified the 2004-05 suspension/expulsion data that were reported by contacting all districts that reported zero (0) and that left the fields blank requesting that they complete a "Verification of Suspension/Expulsion Data" form. In doing so, the OSE/EIS reinforced the importance of collecting and accurately reporting all Discipline data, and provided technical assistance to districts that had only rudimentary data collection systems in place.

Missouri

In response to proposed changes in the federal data collections, Missouri made changes to the suspension/expulsion data collection to include all suspensions regardless of length. The short term suspensions of ten days or less are then summed up to determine if the cumulative total for a student exceeded ten days. In the past, districts did the summing themselves and reported if a student exceeded ten days. The increase in the number of short term suspensions and the unduplicated counts of students with short term suspensions is attributed to this change. The changes in suspensions greater than ten days

and students removed for weapon offenses are spread across multiple districts and the reasons are unknown.

Nebraska

There was an increase in the number students that were suspended for less than 10 days. These changes were due to the fact that the state has conducted additional trainings for districts to improve data quality in this area. The increase is also likely the result of more accurate reporting by districts.

There was a decrease in the number of American Indian or Alaskan Native children that received disciplinary actions. This is a result of the overall decrease of these students in the Child Count.

Nevada

There is a significant reduction in the number of suspension/expulsions. Last June, the state held a day-long training with all the data managers and special education directors to review instructions for reporting this data, and the state data manager believes the reduction reflects the fact that districts now no longer include duplicate entries for the same suspension/expulsion event.

There was a decrease in the number of all disciplinary events. These decreases reflect significantly increased technical assistance provided to districts to ensure accurate reporting.

New Jersey

The state had an increase in the number of children suspended and multiple short-term suspensions. While the overall number of students reported for incidents did not change significantly, the number of suspensions given to those students for incidents increased significantly between the 2004-05 and 2005-06 school years. It should be noted that this trend was not specific alone to students with disabilities. Suspensions among students without disabilities also rose in a similar fashion between the two reporting years. An explanation for this increase is not easily discernible but the fact that the trends are similar among special education and regular education suggests that LEAs are more aggressively disciplining students for their behavior. While the state does not know of any new statewide or local policies that would suggest this, the state infers that response to recent nationwide tragic in-school incidents across the country may have the impact of increasing student security measures and lessening staff tolerance for school violators and behaviors that result in suspension.

New Mexico

The state had an increase in the number of unilateral removals for drugs and weapons, an increase in the number of suspensions of more than 10 days, and an increase in the number of multiple short-term suspensions. The success of New Mexico's increased drug and weapons awareness and enforcement of no tolerance policy in schools over the last two years and the Governor's full court press on DUI's and drug enforcement throughout the state are the primary reason for the favorable impact in this year's data.

New York

There was a decrease in the number of *children unilaterally removed.* The state collected the unduplicated count of students *unilaterally removed* due to drugs, weapons and serious bodily injury in the 2005-06 school year so it could not report the unduplicated count of students with disabilities removed for drugs or weapons.

There was an increase in the number of *removals for drugs.* Four districts (including one of the big five cities) had increases ranging from 10 – 16. The rest of the increases were small and spread among many LEAs. .

There was an increase in the number of *removals for weapons.* Three of the large five cities accounted for most of the increase. The rest of the increases were small.

There was a decrease in the number of *children removed by hearing officer*. One State agency reported a substantially lower number of students with disabilities in this category. Four other districts had large decreases.

North Carolina
There was a significant increase in the number of children reported in the Discipline tables due to an agency policy change. In the past, Exceptional Children Directors collected and reported the Discipline data to the Exceptional Children Division. During the 2004-05 school year, the Safe Schools Section became the Data Stewards for all Discipline data collected at the North Carolina Department of Public Instruction (NCDPI). In the 2005-06 school year, the significant increase in the Discipline data categories were due to Discipline Data Coordinators (DDC) receiving training on how to report the IDEA Discipline data requirements. NCDPI aligned the Discipline data collection applications to comply with the IDEA Discipline data requirements.

Northern Marianas
There are a large number of students in reported for removals for drugs due to chewing or possession of betel nut. The SEA considers this a drug, yet it is accepted culturally.

Oklahoma
It is the belief of the Oklahoma State Department of Education that the changes are not necessarily the result of any policy changes, but the result of changing state reporting system from aggregate collection to student-level collection. 2005 is the first year the state has implemented the change. The state held trainings in all five regions, as well as a videoconference (8 total trainings) regarding the submission of data from LEAs to the SEA (including Discipline data). The state also provided detailed written instructions to LEAs including screen shots, definitions, and other technical assistance. The state does not know when the data will stop fluctuating and stable out, as the data requirements have changed and it will be difficult to do any year-to-year comparisons.

Beginning in FFY2005, the Oklahoma State Department of Education (OSDE), Special Education Services (SES), required LEAs to report Discipline information by child (instead of reporting the information in aggregate form to the OSDE-SES). This difference in the collection method accounts for the differences in the rates of suspensions and expulsions from FFY2004 to FFY2005. The OSDE-SES is confident that the information reported in FFY2005 is a more accurate report of disciplinary actions in Oklahoma.

Oregon
There were decreases in the number of *children unilaterally removed*, *removals for drugs*, *removals for weapons*, *children suspended*, *multiple suspensions,* and *suspensions greater than ten days*. The decrease was attributed to the fact that the state considers this a new data collection. In 2005-2006 the state changed its data collection process. Prior to 05-06, Special Education Discipline data was collected at an aggregate level and in a separate collection from the general education Discipline data. Beginning in 05-06, Oregon changed to a student level collection that includes both special education and general education Discipline data. This new method of collecting special education data will allow the state to make comparisons with general education data at the SEA and LEA level. The state is providing ongoing training and technical assistance to LEAs in the proper collection and reporting of this data.

Tennessee
The 2005-06 school year was the second year of a four-year phase in Tennessee's internet-based, student-level data collection system. Due to the stage of implementation of the data collection system, the state has experienced an increase in the reporting of out-of-school suspensions/expulsions. It is anticipated that LEA reporting of both unilateral removals and suspensions/expulsions will increase again next year (2006-07) and finally stabilize in the 2007-08 school year. The SEA staff is providing direct technical assistance to LEAs specific to improving the validity and reliability of Discipline data for students with disabilities.

Vermont
The data submitted are accurate. The team responsible for collecting the Discipline data has been working closely with schools to improve the quality of the data they submit. As a result, the state is getting a more accurate picture of what is really happening than ever before. There have been no changes to collection methodology; the focus has been on training the people who enter the data.

West Virginia
The state had an increase in the number of suspensions for more than 10 days. All students removed for drugs and weapons violations for greater than 10 days previously were counted as unilateral removals. Definitions have been clarified to include long-term suspension and expulsion for all offenses for the unduplicated count of children and the number of single suspensions/expulsions more than 10 days, which is consistent with the instructions for this report.

Wyoming
Wyoming did not provide a data note explaining the increase in their state's number of *children removed by a hearing officer* for the school year 2005-06.