

TABLE 4  
REPORT OF CHILDREN WITH DISABILITIES EXITING  
SPECIAL EDUCATION  
JULY 1, 2007 – JUNE 30, 2008

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0521. The time required to complete this information collection is estimated to average 11 hours per SEA and 6 hours per LEA response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Authorization: P.L. 108-446, Section 618(a)(1)(A)(iv) and Section 618(a)(3); 34 CFR §§300.640, 300.641(b) through 300.641(d), 300.642(b), 300.644, 300.645

Due Date: **November 1, 2008**

Sampling Allowed: Yes

Send Form to: **Patricia J. Guard, Acting Director**  
Office of Special Education Programs  
Part B Data Reports  
Program Support Services Group  
Mail stop 2600  
550 12th Street, S.W.  
Washington, D.C. 20202  
Attn: Cheryl Broady

General Instructions

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_

Provide a count of the number of children with disabilities reported under IDEA, Part B who exited special education **between July 1, 2007 and June 30, 2008**. Data are to be provided by age, disability category, basis of exit, race/ethnicity, gender, and limited English proficiency (LEP) status. Include only children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period. All data provided must sum, as an unduplicated count, to Section B of the table where you report the total for all disabilities. The age of the student should reflect his/her age in years on the date of the most recent child count prior to the child's exiting, not at time of exit.

STATES SHOULD NOT PROVIDE PERCENTAGES IN SECTIONS A THROUGH E, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

### Sampling Guidelines

States may use sampling to obtain these data. When sampling is used, a description of the sampling methodology, including a statement about how the design will yield valid and reliable estimates that must be submitted to OSEP for approval. The level of precision of the estimates to be obtained must be specified. States must submit sampling plans to OSEP for approval by September 1 of the reporting school year (that is, the September prior to the start of the data collection period).

OSEP will evaluate the validity of the sampling plans using the guidelines below.

1. The sampling framework may include all school districts or a sample of districts. If a State chooses to sample districts, all districts with average daily memberships (ADM) of over 50,000 *must* be included in the sample. States with fewer than 25 districts with ADMs over 25,000 *must* include all districts with over 25,000 ADMs. The total number of districts sampled *must* equal or exceed 100. If the total number of districts in the State is 100 or fewer, data must be collected from all districts.
2. When sampling students, whether for all districts or for a sample of districts, data must be collected separately for each Federal disability category. All students whose domicile is in a district must be eligible for the sample including those students served in cooperatives and/or intermediate units or in residential programs out of the district.
3. A minimum sample of 100 children in each disability category *must* be used by all districts, except where the total number in a disability category is less than 100. In such a case, data *must* be collected for all students in that category.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used should also be provided at the time the data are provided.

### Specific Instructions

### Sections A-E

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In these tables, enter an unduplicated count of all children with disabilities, by age, disability category, race/ethnicity, gender, and limited English proficiency (LEP) status, who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period. States must use a 12-month interval for reporting exiting data, **from July 1, 2007 to June 30, 2008**. Place zeros (0) in categories where no children have exited the program. Enter (-9) for categories not used by the State.

Row A. Transferred to regular education. Total who were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.

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- Row B. Graduated with regular high school diploma. Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities. **As defined in 34 CFR §300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).”**
- Row C. Received a certificate. Total who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. **This category also includes students receiving any alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED), so long as the student remained continuously enrolled in the secondary educational program.** If your State does not use certificates, enter -9 in the appropriate cells.
- Row D. Reached maximum age. Total who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- Row E. Died. Total who died.
- Row F. Moved, known to be continuing. Total who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This row includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- Row G. Dropped out. Total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This row includes dropouts, runaways, GED recipients (**in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate**),<sup>1</sup> expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.
- Row H. Total of rows (A) through (G).

Section A. Disability and Discrete Age by Basis of Exit

Report the number of students ages 14-21 who exited special education by age-year, disability category, and basis of exit.

Section B. Discrete Age by Basis of Exit

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<sup>1</sup> In States where students may receive a GED without dropping out of school, these students may be reported **as receiving a certificate (Row C)**. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported in Row G.

Report the total number of students ages 14-21 who exited special education by age-year and basis of exit. These figures must equal the sum of the data reported in Section A.

### Section C. Race/ethnicity by Basis of Exit

Report the total number of students ages 14-21 who exited special education by race/ethnicity and basis of exit. These figures must equal the total data for ages 14-21 reported in Section B.

In October 1997, OMB issued standards for the collection and aggregation of data on race and ethnicity (see "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity"). In that announcement, OMB identified a minimum of five racial categories -- American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals should be allowed to select as many race/ethnicity categories as were applicable. This data collection allows for the reporting of only one race or ethnicity category per individual and is therefore not in compliance with these standards. OSEP and the Department of Education (ED) are considering changes to the categories used for reporting aggregate data to bring this collection into compliance with OMB's standards. For the time being, data should be reported using the five racial categories described below.

Race/ethnicity categories are defined as follows:

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

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Total                                      The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

Section D. Gender by Basis of Exit

Report the total number of students ages 14-21 who exited special education by gender and basis of exit. These figures must equal the total data reported in Section B.

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Section E. Limited English Proficiency Status by Basis of Exit

Report the total number of students ages 14-21 who exited special education by LEP status. These figures must equal the total data reported in Section B.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25):

“The term ‘limited English proficient,’ when used with respect to an individual, means an individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
  - (i) who was not born in the United States or whose native language is a language other than English;
  - (ii)
    - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 6311(b)(3) of this title;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.”

LEP status should reflect the child’s status as of the date of exit.