

TABLE 4 - RE5 (**5 race/ethnicity reporting categories as used prior to 2007 guidance**)REPORT OF CHILDREN WITH DISABILITIES EXITING  
SPECIAL EDUCATION

JULY 1, 2009 – JUNE 30, 2010

## 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 6.8 hours per SEA and 4.4 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.

**For States that have been approved for ED Facts-only submission, the State ED Facts Coordinators will submit these data as specified by OSEP via the ED Facts system. All other States must submit electronic versions of the completed data forms to OSEP's data contractor at [IDEAData\\_PartB@westat.com](mailto:IDEAData_PartB@westat.com). OSEP will provide electronic Data Transmission Spreadsheets (DTS) in Microsoft Excel format to facilitate this process. States that are approved to submit these data through ED Facts only are not required to use the DTS. Nevertheless, all States will receive the DTS as a courtesy as they may assist in preparing the data for submission.**

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

Due Date: November 1, 2010

Sampling Allowed: **No**

## General Instructions

Provide a count of the number of children with disabilities reported under IDEA, Part B who exited special education between July 1, 2009 and June 30, 2010. 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.

In providing data for this collection, the State is to submit complete and unsuppressed data.

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

## Specific Instructions

### Sections A-E

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, **2009** to June 30, **2010**. 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. **If the parent of a child with a disability revokes consent for special education and related services under 34 CFR §300.300(b)(4), the child would be reported in this category.**
- 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

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

In October 2007, the Department of Education published its Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>), referred to in these instructions as the *new guidance*. The procedures for collecting, aggregating, and reporting race and ethnicity, as described in the new guidance, must be implemented by no later than the report of the SY 2010-11 Exiting data. When implementing the new reporting guidance, SEAs must do so at the beginning of the relevant reporting period and must apply the guidance consistently to ALL data reported within that period.

To report Exiting data under the five race/ethnicity categories, you must use this data collection form, Table 4 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance). DO NOT USE THIS form (Table 4 – RE 5) if you are reporting race/ethnicity according to the new guidance.<sup>2</sup>

SEAs not yet fully prepared to implement the new race/ethnicity reporting guidance may continue to report race/ethnicity using the five (5) race/ethnicity categories as defined and applied prior to the new

<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.

<sup>2</sup> If your State is collecting race/ethnicity information in a manner that is NOT in full accordance with the new guidance (including the two-part question format for ascertaining and reporting Hispanic ethnicity), you should use the 5-category format until your State is prepared to fully implement the new guidance, and to do so for all of the IDEA Part B collections associated with the given reporting reference year (e.g., **2010-11** year). Until you make that full transition, you should continue to use either of two options to account for students who are identified as multiracial or two or more races, as described in the document entitled, “Handling Missing Data When Reporting Race/Ethnicity” (<https://www.ideadata.org/docs/PartBRaceEthnicity.doc>).

guidance, but must transition to procedures described in the new guidance no later than for report of the SY 2010-11 Exiting data.

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.

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.
Total	The unduplicated total across the race/ethnicity designations.

Note that each child should be reported in only one of the race/ethnicity categories, above.

#### 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.

#### 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. § 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.

TABLE 4

REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION A. DISCRETE AGE AND DISABILITY BY BASIS OF EXIT

BASIS OF EXIT:	MENTAL RETARDATION									HEARING IMPAIRMENTS									
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL	
(A) TRANSFERRED TO REGULAR EDUCATION																			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																			
(C) RECEIVED A CERTIFICATE																			
(D) REACHED MAXIMUM AGE																			
(E) DIED																			
(F) MOVED, KNOWN TO BE CONTINUING																			
(G) DROPPED OUT																			
(H) TOTAL (OF ROWS A-G):																			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION

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

STATE: \_\_\_\_\_

SECTION A (CONTINUED)

BASIS OF EXIT:	SPEECH OR LANGUAGE IMPAIRMENTS									VISUAL IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION																		
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																		
(C) RECEIVED A CERTIFICATE																		
(D) REACHED MAXIMUM AGE																		
(E) DIED																		
(F) MOVED, KNOWN TO BE CONTINUING																		
(G) DROPPED OUT																		
(H) TOTAL (OF ROWS A-G):																		

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

TABLE 4 (continued)  
 REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION A (CONTINUED)

BASIS OF EXIT:	EMOTIONAL DISTURBANCE									ORTHOPEDIC IMPAIRMENTS								
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION																		
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																		
(C) RECEIVED A CERTIFICATE																		
(D) REACHED MAXIMUM AGE																		
(E) DIED																		
(F) MOVED, KNOWN TO BE CONTINUING																		
(G) DROPPED OUT																		
(H) TOTAL (OF ROWS A-G):																		

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION A (CONTINUED)

BASIS OF EXIT:	OTHER HEALTH IMPAIRMENTS									SPECIFIC LEARNING DISABILITIES									
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL	
(A) TRANSFERRED TO REGULAR EDUCATION																			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																			
(C) RECEIVED A CERTIFICATE																			
(D) REACHED MAXIMUM AGE																			
(E) DIED																			
(F) MOVED, KNOWN TO BE CONTINUING																			
(G) DROPPED OUT																			
(H) TOTAL (OF ROWS A-G):																			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

TABLE 4 (continued)  
 REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION A (CONTINUED)

BASIS OF EXIT:	DEAF-BLINDNESS									MULTIPLE DISABILITIES									
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL	
(A) TRANSFERRED TO REGULAR EDUCATION																			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																			
(C) RECEIVED A CERTIFICATE																			
(D) REACHED MAXIMUM AGE																			
(E) DIED																			
(F) MOVED, KNOWN TO BE CONTINUING																			
(G) DROPPED OUT																			
(H) TOTAL (OF ROWS A-G):																			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

STATE: \_\_\_\_\_

SECTION A (CONTINUED)

BASIS OF EXIT:	AUTISM									TRAUMATIC BRAIN INJURY									
	14	15	16	17	18	19	20	21	14-21 TOTAL	14	15	16	17	18	19	20	21	14-21 TOTAL	
(A) TRANSFERRED TO REGULAR EDUCATION																			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA																			
(C) RECEIVED A CERTIFICATE																			
(D) REACHED MAXIMUM AGE																			
(E) DIED																			
(F) MOVED, KNOWN TO BE CONTINUING																			
(G) DROPPED OUT																			
(H) TOTAL (OF ROWS A-G):																			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION B. DISCRETE AGE BY BASIS OF EXIT

BASIS OF EXIT:	ALL DISABILITIES								
	14	15	16	17	18	19	20	21	14-21 TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION									
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA									
© RECEIVED A CERTIFICATE									
(D) REACHED MAXIMUM AGE									
(E) DIED									
(F) MOVED, KNOWN TO BE CONTINUING									
(G) DROPPED OUT									
(H) TOTAL (OF ROWS A-G):									

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION B (CONTINUED)

BASIS OF EXIT:	ALL DISABILITIES (PERCENT) <sup>1</sup>								
	14 (PERCENT)	15 (PERCENT)	16 (PERCENT)	17 (PERCENT)	18 (PERCENT)	19 (PERCENT)	20 (PERCENT)	21 (PERCENT)	14-21 TOTAL (PERCENT)
(A) TRANSFERED TO REGULAR EDUCATION									100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA									100%
(C) RECEIVED A CERTIFICATE									100%
(D) REACHED MAXIMUM AGE									100%
(E) DIED									100%
(F) MOVED, KNOWN TO BE CONTINUING									100%
(G) DROPPED OUT									100%
(H) TOTAL (OF ROWS A-G):									100%

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

STATE: \_\_\_\_\_

SECTION C. RACE/ETHNICITY BY BASIS OF EXIT

BASIS OF EXIT	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	
(A) TRANSFERRED TO REGULAR EDUCATION						
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						
(C) RECEIVED A CERTIFICATE						
(D) REACHED MAXIMUM AGE						
(E) DIED						
(F) MOVED, KNOWN TO BE CONTINUING						
(G) DROPPED OUT						
(H) TOTAL (OF ROWS A-G):						

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION C (CONTINUED)

BASIS OF EXIT	RACE/ETHNICITY (PERCENT) <sup>1</sup>					TOTAL (PERCENT)
	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR OTHER PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	
(A) TRANSFERRED TO REGULAR EDUCATION						100%
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						100%
(C) RECEIVED A CERTIFICATE						100%
(D) REACHED MAXIMUM AGE						100%
(E) DIED						100%
(F) MOVED, KNOWN TO BE CONTINUING						100%
(G) DROPPED OUT						100%
(H) TOTAL (OF ROWS A-G):						100%

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 4 (continued)  
 REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION D. GENDER BY BASIS OF EXIT

BASIS OF EXIT:	GENDER		
	MALE	FEMALE	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

TABLE 4 (continued)  
 REPORT OF CHILDREN WITH DISABILITIES EXITING  
 SPECIAL EDUCATION FROM JULY 1, 2009 THROUGH JUNE 30, 2010

STATE: \_\_\_\_\_

SECTION D (CONTINUED)

BASIS OF EXIT:	GENDER (PERCENT) <sup>1</sup>		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):	100%	100%	100%

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

STATE: \_\_\_\_\_

SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

ED FORM: 869-3

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

STATE: \_\_\_\_\_

SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):	100%	100%	100%

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.