

IDEA PART B DATA FACT SHEET

(October 2006)

Educational Environments

Legislative Authority: “(a) IN GENERAL- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide data each year to the Secretary -- (1) (A) on -- . . . (iii) the number of children with disabilities, by race, ethnicity, and disability category, who are participating in regular education; (iv) the number of children with disabilities, by race, ethnicity, and disability category, who are in separate classes, separate schools or facilities, or public or private residential facilities; . . . (2) on any other information that may be required by the Secretary” (Section 618 of *IDEA*).

Description of Data: State counts of students ages 3 through 21 receiving special education and related services under *IDEA* on a state-designated date between October 1 and December 1 (inclusive) of each year, according to the educational environment in which these services were received. The date must be the same as the child count date. These data provide a measure of the extent to which students with disabilities are educated with their non-disabled peers. Data for children ages 3 through 5 are collected as a two-way tabulation of educational environment by individual age, as a two-way tabulation of educational environment by disability, as a two-way tabulation of educational environment by race/ethnicity, as a two-way tabulation of educational environment and gender, and as a two-way tabulation of educational environment and limited English proficiency. No three-way tabulations are available. For children ages 6 through 21, counts are collected as a three-way tabulation of educational environment by age group (6-11, 12-17, 18-21) by disability. A two-way tabulation of educational environment by race/ethnicity is also reported for this age group.

Dimensions of Data:

- State (all 50 states, DC, and outlying areas).
- Age group (3 through 5,¹ 6 through 11, 12 through 17, 18 through 21).
- Disability (mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, multiple disabilities, deaf-blindness, specific learning disabilities, and developmental delay). For definitions of these disabilities, see Regulations on *IDEA*. The developmental delay category, which is an optional category, applies only to students ages 3 through 9 (see Section 602 (3)(B) of *IDEA*).
- School environments (children who received special education inside the regular class 80 percent or more of the day, children who received special education inside the regular class no more than 79 percent of day and less than 40 percent of day, children who received special education inside the regular class for less than 40 percent of the day, separate school, residential facility, homebound-hospital, and students served in correctional facilities and in parentally placed private schools). See below for definitions of these categories.

¹ Individual age data by environment is available only for children ages 3, 4, and 5.

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- Preschool environments (children in regular early childhood programs at least 80 percent of the time, children in the regular early childhood program 40 percent to 79 percent of the time, children in the regular early childhood program less than 40 percent of the time, separate class, separate school, residential facility, home, and service provider location). The order of the categories for preschoolers ages 3 through 5 does not reflect a continuum from least to most restrictive. See below for definitions of these categories. Data on separate pre-school environments were first available for the 1998-99 school year.
- Race/ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black or African American (not Hispanic), Hispanic or Latino, and White (not Hispanic)).
- Gender (male and female).
- Limited English proficiency (yes and no).

Brief History of Collection: Data have been collected since 1976. However, these data have been collected differently over the years. Different environment categories and definitions have been used. With the exception of the disability categories (autism and traumatic brain injury) added as a result of the 1990 amendments to *IDEA*, the collection was stable from 1989-90 to 1997-98. A number of changes were made to the collection as a result of the 1997 reauthorization of *IDEA*. These changes were implemented for the 1998-99 school year. The developmental delay disability category was added; the disability category serious emotional disturbance was renamed emotional disturbance; states were required to collect race/ethnicity data; and separate environments were added for preschoolers. The labels for the educational environments in regular schools were also changed. The 2000-01 school year was the first year that disability was collected for children ages 3 through 5. In 2006-07, the educational environments for children ages 3 through 5 changed; the data collection also added a section on gender and limited English proficiency; and the educational environments for students ages 6 through 21 were modified slightly (categories collapsed and categories renamed, but definitions remained the same). See the *OSEP Part B Data Collection History* for a complete description of how these data have been collected over the years.

Considerations for Analysis/Interpretation of Data:

- States have different eligibility criteria for each disability category. Hence, state-to-state comparisons by disability should be interpreted with caution.
- These data are a point-in-time count of students served, according to the environment in which they are educated. These students are the same students reflected in the child count. The count does not include all students served throughout the school year. It is likely that states serve more students over the course of a school year than are served on the child count date.
- Limited comparisons of these data can be made over time. Comparisons of data prior to 1989-90 with data after 1989-90 should be limited to only students served outside of regular school buildings.

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- Prior to 1998-99, when separate categories were instituted for reporting the educational environments of preschool children, data for preschoolers ages 3 through 5 may not be indicative of the educational environments in which these children are served since the OSEP environment categories were initially designed for students ages 6 through 21. In prior years, specific directions for reporting environments for preschoolers were included in the placement definitions. These definitions and accompanying instructions can be found in the *OSEP Part B Data Collection History*. They should be used for historical interpretation of preschool environment data. The current preschool environment definitions are listed below. Data on disability categories for ages 3 through 5 were available for the first time in 2000-01.
- Counts of students served in correctional facilities and parent-initiated private school environments should be used with caution. Prior to 2006-07, these counts were collected as duplicated counts. Students were counted in one of the environment categories (i.e., regular class, resource room, etc.) as well as under the total count of students in correctional facilities or parent-initiated environments. Starting in 2006-07, the categories of correctional facilities and parentally placed in private schools became unduplicated counts.
- State-to-state comparisons should be made with caution, especially for individual environment categories. Some states do not collect the educational environments data using the OSEP categories. Instead, when reporting these data to OSEP, they crosswalk the data they collect into the OSEP categories. See the data notes provided in each *Annual Report to Congress* for information about state reporting practices.
- These data do not reflect hours or intensity of special education services.
- Variations in state data from year to year may be the result of changes in state data collection and reporting procedures. Use the data notes provided in each *Annual Report to Congress* to help in explaining year-to-year and state-to-state differences.

Definitions of Educational Environments for School-Age Children:

- Children who received special education inside the regular class 80 percent or more of the day, previously labeled as regular class. Unduplicated total who received the majority of their education program in regular class includes children and youth with disabilities receiving special education and related services **INSIDE THE REGULAR CLASSROOM** for 80 percent or more of the school day. This may include children and youth with disabilities placed in:
 - regular class with special education/related services provided within regular classes,
 - regular class with instruction within the regular class and with special education/related services provided outside regular classes, or
 - regular class with special education services provided in resource rooms.
- Children who received special education inside the regular class no more than 79 percent of the day and no less than 40 percent of the day, previously labeled as resource room. Unduplicated total who received education programs in resource rooms includes children and

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youth with disabilities receiving special education and related services **INSIDE THE REGULAR CLASSROOM** for no more than 79 percent but no less than 40 percent of the school day. This may include children and youth placed in:

- resource rooms with special education/related services provided within the resource room, or
- resource rooms with part-time instruction in a regular class.
- Children who received special education inside the regular class for less than 40 percent of the day, previously labeled as separate class. Unduplicated total who received education programs in separate class includes children and youth with disabilities receiving special education and related services **INSIDE THE REGULAR CLASSROOM** for less than 40 percent of the school day. Do not include pupils who received education programs in public or private separate day or residential facilities. This may include children and youth placed in:
 - self-contained special classrooms with part-time instruction in a regular class, or
 - self-contained special classrooms full-time on a regular school campus.
- Separate school. *Unduplicated* total who received education programs in public or private separate day school facilities. This includes children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in separate schools. This may include children and youth placed in:
 - public or private day schools for students with disabilities, or
 - public or private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.
 - public or private residential facilities if the student does not live at the facility.
- Residential facility. Unduplicated total who received education programs and lived in public residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
 - public or private residential schools for students with disabilities, or
 - public or private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

This category does not include students who received education programs at the facility, but do not live there.

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- *Homebound/hospital environment.* Unduplicated total who received education programs in homebound/hospital placement includes children and youth with disabilities placed in and receiving education in:

- hospital programs, or
- homebound programs.

This category does not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense. Home-schooled children should be reported in one of the regular class categories according to the amount of time the youth spends in separate special education environments (e.g. resource rooms, self-contained special education classrooms, separate schools).

- Correctional facility. Unduplicated count of children with disabilities served in correctional facilities. These data are intended to be a count of all children and youth receiving special education in:

- short-term detention facilities (community-based or residential), or
- correctional facilities.

- Parentally placed in private schools. Unduplicated count of children with disabilities enrolled in private schools. The total number of children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit. (See 34 CFR Section 300.450-452.) This number should only include students reported in the child count data. NOTE: A private institution or school is a school NOT under Federal or public supervision or control and may be nonprofit or proprietary.

Definitions of Preschool Environments:

- In the regular early childhood program at least 80 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for at least 80 percent of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- In the regular early childhood program 40 percent to 79 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79 percent but no less than 49 percent of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- In the regular early childhood program less than 40 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for less than 40 percent of time (see instructions for Calculating Time in Regular Early Childhood Programs).
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- Separate class. *Unduplicated* total who attended a special education program in a class with less than 50 percent nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
 - Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
 - Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
 - Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
 - private clinicians' offices,
 - clinicians' offices located in school buildings,
 - hospital facilities on an outpatient basis, and
 - libraries and other public locations.

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

The order of the categories for preschoolers ages 3 through 5 does not reflect a continuum from least to most restrictive.

Definitions of Race/Ethnicity Categories:

- 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.

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

Definition of Limited English Proficiency

Limited English Proficient. “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.” 20 U.S.C. Section 7801(A)(25)