



# IDEA Section 618 Public Reporting

## Data Element Checklist – Part B

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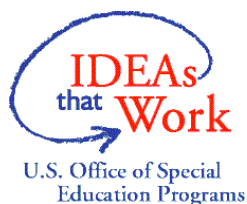
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# IDEA Section 618 Public Reporting Data Element Checklist – Part B

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## Introduction

Individuals with Disabilities Education Act (IDEA) Section 618 requires that states publicly report data related to the following collections: Child Count and Educational Environments, Exiting, Discipline, and Dispute Resolution. Under this legislation, but not specifically named, states are also required to collect and report on Assessment, Maintenance of Effort (MOE) and Coordinated Early Intervening Services (CEIS), and Personnel. States commonly meet this requirement by posting these data to agency websites.

The *IDEA* Data Center (IDC) has developed this tool to assist states in auditing, organizing, and recording progress on compliance with these public reporting requirements. States may also use this tool to document the URL, date, and any relevant notes for each data posting.

This tool lists each Section 618 data collection and the subgroups by which the collection is required to be disaggregated and publicly reported. To organize the work and record progress, complete the checklist and document the posting details (URL, date, and relevant notes) as each collection is posted. Record summary information in the Quick Reference Chart. The checklists for each data set align with the *IDEA* Section 618 state level data files published by Office of Special Education Programs (OSEP).

Due consideration and action toward maintaining student privacy must be maintained when publicly reporting these data.

## For Additional Information

IDC has developed a technical assistance tool for meeting [Section 618 public reporting requirements](#).

## Quick Reference Chart:

This chart can be used to track URLs and dates that data is posted each year.

Data Collection	Data Location (URL)	Date Posted
Child Count and Educational Environment	<input type="text"/>	<input type="text"/>
MOE Reduction and CEIS	<input type="text"/>	<input type="text"/>
Personnel	<input type="text"/>	<input type="text"/>
Exiting	<input type="text"/>	<input type="text"/>
Discipline	<input type="text"/>	<input type="text"/>
Dispute Resolution	<input type="text"/>	<input type="text"/>
Assessment	<input type="text"/>	<input type="text"/>

## Child Count and Educational Environment

EDFacts files FS002 and FS089

Report at State Education Agency (SEA) Level

Date Posted

URL

Notes

### Children with Disabilities School Age (FS002)

The unduplicated number of children with disabilities (IDEA) ages 6 through 21.

The suggested disaggregations below align with the OSEP published state data files, it is also acceptable to post the disaggregations as laid out in FS002.

Count and percentage of children	Ct.	Pct.
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and age</b> (6, 7, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and English Learner (EL) status</b> (EL, non EL) <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school) <b>and sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>

continued

<sup>1</sup> Prior to the 2017–18 school year, the category English Learner Status was named Limited English Proficiency (LEP) Status

Count and percentage of children	Ct.	Pct.
<b>By educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school) <b>and EL Status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school) <b>and disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by sex</b> (female, male)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age</b> (6, 7, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age (6, 7, ... 21) and educational environment</b> (inside regular class 80%+, inside regular class 40-79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facilities, parentally placed in private school)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Children with Disabilities Early Childhood (FS089)

The unduplicated number of children with disabilities (IDEA) ages 3 through 5.

The suggested disaggregations below align with the OSEP published state data files, it is also acceptable to post the disaggregations as laid out in FS089.

Count and percentage of children	Ct.	Pct.
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment) <b>and age</b> (3, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (other location regular early childhood program less than 10 hours, other location regular early childhood program at least 10 hours, services regular early childhood program less than 10 hours, services regular early childhood program at least 10 hours, separate class, separate school, residential facility, home, service provider <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (other location regular early childhood program less than 10 hours, other location regular early childhood program at least 10 hours, services regular early childhood program less than 10 hours, services regular early childhood program at least 10 hours, separate class, separate school, residential facility, home, service provider, <b>and age</b> (3, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (other location regular early childhood program less than 10 hours, other location regular early childhood program at least 10 hours, services regular early childhood program less than 10 hours, services regular early childhood program at least 10 hours, separate class, separate school, residential facility, home, service provider location) <b>and sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By educational environment</b> (other location regular early childhood program less than 10 hours, other location regular early childhood program at least 10 hours, services regular early childhood program less than 10 hours, services regular early childhood program at least 10 hours, separate class, separate school, residential facility, home, service provider location) <b>and EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by sex</b> (female, male)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age</b> (3, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by educational environment</b> (other location regular early childhood program less than 10 hours, other location regular early childhood program at least 10 hours, services regular early childhood program less than 10 hours, services regular early childhood program at least 10 hours, separate class, separate school, residential facility, home, service provider location)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

## MOE Reduction and CEIS

EMAPS Collection

Report at Local Education Agency (LEA) Level

Date Posted

URL

Notes

The LEA/Education Service Agency (ESA) allocations, maintenance of effort reduction, provision of CEIS, and the number of children receiving Coordinated Early Intervention Services (CEIS) by every LEA/ESA that received an IDEA Section 611 or 619 subgrant.

LEA/ESA Allocations	
<ul style="list-style-type: none"> <li>IDEA Section 611 allocation amount for each LEA/ESA in the State for the reference Federal fiscal year and the previous Federal fiscal year (dollar amounts)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>IDEA Section 619 allocation amount for the reference Federal fiscal year and the previous year (dollar amounts)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>15% of the total Section 611 and Section 619 allocations for the reference Federal fiscal year (dollar amount)</li> </ul>	<input type="checkbox"/>
Maintenance of Effort (MOE) Reduction	
<ul style="list-style-type: none"> <li>The determination under the 34 CFR § 300.600(a)(2) for each LEA/ESA (meets requirements, needs assistance, needs intervention, needs substantial intervention, not applicable)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>How much the LEA/ESA reduced of local and/or State funds taken under Section 613(a)(2)(C) for the reference school year (dollar amount and percentage)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Did the state determine whether the LEA/SEA met the MOE compliance standard (yes, no)<sup>2</sup></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Whether LEAs/ESAs met the MOE compliance standard (yes, no)<sup>2</sup></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Whether funds were returned to the Department of Education for failure to meet MOE compliance standard (yes, no)<sup>2</sup></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>What amount of non-Federal funds did the state return to the Department based on the failure of the LEA/ESA to meet the MOE compliance standard (dollar amount)<sup>2</sup></li> </ul>	<input type="checkbox"/>

<sup>2</sup> These four data elements were added in SY2017–18 and are not applicable in prior years.



<b>Provision of Coordinated Early Intervening Services (CEIS):</b>	
<ul style="list-style-type: none"> <li>• Whether each LEA/ESA was required to reserve funds for CEIS due to significant disproportionality during the reference school year (yes, no)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Whether each LEA/ESA voluntarily reserved for funds for CEIS (yes, no)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• For each LEA/ESA that reserved funds for CEIS (required or voluntary), the dollar amount and percent that was reserved during the reference school year (dollar amount and percentage)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• For each LEA/ESA that reserved funds for required CEIS due to significant disproportionality, the reason for which the LEA/ESA was identified for significant disproportionality (identification as a child with a disability, identification by disability category, placement in a particular educational setting, disciplinary action)</li> </ul>	<input type="checkbox"/>
<b>Number of Children Receiving CEIS:</b>	
<ul style="list-style-type: none"> <li>• The number of children who received CEIS during the reference school year (student count)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• The number of children who received CEIS at any time during the reference school year and the two preceding school years and received special education and related services during the reference school year (student count)</li> </ul>	<input type="checkbox"/>

## Personnel

EDFacts files FS070, FS099, and FS112

Report at SEA Level

Date Posted

URL

Notes

### Special Education Teachers (FS070)

The number of full-time equivalent (FTE) special education teachers employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.

Count and percentage of teachers (FTE)	Ct.	Pct.
<b>By qualification status</b> (fully certified, not fully certified) <b>and age group</b> (3-5, 6-21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by qualification status</b> (fully certified, not fully certified)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age group</b> (3-5, 6-21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

### FTE Related Services Personnel (FS099)

The number of full-time equivalent (FTE) related services personnel employed or contracted to provide related services for children with disabilities (IDEA) who are ages 3 through 21.

Count and percentage of related service personnel (FTE)	Ct.	Pct.
<b>By staff category</b> (psychologists, social workers, occupational therapists, audiologists, physical education teachers and recreation and therapeutic recreation specialists, physical therapists, speech-language pathologists, interpreters, counselors and rehabilitation counselors, orientation and mobility specialists, medical/nursing service staff) <b>and certification status</b> (fully certified or licensed, not fully certified or licensed)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by staff category</b> (psychologists, social workers, occupational therapists, audiologists, physical education teachers and recreation and therapeutic recreation specialists, physical therapists, speech-language pathologists, interpreters, counselors and rehabilitation counselors, orientation and mobility specialists, medical/nursing service staff)	<input type="checkbox"/>	<input type="checkbox"/>

### Special Education Paraprofessionals (FS112)

The number of full-time equivalent (FTE) paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.

Count and percentage of staff (FTE)	Ct.	Pct.
<b>By age group (3-5, 6-21) and qualification status (qualified, not qualified)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by qualification status (qualified, not qualified)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age group (3-5, 6-21)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

# Exiting

EDFacts file FS099

Report at SEA Level

Date Posted

URL

Notes

## Children with Disabilities (IDEA) Exiting Special Education (FS009)

Count and percentage of children	Ct.	Pct.
<b>By basis of exit</b> (graduated high school with regular diploma, received a certificate, reached maximum age, died, moved, known to be continuing, dropped out, transferred to regular education, graduated with an alternate diploma <sup>3</sup> ), <b>disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment), <b>and age</b> (14, 15, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By basis of exit</b> (graduated high school with regular diploma, received a certificate, reached maximum age, died, moved, known to be continuing, dropped out, transferred to regular education, graduated with an alternate diploma <sup>3</sup> ) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By basis of exit</b> (graduated high school with regular diploma, received a certificate, reached maximum age, died, moved, known to be continuing, dropped out, transferred to regular education, graduated with an alternate diploma <sup>3</sup> ) <b>and sex</b> (female, male)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By basis of exit</b> (graduated high school with regular diploma, received a certificate, reached maximum age, died, moved, known to be continuing, dropped out, transferred to regular education, graduated with an alternate diploma <sup>3</sup> ) <b>and EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by basis of exit</b> (graduated high school with regular diploma, received a certificate, reached maximum age, died, moved, known to be continuing, dropped out, transferred to regular education, graduated with an alternate diploma <sup>3</sup> )	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by age</b> (14, 15, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>

continued

<sup>3</sup> The basis of exit category “graduated with an alternate diploma” was added in SY2017–18

Count and percentage of children	Ct.	Pct.
<b>Subtotal by disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

## Discipline

EDFacts files FS005, FS006, FS007, FS088, FS143, and FS144

Report at SEA Level

Date Posted

URL

Notes

### Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting (FS005)

The number of children with disabilities (IDEA) who are ages 3 through 21 and removed to an interim alternative educational setting.

Count and percentage of children	Ct.	Pct.
<b>By interim removal type</b> (unilateral removal by school personnel, removal by hearing officer) <b>and disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By interim removal type</b> (unilateral removal by school personnel, removal by hearing officer) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By interim removal type</b> (unilateral removal by school personnel, removal by hearing officer) <b>and sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By interim removal type</b> (unilateral removal by school personnel, removal by hearing officer) <b>and EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by interim removal type</b> (unilateral removal by school personnel, removal by hearing officer)	<input type="checkbox"/>	<input type="checkbox"/>

### Children with Disabilities (IDEA) Suspensions/Expulsions (FS006)

The number of children with disabilities (IDEA) who are ages 3 through 21 and suspended or expelled for disciplinary reasons.

Count and percentage of children	Ct.	Pct.
By removal length (10 days or less, more than 10 days), discipline method (out of school, in school), and disability category (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
By removal length (10 days or less, more than 10 days), discipline method (out of school, in school), and race/ethnicity (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
By removal length (10 days or less, more than 10 days), discipline method (out of school, in school), and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By removal length (10 days or less, more than 10 days), discipline method (out of school, in school), and EL status (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by removal length (10 days or less, more than 10 days) and discipline method (out of school, in school)	<input type="checkbox"/>	<input type="checkbox"/>

### Children with Disabilities (IDEA) Reasons for Unilateral Removal (FS007)

The number of times children with disabilities (IDEA) who are ages 3 through 21 were unilaterally removed by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team) due to drug or weapon offenses or serious bodily injury.

Count and percentage of removals	Ct.	Pct.
By interim removal reason (drugs, weapons, serious bodily injury) and disability category (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
By interim removal reason (drugs, weapons, serious bodily injury) and race/ethnicity (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
By interim removal reason (drugs, weapons, serious bodily injury) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By interim removal reason (drugs, weapons, serious bodily injury) and by EL status (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by interim removal reason (drugs, weapons, serious bodily injury)	<input type="checkbox"/>	<input type="checkbox"/>

### Children with Disabilities (IDEA) Disciplinary Removals (FS088)

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 21 who were subject to any kind of disciplinary removal during the school year.

Count and percentage of students	Ct.	Pct.
<b>By removal length</b> (1 day or less, 2 through 10 days, greater than 10 days) <b>and disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By removal length</b> (1 day or less, 2 through 10 days, greater than 10 days) <b>and race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By removal length</b> (1 day or less, 2 through 10 days, greater than 10 days) <b>and sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By removal length</b> (1 day or less, 2 through 10 days, greater than 10 days) <b>and EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotal by removal length</b> (1 day or less, 2 through 10 days, greater than 10 days)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Children with Disabilities (IDEA) Total Disciplinary Removals (FS143)

The number of times children with disabilities (IDEA) who are ages 3 through 21 were subject to any kind of disciplinary removal.

Count and percentage of disciplinary removals	Ct.	Pct.
<b>By disability category</b> (autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, other health impairment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By race/ethnicity</b> (American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By sex</b> (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
<b>By EL status</b> (EL, non EL)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>



### Educational Services During Expulsion (FS144)

The unduplicated number of children (students) who were removed for disciplinary reasons from their regular school program for the remainder of the school year or longer, including all removals resulting from violations of the Gun-Free Schools Act (GFSA) of 1994.

Count and percentage of students	Ct.	Pct.
<b>By disability status</b> (children with one or more disabilities, children without disabilities) <b>and educational services</b> (received educational services, did not receive educational services)	<input type="checkbox"/>	<input type="checkbox"/>

## Dispute Resolution

EMAPS Collection

Report at SEA Level

Date Posted

URL

Notes

The IDEA Part B Dispute Resolution Survey provides the U.S. Department of Education (ED) information on the state level counts of occurrences for written, signed complaints, mediation requests, due process complaints, and expedited due process complaints.

Count of	Ct.
<b>Written, signed complaints</b> (and subtotals of: complaints with reports issued, reports with findings of noncompliance, reports within timelines, reports within extended timelines, complaints pending, complaints pending a due process hearing, complaints withdrawn or dismissed)	<input type="checkbox"/>
<b>Mediation requests</b> (and subtotals of: mediations held, mediations held related to due process complaints, mediation agreements related to due process complaints, mediations held not related to due process complaints, mediation agreements not related to due process complaints, mediations pending, mediations withdrawn or not held)	<input type="checkbox"/>
<b>Due process complaints</b> (and subtotals of: resolution meetings, written settlement agreements reached through resolution meetings, hearings fully adjudicated, decisions within timeline [including expedited], decisions within extended timeline, due process complaints pending, due process complaints withdrawn or dismissed [including resolved without a hearing])	<input type="checkbox"/>
<b>Expedited due process complaints</b> (and subtotals of: expedited resolution meetings, expedited written settlement agreements, expedited hearings fully adjudicated, change of placement ordered, expedited due process complaints pending, expedited due process complaints withdrawn or dismissed)	<input type="checkbox"/>

## Assessment

EDFacts files FS175, FS178, FS185, and FS188

Report at SEA Level<sup>4</sup>

Date Posted

URL

Notes

### Assessment Participation in Mathematics (FS185), Academic Achievement in Mathematics (FS175)

The unduplicated number of students enrolled during the period of the state assessment in mathematics. The unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned.

Count of children	Ct.
<b>Participation</b> By <b>disability status</b> (children with one or more disabilities), <b>grade level</b> (3, 4, ... 8, High School), <b>and participation status</b> (regular assessment without accommodations, regular assessment with accommodations, alternate assessment based on grade-level standards, <sup>5</sup> alternate assessment based on modified achievement standards, <sup>5</sup> alternate assessment based on alternate standards, medical exemption, did not participate)	<input type="checkbox"/>

Count of children Scoring Proficient or Above	Ct.
<b>Achievement</b> By <b>disability status</b> (children with one or more disabilities), <b>assessment administered</b> (regular assessment without accommodations, regular assessment with accommodations, alternate assessment based on grade-level standards, <sup>5</sup> alternate assessment based on modified achievement standards, <sup>5</sup> alternate assessment based on alternate standards), <b>and grade level</b> (3, 4, ... 8, High School)	<input type="checkbox"/>

<sup>4</sup> If a state posts assessment data at the SEA, LEA or local level for nondisabled children, the state is required to report data for children with disabilities at the same frequency and in the same detail under 34 CFR 300.160 (f)(1-5),

<sup>5</sup> As of SY 2017–18 “alternate assessment based on grade level standards” and “alternate assessment based on modified achievement standards” are no longer permitted categories.

**Assessment Participation in Reading/Language Arts (FS188),  
Academic Achievement in Reading/Language Arts (FS178)**

The unduplicated number of students enrolled during the period of the state assessment in reading/language arts. The unduplicated number of students who completed the state assessment in reading/language arts for whom a proficiency level was assigned.

Count of children	Ct.
<p><b>Participation</b>  <b>By disability status</b> (children with one or more disabilities), <b>grade level</b> (3, 4, ... 8, High School), <b>and participation status</b> (regular assessment without accommodations, regular assessment with accommodations, English language proficiency assessment, alternate assessment based on grade-level standards,<sup>5</sup> alternate assessment based on modified achievement standards,<sup>5</sup> alternate assessment based on alternate standards, medical exemption, did not participate)</p>	<input type="checkbox"/>

Count of children Scoring Proficient or Above	Ct.
<p><b>Achievement</b>  <b>By disability status</b> (children with one or more disabilities), <b>assessment administered</b> (regular assessment without accommodations, regular assessment with accommodations, alternate assessment based on grade-level standards<sup>5</sup> alternate assessment based on modified achievement standards,<sup>5</sup> alternate assessment based on alternate standards), <b>and grade level</b> (3, 4, ... 8, High School)</p>	<input type="checkbox"/>