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IDEA Section 618 Public Reporting Data Element Checklist—Part B

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IDEA Section 618 Public Reporting Data Element Checklist—Part B

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 also are required to collect and report on Assessment, Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), and Personnel. States commonly meet these public reporting requirements 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 also may 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 states are required to disaggregate and publicly report the data in each collection. To organize the work and record progress, state staff can complete the checklists and document the posting details (URL, date, and relevant notes) as they post each collection. Staff can then record summary information in the [Quick Reference Chart](#). The checklists for each data set align with the IDEA Section 618 state-level data files the Office of Special Education Programs (OSEP) published.

Note: When publicly reporting these data, states must give due consideration to and take action toward maintaining student privacy.

For Additional Information

For more information on the file specifications used to develop the checklist below, see the Department of Education's [File Specifications \(FS\) webpage](#).

IDC also has developed a technical assistance tool that reviews what states need to do to meet [Section 618 public reporting requirements](#).

Quick Reference Chart

States can use this chart to track URLs and dates when they post data for each collection.

Table 1. Quick reference chart for Section 618 data collections

Data collection	Data location (URL)	Date posted
Child Count and Educational Environments		
MOE Reduction and CEIS		
Personnel		
Exiting		
Discipline		
Dispute Resolution		
Assessment		

Child Count and Educational Environments

EDPass files FS002 and FS089

Report on state education agency (SEA)-level posting

Date posted _____

URL _____

Notes _____

Children With Disabilities School Age (FS002)

The unduplicated number of children with disabilities (IDEA) ages 5 (in kindergarten) 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.

Table 2. Checklist for FS002

Count (ct.) and percentage (pct.) of children	Ct.	Pct.
By 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) 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 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) and age (5 [in kindergarten], 6, 7, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
By 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) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By 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) and English Learner (EL) status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>

Table 2. Checklist for FS002—Continued

Count (ct.) and percentage (pct.) of children	Ct.	Pct.
By educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private 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 educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private school) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private school) and EL Status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
By educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private 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"/>
Subtotal by sex (female, male)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by age (5 [in kindergarten], 6, 7, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by 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"/>
Subtotal by 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"/>
Subtotal by EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private school)	<input type="checkbox"/>	<input type="checkbox"/>

Table 2. Checklist for FS002—Continued

Count (ct.) and percentage (pct.) of children	Ct.	Pct.
Subtotal by age (5 [in kindergarten], 6, 7, ... 21) and educational environment (inside regular class 80% or more, inside regular class 40–79%, inside regular class less than 40%, separate school, residential facility, homebound/hospital, correctional facility, parentally placed in private school)	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Children With Disabilities Early Childhood (FS089)

The unduplicated number of children with disabilities (IDEA) ages 3 through 5 (not in kindergarten).

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.

Table 3. Checklist for FS089

Count and percentage of children	Ct.	Pct.
By 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) 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 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) and age (3, 4, 5 [not in kindergarten])	<input type="checkbox"/>	<input type="checkbox"/>
By educational environment (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) 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 educational environment (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, and age (3, 4, 5 [not in kindergarten])	<input type="checkbox"/>	<input type="checkbox"/>
By educational environment (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) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By educational environment (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) and EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>

Table 3. Checklist for FS089—Continued

Count and percentage of children	Ct.	Pct.
Subtotal by sex (female, male)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by age (3, 4, 5 [not in kindergarten])	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by 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"/>
Subtotal by 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"/>
Subtotal by EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by educational environment (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"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

MOE Reduction and CEIS

EMAPS collection

Report on local education agency (LEA)-level posting

Date posted _____

URL _____

Notes _____

The LEA/education service agency (ESA) allocations, maintenance of effort reduction, provision of CEIS, and the number of children receiving CEIS by every LEA/ESA that received an IDEA Section 611 or 619 subgrant.

Table 4. Checklist for MOE Reduction and CEIS

LEA/ESA allocations	
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)	<input type="checkbox"/>
IDEA Section 619 allocation amount for the reference Federal fiscal year and the previous year (dollar amounts)	<input type="checkbox"/>
15% of the total Section 611 and Section 619 allocations for the reference Federal fiscal year (dollar amount)	<input type="checkbox"/>
MOE Reduction	
The determination under the 34 C.F.R. § 300.600(a)(2) for each LEA/ESA (meets requirements, needs assistance, needs intervention, needs substantial intervention, not applicable)	<input type="checkbox"/>
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)	<input type="checkbox"/>
Did the state determine whether the LEA/SEA met the MOE compliance standard (yes, no)	<input type="checkbox"/>
Whether LEAs/ESAs met the MOE compliance standard (yes, no)	<input type="checkbox"/>
Whether funds were returned to the Department of Education for failure to meet MOE compliance standard (yes, no)	<input type="checkbox"/>
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)	<input type="checkbox"/>

Table 4. Checklist for MOE Reduction and CEIS—Continued

Provision of CEIS	
Whether each LEA/ESA was required to reserve funds for CEIS due to significant disproportionality during the reference school year (yes, no)	<input type="checkbox"/>
Whether each LEA/ESA voluntarily reserved for funds for CEIS (yes, no)	<input type="checkbox"/>
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)	<input type="checkbox"/>
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)	<input type="checkbox"/>
Number of children receiving CEIS	
The number of children who received CEIS during the reference school year (student count)	<input type="checkbox"/>
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)	<input type="checkbox"/>

Personnel

EDPass files FS070, FS099, and FS112

Report on SEA-level posting

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.

Table 5. Checklist for FS070

Count and percentage of special education teachers FTE	Ct.	Pct.
By qualification status (fully certified, not fully certified) and age group (3–5 [not in kindergarten], 5 [in kindergarten]–21)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by qualification status (fully certified, not fully certified)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by age group (3–5 [not in kindergarten], 5 [in kindergarten]–21)	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Related Services Personnel (FS099)

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

Table 6. Checklist for FS099

Count and percentage of FTE related service personnel	Ct.	Pct.
By staff category (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) and certification status (fully certified or licensed, not fully certified or licensed)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by staff category (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 FTE paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.

Table 7. Checklist for FS112

Count and percentage of FTE paraprofessionals	Ct.	Pct.
By age group (3–5 [not in kindergarten], 5 [in kindergarten]–21) and qualification status (qualified, not qualified)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by qualification status (qualified, not qualified)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by age group (3–5 [not in kindergarten], 5 [in kindergarten]–21)	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Exiting

EDPass file FS009

Report on SEA-level posting

Date posted _____

URL _____

Notes _____

Children With Disabilities (IDEA) Exiting Special Education (FS009)

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

Table 8. Checklist for FS009

Count and percentage of youth	Ct.	Pct.
By basis of exit (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), 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), and age (14, 15, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
By basis of exit (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) 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 basis of exit (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) and sex (female, male)	<input type="checkbox"/>	<input type="checkbox"/>

Table 8. Checklist for FS009—Continued

Count and percentage of youth	Ct.	Pct.
By basis of exit (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) and EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by basis of exit (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)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by age (14, 15, ... 21)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by 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"/>
Subtotal by sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by 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"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>

Discipline

EDPass 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.

Table 9. Checklist for FS005

Count and percentage of children	Ct.	Pct.
By interim removal type (unilateral removal by school personnel, removal by hearing officer) 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 type (unilateral removal by school personnel, removal by hearing officer) 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 type (unilateral removal by school personnel, removal by hearing officer) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By interim removal type (unilateral removal by school personnel, removal by hearing officer) and EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by interim removal type (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.

Table 10. Checklist for FS006

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 individualized education program [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.

Table 11. Checklist for FS007

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.

Table 12. Checklist for FS088

Count and percentage of students	Ct.	Pct.
By removal length (1 day or less, 2 through 10 days, greater than 10 days) 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 (1 day or less, 2 through 10 days, greater than 10 days) 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 (1 day or less, 2 through 10 days, greater than 10 days) and sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By removal length (1 day or less, 2 through 10 days, greater than 10 days) and EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal by removal length (1 day or less, 2 through 10 days, greater than 10 days)	<input type="checkbox"/>	<input type="checkbox"/>
Total	<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.

Table 13. Checklist for FS143

Count and percentage of disciplinary removals	Ct.	Pct.
By 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 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 sex (male, female)	<input type="checkbox"/>	<input type="checkbox"/>
By EL status (EL, non-EL)	<input type="checkbox"/>	<input type="checkbox"/>
Total	<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.

Table 14. Checklist for FS144

Count and percentage of students	Ct.	Pct.
By disability status (children with one or more disabilities, children without disabilities) and educational services (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 with information on the state-level counts of occurrences for written, signed complaints; mediation requests; due process complaints; and expedited due process complaints.

Table 15. Checklist for Dispute Resolution

Count of complaints and requests	Ct.
Written, signed complaints 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"/>
Mediation requests 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"/>
Due process complaints 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"/>
Expedited due process complaints 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

EDPass files FS175, FS178, FS185, and FS188

Report at SEA Level

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 (M).
The unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned.

Table 16. Checklist for FS185

Count of children	Ct.
<p>Participation</p> <p>By disability status (children with one or more disabilities [IDEA]), grade level (grade 3, grade 4, ... grade 12, high school), and participation status M* (participated—regular assessment based on grade-level achievement standards without accommodations; participated—regular assessment based on grade-level achievement standards with accommodations; participated—alternate assessment based on alternate achievement standards; participated in high school regular assessment I, without accommodations; participated in high school regular assessment I, with accommodations; did not participate; medical exemption)</p> <p>*Additional values permitted if used by the state (written in a condensed format) for participation status M: participated in high school regular assessment II/III with/without accommodations; participated in advanced assessment with/without accommodations; participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with/without accommodations; participated in locally selected, nationally recognized high school assessment with/without accommodations</p>	<input type="checkbox"/>

Table 17. Checklist for FS175

Count of children scoring proficient or above	Ct.
<p>Achievement</p> <p>By proficiency status (attained proficiency, not proficient), disability status (children with one or more disabilities [IDEA]), assessment administered M* (regular assessment based on grade-level achievement standards without accommodations; regular assessment based on grade-level achievement standards with accommodations; alternate assessment based on alternate achievement standards; high school regular assessment I, without accommodations; high school regular assessment I, with accommodations), grade level (grade 3, grade 4, ... grade 12, high school)</p> <p>*Additional values permitted if used by the state (written in a condensed format) for high school: regular assessment II/III with/without accommodations; advanced assessment with/without accommodations; IADA pilot assessment with/without accommodations; locally selected, nationally recognized high school assessment with/without accommodations</p>	<div></div>

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 (RLA). The unduplicated number of students who completed the state assessment in reading/language arts for whom a proficiency level was assigned.

Table 18. Checklist for FS188

Count of children	Ct.
<p>Participation</p> <p>By disability status (children with one or more disabilities [IDEA]), grade level (grade 3, grade 4, ... grade 12, high school), participation status RLA* (participated—regular assessment based on grade-level achievement standards without accommodations; participated—regular assessment based on grade-level achievement standards with accommodations; participated—alternate assessment based on alternate achievement standards; participated in high school regular assessment I, without accommodations; participated in high school regular assessment I, with accommodations; participated—English language proficiency assessment; did not participate; medical exemption)</p> <p>*Additional values permitted if used by the state (written in a condensed format) for participation status RLA: participated in high school regular assessment II/III with/without accommodations; participated in advanced assessment with/without accommodations; participated in IADA pilot assessment with/without accommodations; participated in locally selected, nationally recognized high school assessment with/without accommodations</p>	<input type="checkbox"/>

Table 19. Checklist for FS178

Count of children scoring proficient or above	Ct.
<p>Achievement</p> <p>By proficiency status (attained proficiency, not proficient), disability status (children with one or more disabilities [IDEA]), assessment administered RLA* (regular assessment based on grade-level achievement standards without accommodations; regular assessment based on grade-level achievement standards with accommodations; alternate assessment based on alternate achievement standards; high school regular assessment I, without accommodations; high school regular assessment I, with accommodations), grade level (grade 3, grade 4, ... grade 12, high school)</p> <p>*Additional values permitted if used by the state (written in a condensed format) for high school: regular assessment II/III with/without accommodations; advanced assessment with/without accommodations; IADA pilot assessment with/without accommodations; locally selected, nationally recognized high school assessment with/without accommodations</p>	<input type="checkbox"/>