

# DATA REPORTING IN A VIRTUAL WORLD

Director of Operations - Chris Brown

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# Data Reporting for Online Students

- Generally, when students with disabilities participate in online learning in a course open to students with and without disabilities—that is, the course is unrelated to the student’s disability—that online learning time should be considered time inside the regular classroom.
- Generally, when students with disabilities spend time in an online learning environment with no specific requirement as to the location for participation—that is, students may participate in online learning at any location at their discretion to complete the class or program requirements—that online learning time should be considered time inside the regular classroom.

# Data Reporting for Online Students (2 of 3)

- When determining the educational environment of individual students with disabilities taking online courses, consider:
  - a) if other students without disabilities are taking the course,
  - b) where the course is held, and
  - c) if the student with disabilities in question has been placed in a less restrictive setting by the respective IEP team when engaged in online learning
- Under Arizona Online Instruction, a child can access the curriculum from any location generally. As such, unless the instruction is forced to only be in the home by the IEP, standard LRE reporting of A, B, C apply.

# Data Reporting for Online Students (3 of 3)

- When determining the proportion of student make up that students with disabilities participate in, it is in alignment with the course overall, not always during the specific time they access the course.
  - An example of an exception would be if a student has a prescribed time when group activities take place for only students with disabilities. In this case, this time would be considered time spent outside of the regular classroom.
  - Students able to access coursework for classes (also attended by students not in special education) with accommodations and no specific time to be online is considered time spent in a regular classroom, because the student can participate in the same way as a student without a disability.

# Data Reporting for Online Students – LRE Codes

A

- 80% or more of the day spent in learning opportunities with their non-disabled peers.
- These students will receive special education and related services outside of the regular class for less than 21% of the school day

B

- Inside the regular class for not more than 79% of day and no less than 40% of the day
- These student will receive special education and related services outside the regular class for at least 21% but no more than 60% of the school day

C

- Inside regular class less than 40% of the day
- These students will receive special education and related services outside the regular classroom for more than 60% of the school day

# Time Percentage Calculation – School Day

- To calculate the percentage of time inside the regular classroom, divide the number of hours the child spends inside the regular classroom by the total number of hours in the school day. The result is multiplied by 100.
- Time spent outside the regular classroom receiving services unrelated to the child's disability (e.g., time receiving English learner services) should be considered time inside the regular classroom.

# Technical Assistance

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