



Data Reporting in Online Environments:

Factors for Data Reporting:

When determining the educational environment to report for individual students with disabilities taking online courses, administrators need to consider:

- a) If other students without disabilities are taking the course
- b) Where the course is held
- 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

When students with disabilities participate in online learning in a course open to students with and without disabilities, online learning time should be considered time inside the regular classroom.

When students with disabilities spend time in an online learning environment with no specific requirement as to the location for participation, online learning time should be considered time inside the regular classroom.

Under Arizona Online Instruction, a child can access the curriculum from any location. As such, standard LRE reporting of A, B, and C apply unless the instruction is prescribed to be only in the home by the IEP team.

When determining the proportion of students with disabilities that participate in online instruction, it is in alignment with the course overall, not always during the specific time that the students 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.



SPED Least Restrictive Environment (LRE) Codes

A	B	C
<ul style="list-style-type: none"> • 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 from less than 21% of the school day. 	<ul style="list-style-type: none"> • Inside the regular class for not more than 79% of day and no less than 40% of the day. • These students will receive special education and related services outside the regular class for at least 21% but no more than 60% of the school day. 	<ul style="list-style-type: none"> • 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.

More information regarding SPED LRE school-age codes can be found on page 3 of the [AzEDS SPED Reporting technical assistance document](#), under the “tools and resources” drop-down on the [AzEDS SPED Reporting web page](#).

Time Percentage Calculation—School Day

To calculate the percentage of time inside the regular classroom, divide the number of hours that 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.

