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**33rd Annual Report to Congress on the
Implementation of the
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33rd Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2011

Individuals with Disabilities Education Act:
to ensure the free appropriate public education
of all children with disabilities

Office of Special Education and Rehabilitative Services
U.S. Department of Education

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May 2014

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Preface

Since enactment of the *Education for All Handicapped Children Act of 1975*, Public Law (P.L.) 94-142, the secretary of the U.S. Department of Education (secretary) [and predecessor, the commissioner of education at the U.S. Department of Health, Education, and Welfare] has been required to transmit to Congress an annual report to inform Congress and the public of the progress being made in implementing the act. The annual reports to Congress reflect a history of persistent commitment and effort to expand educational opportunities for children with disabilities.

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* (P.L. 108-446), which was signed into law the same month. The provisions of *IDEA* became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher”^{*} that took effect upon the signing of the act. With reauthorization of *IDEA*, the nation reaffirmed its commitment to improving educational results for children and youths with disabilities.

The *33rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2011*[†] describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for all children with disabilities, (2) ensuring that the rights of children with disabilities and their parents are protected, (3) assisting states and localities in providing for the education of all children with disabilities, and (4) assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C or B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, infants and toddlers served under *IDEA*, Part C, children served under *IDEA*, Part B, and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under *IDEA*, Part C or Part B. “Special education services,” which is referenced throughout this report, is a term

^{*} When referring to a “highly qualified teacher,” the term “highly qualified” has the meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). For a highly qualified special education teacher, the term “highly qualified” has the same meaning given the term in *ESEA*, except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, as amended, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [see 20 U.S.C. section 1401(10)].

[†] The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current findings are based on data collected from July 2008 through December 2009. These data have been available to the public prior to their presentation in this report.

that is synonymous with services provided under *IDEA*, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under *IDEA*, Part C.

This *33rd Annual Report to Congress, 2011* follows the *32nd Annual Report to Congress, 2010* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *32nd Annual Report, 2010*, the *33rd Annual Report, 2011* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are: (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;[‡] (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation.

A summary of the six sections and three appendices that make up the *33rd Annual Report, 2011* follows.

Section I. Summary and Analysis of *IDEA* Section 618 Data at the National Level

Section I contains national data pertinent to Parts C and B of *IDEA*. It contains four subsections. The four subsections focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. The exhibits provide information about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in and performance on state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, Puerto Rico, and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands). In addition, the report presents data

[‡] 618 data consist of (1) the number of infants and toddlers served under *IDEA*, Part C; the settings in which they receive program services; information on the transition at age 3 out of Part C; and dispute resolutions and (2) the number of children and students served under *IDEA*, Part B; the environments in which they receive education; their participation in and performance on state assessments; information on their exiting special education services; the personnel employed to provide educational services to them; disciplinary actions that affect them; and dispute resolution information.

for special education and related services provided under *IDEA*, Part B, for Bureau of Indian Education (BIE) schools operated or funded by the U.S. Department of the Interior.

Section II. Summary and Analysis of *IDEA* Section 618 Data at the State Level

Section II contains state-level data regarding Part C and Part B of *IDEA*. Similar to Section I, this section is organized into four subsections. The first subsection presents information about infants and toddlers served under *IDEA*, Part C, while the second and third subsections present information about children ages 3 through 5 and students ages 6 through 21 served under *IDEA*, Part B, respectively. The fourth subsection provides information about children and students ages 3 through 21 served under *IDEA*, Part B. The subsections address questions about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, BIE schools, and Puerto Rico.

Section III. Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Sections 616(d) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of the statute. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP) and Annual Performance Report (APR). Based on the information provided by the state in the SPP and APR, information obtained through monitoring reviews, and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2010, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2008 to 60 state education agencies for Part B and to 56 state lead agencies for Part C. Section III presents the results of the determinations.

Section IV. Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002*

When Congress reauthorized *IDEA* in December 2004, it amended the *Education Sciences Reform Act of 2002* (P.L. 107-279) by adding a new Part E to that act. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences

(IES). NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, *IDEA* (20 U.S.C. 1400 et seq.); and
- Evaluate the implementation and effectiveness of *IDEA* in coordination with the National Center for Education Evaluation and Regional Assistance.

Section IV of this report describes the research projects funded by grants made during FFY 2010 (October 1, 2009, through September 30, 2010) by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

Section V. Summary of Studies and Evaluations Under Section 664 of *IDEA*

In the December 2004 reauthorization of *IDEA*, Congress required the secretary to delegate to the director of IES responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. As specified in section 664(a) of *IDEA*, IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) FAPE to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies that will inform efforts to ensure accountability for students who are held to alternate achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES during FFY 2010 (October 1, 2009, through September 30, 2010).

Section VI. Extent and Progress of the Assessment of National Activities

Under section 664(b) of *IDEA* (as amended in 2004), the secretary is responsible for carrying out a “national assessment” of activities carried out with federal funds under *IDEA*. As delegated by the secretary, IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law's purpose; (2) provide timely information to the president, Congress, the states, local education agencies, and the public on how to implement *IDEA* more effectively; and (3) to provide the president and Congress with information that will be useful in developing legislation to achieve the

purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs assisted under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies funded in FFY 2010 that contribute to the national assessment are described in Section VI.

Appendix A. Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and students ages 14 through 21 served under *IDEA*, Part B, in 2009, in each state, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas. It also presents the numbers of children served in each state by race/ethnicity.

Appendix B. *Developmental Delay* Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under *IDEA*, Part B

Appendix B presents information on states that reported children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*.[§] It also provides data on the percentages of resident populations represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental delay* and information on states with different practices in reporting children and students with *developmental delay*.

Appendix C. Differences in State Reporting of *IDEA*, Part B, Disabilities

Appendix C presents information on the states that reported children and students ages 3 through 21 with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections in 2009 and for the exiting and discipline data collections in 2008–09.

[§] This descriptor and other section 618 data descriptors in this report are italicized within exhibit titles, text, and notes to clarify that the reference is to a grouping of data.

Key Findings at the National Level

The *33rd Annual Report to Congress, 2011* showcases data collected from states. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA*, Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

Infants and Toddlers Birth Through Age 2 Served Under *IDEA*, Part C

- In 2009, there were 348,604 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 343,203 were served in the 50 states and the District of Columbia. This number represented 2.7 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia (Exhibit 1).
- From 2000 through 2009, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2 percent to 2.7 percent. While the percentage increased for each age group considered, the changes were more pronounced for infants and toddlers who were 1 year old and infants and toddlers who were 2 years old (Exhibit 2).
- In 2009, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the *home* (86.7 percent). The category of *community-based setting* was reported as the primary early intervention setting for 6.6 percent of those served under Part C (Exhibit 5).
- Of the exiting statuses in 2008–09, “Part B eligible” accounted for the largest percentage of infants and toddlers (41.2 percent), followed by *completion of IFSP prior to reaching age 3* (14.8 percent) (Exhibit 6).
- In 2008–09, slightly less than two-thirds (65.6 percent) of children served under *IDEA*, Part C, who reached age 3 were determined to be “Part B eligible.” For 17.1 percent of the children served under *IDEA*, Part C, who had reached age 3, eligibility for Part B had not been determined before the child exited Part C. The remaining 17.3 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (12.0 percent) and those who exited with no referrals (5.3 percent) (Exhibit 7).
- During 2008–09, a total of 238 *written, signed complaints*; 206 *hearing requests*; and 157 *mediation requests* were received through the dispute resolution procedures for infants and toddlers birth through age 2 served under *IDEA*, Part C (Exhibits 8, 9, and 10).

Children Ages 3 Through 5 Served Under *IDEA*, Part B

- In 2009, *IDEA*, Part B, served 731,832 children ages 3 through 5. Of these children, 716,569 were served in the 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. This number represented 5.7 percent of the resident population ages 3 through 5 (Exhibit 11).
- Between 2000 and 2009, the percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.4 to 4.1 percent. In general, the overall change resulted from a set of small annual increases. Between 2000 and 2003, the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.4 percent to 6.6 percent. In each of the subsequent years through 2009, the percentage either decreased or remained unchanged. In 2009, the percentage was 6 percent. The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.3 percent in 2000 to 7.7 percent in 2005. The percentage did not increase in any subsequent year through 2009, when it equaled 7 percent (Exhibit 12).
- In 2009, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was speech or language impairments (46.8 percent). The next most common disability category was developmental delay (36.0 percent), followed by autism (6.5 percent) (Exhibit 13).
- In 2009, half (50.0 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time*. More than one-fifth (21.6 percent) of children ages 3 through 5 served under *IDEA*, Part B, were in a *separate class* (Exhibit 16).
- In 2008, a total of 29,724, or 89.4 percent, of the 33,235 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified (Exhibit 17).
- In 2008, a total of 39,819, or 90.8 percent, of the 43,874 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were qualified (Exhibit 18).

Students Ages 6 Through 21 Served Under *IDEA*, Part B

- In 2009, a total of 5,882,157 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,770,718 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.7 percent of the resident population ages 6 through 21 (Exhibit 19).
- In 2009, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (42.3 percent). The next most common disability category was *speech or language impairments* (18.8 percent), followed by *other health impairments* (11.5 percent), *intellectual disabilities* (7.8 percent), *emotional disturbance* (6.9 percent), and *autism* (5.7 percent) (Exhibit 21).
- Only the percentages of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under three disability categories changed more than one-fifth of a percentage point between 2000 and 2009. The percentage of the population ages 6 through 21 served under

- IDEA*, Part B, reported under *other health impairments* increased from 0.4 percent to 1 percent, while the percentage reported under the category of *autism* increased from 0.1 percent to 0.5 percent. In contrast, the percentage of the population reported under the category of *specific learning disabilities* decreased from 4.4 percent to 3.6 percent (Exhibit 22).
- In 2009, a total of 94.7 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied. More than half of all students ages 6 through 21 served under *IDEA*, Part B (59.4 percent), were educated *inside the regular class 80% or more of the day*. A total of 20.7 percent of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 14.6 percent were educated *inside the regular class less than 40% of the day* (Exhibit 28).
 - From 2000 through 2009, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46.5 percent to 59.4 percent. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29.8 percent in 2000 to 20.7 percent in 2009. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 19.5 percent to 14.6 percent between 2000 and 2009. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” remained fairly constant from 2000 through 2005. From 2005 through 2009, the percentage increased from 4 percent to 5.3 percent (Exhibit 29).
 - In 2009, 86.3 percent of the students reported under the category of *speech or language impairments* were educated *inside the regular class 80% or more of the day*. Only 17.4 percent of students reported under the category of *intellectual disabilities* and 13.2 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day* (Exhibit 30).
 - In school year 2008–09, between 80.1 percent and 84.7 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math. In school year 2008–09, between 80.7 percent and 83.3 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in reading. (Exhibit 31).
 - Less than 3 percent of students served under *IDEA*, Part B, in each of grades 3 through grade 8 were classified as nonparticipants in state math and reading assessments in school year 2008–09. The percentage of these students in high school classified as nonparticipants in the math assessment was 6.95 percent. The percentage of these students in high school classified as nonparticipants in the reading assessment was 6.72 percent (Exhibit 32).
 - In school year 2008–09, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by each of the 50 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to

be proficient in math with this type of test was 48 percent. The median percentage of students found to be proficient in math decreased with each successive grade, reaching a low of 18.4 percent for students in high school (Exhibit 33).

- In school year 2008–09, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in reading. In particular, this type of test was administered by each of the 50 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, found to be proficient in reading in grade 3 with this type of test was 41 percent. The median percentage of students found to be proficient with this type of test decreased with each successive grade, reaching a low of 26.8 percent for students in high school (Exhibit 33).
- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2008–09 (35.7 percent), followed by *moved, known to be continuing* in education (31.6 percent) and *dropped out* (13.2 percent) (Exhibit 34).
- From 1999–2000 through 2008–09, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 46.5 percent to 60.6 percent. From 1999–2000 through 2008–09, the percentage of students who exited special education and school by having *dropped out* decreased from 42.3 percent to 22.4 percent (Exhibit 35).
- In 2008, a total of 338,398, or 91.3 percent, of the 370,528 full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified (Exhibit 38).
- In 2008, a total of 367,583, or 93.9 percent, of the 391,603 FTE *special education paraprofessionals* employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Exhibit 39).

Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

- In 2008, 97.5 percent of FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified. Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (87.2 percent), while nearly all *psychologists* (98.9 percent) and *social workers* (98.6 percent) were fully certified (Exhibit 40).
- During school year 2008–09, a total of 9,706 children and students ages 3 through 21 served under *IDEA*, Part B, were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,598,853 children and students were served under Part B in 2008, this type of action occurred with only 15 children and students for every 10,000 children and students who were served under Part B in 2008. Only 357 children and students, or 1 for every 10,000 children and students served under Part B in 2008, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2008–09. There were 75,642 children and students, or 115 for every 10,000 children and students

served under Part B in 2008, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2008–09. There were 30,114 children and students, or 46 for every 10,000 children and students served under Part B in 2008, who received *in-school suspensions* for more than 10 cumulative days in school year 2008–09 (Exhibit 41).

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 45 children and students removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2008–09. This ratio (45 per 10,000 children and students) was larger than the ratios for the children and students reported under all of the other disability categories, which were less than 22 per 10,000 children and students. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008, no more than 2 children or students were removed by a hearing officer for likely injury during school year 2008–09. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 440 children and students who received out-of-school suspensions or expulsions for more than 10 cumulative days during school year 2008–09. This ratio (440 per 10,000 children and students) was larger than the ratios for the children and students reported under all of the other disability categories, which were less than 172 per 10,000 children and students. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 137 children and students who received in-school suspensions for more than 10 cumulative days during school year 2008–09. This ratio (137 per 10,000 children and students) was larger than the ratios for the children and students reported under all of the other disability categories, which were less than 77 per 10,000 children and students (Exhibit 42).
- During 2008–09, a total of 5,008 *written, signed complaints*; 18,020 *due process complaints*; and 8,773 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under *IDEA*, Part B (Exhibits 43, 44, and 45).

Data Sources Used in This Report

This *33rd Annual Report to Congress, 2011* contains data obtained from the U.S. Department of Education's (Department's) Office of Special Education Programs' (OSEP's) Data Analysis System (DANS). Other data sources used in this report include the Department's Institute of Education Sciences, OSEP's Regional Resource Center Program, and the U.S. Census Bureau. Brief descriptions of all these data sources¹ follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was last accessed in July 2013.

Data Analysis System

Data Collections

The text and exhibits contained in the *33rd Annual Report to Congress, 2011* were developed primarily from data in OSEP's DANS. DANS is a repository for all of the data mandated by section 618 of the *Individuals with Disabilities Education Act (IDEA)* to be collected from states. The data from the states that are in DANS are obtained each year through a set of data collections. Each data collection concerns a distinct domain of information. The data collections considered in this report concern:

- The number of infants and toddlers served under Part C of *IDEA* and the number of children and students served under Part B of *IDEA*,
- The settings in which Part C program services and environments in which Part B education services are received,
- The exiting status of infants and toddlers from Part C and the reasons students exit from Part B,
- Part C and Part B legal disputes and their resolution status,
- Participation in and performance on state assessments in math and reading by students served under Part B,
- The personnel employed to provide special education and related services for children and students under Part B, and
- Disciplinary actions for Part B program participants.

¹ When a data source referenced in the report is a website, the accompanying access date refers to the time when the data were originally gathered for preparing the exhibits or summaries that appear herein.

The chart below shows the collection and reporting schedule for the most current data regarding each of the domains presented in this report.

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Child count	State-designated date between Oct. 1, 2009–Dec. 1, 2009	Feb. 1, 2010
	Program settings	State-designated date between Oct. 1, 2009–Dec. 1, 2009	Feb. 1, 2010
	Exiting	Cumulative for state-determined 12-month reporting period, 2008–09	Nov. 1, 2009
	Dispute resolution	Cumulative for July 1, 2008–June 30, 2009	Nov. 1, 2009
Part B	Child count	State-designated date between Oct. 1, 2009–Dec. 1, 2009	Feb. 1, 2010
	Educational environments	State-designated date between Oct. 1, 2009–Dec. 1, 200	Feb. 1, 2010
	Assessment	State determined testing date for school year 2008–09	Feb. 1, 2010
	Exiting	Cumulative for July 1, 2008–June 30, 2009	Nov. 1, 2009
	Personnel	State-designated date between Oct. 1, 2008–Dec. 1, 2008	Nov. 1, 2009
	Discipline	Cumulative for school year 2008–09	Nov. 1, 2009
	Dispute resolution	Cumulative for July 1, 2008–June 30, 2009	Nov. 1, 2009

As shown in the chart, the data collections regarding the domains related to Part C child count and program settings, and Part B child count, educational environments, assessment, and personnel concern measurements at a particular point in time. The data collected under each of these domains concern a specific group of the Part C or Part B program participants. Except in the case of the Part B assessment data, the group is defined in terms of the program participants’ ages on the date that the state collects the data. The group of participants regarding the Part B assessment data collection is defined as all students with individualized education programs who are enrolled in grades 3 through 8 and the high school grade in which the assessment is administered by the state, on the testing date.

The data collections regarding Part C and Part B exits and Part B disciplinary actions are also associated with a specific group defined by the participants’ ages, but they are cumulative as they concern what happens to the group during a period of time, either a school year or a 12-month period defined by a starting date and ending date. The data collections regarding Part C and Part B dispute resolution are also cumulative as they concern any complaint that was made during a 12-month period, defined by a starting date and ending date. However, these complaints concern all program participants during that time period as opposed to a specific group of participants defined by the participants’ ages.

All Part C and Part B data regarding all domains except dispute resolution and assessment are discussed in this report in terms of the participants' ages used to identify the group being represented. For example, an exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, or students ages 6 through 21. In addition, the titles of exhibits have been worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits that contain data that were collected by states at a particular point in time (e.g., Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years considered. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting) have titles that indicate the school year(s) and the 12-month period(s) represented.

In the past, OSEP, on behalf of most states, input into DANS the most recently collected data that were presented in the annual report. In contrast, much of the most recent data presented in this annual report were reported directly into DANS through the Education Data Exchange Network (EDEN) by many states. EDEN is part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools. As part of this initiative, OSEP is in the process of transitioning all Part B data collection that is required under *IDEA*, section 618 to EDEN. For the 2009 Part B child count and educational environments data, 49 states² and 46 states,³ respectively, submitted data through EDEN. For the 2008–09 Part B assessment, exiting, personnel, and discipline data collections, 16 states,⁴ 42 states,⁵ 40 states⁶, and 29 states,⁷ respectively, submitted data through EDEN.

² Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

³ Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

⁴ Alabama, Alaska, Georgia, Hawaii, Kentucky, Maryland, Massachusetts, Minnesota, Missouri, Montana, North Dakota, Oregon, Pennsylvania, Puerto Rico, South Dakota, and Wisconsin.

⁵ Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.

⁶ Alabama, Alaska, Arizona, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

All Part C and Part B data in this report were tabulated from data files maintained in DANS, which is not accessible to the public, rather than from published reports. Consequently, DANS is cited as the source for these data in the notes that accompany the exhibits. Given that these data, whether input to DANS by OSEP or by the states via EDEN, are based on the same data collection forms that were approved by the Office of Management and Budget (OMB), the citations also provide the OMB approval number for each of the forms. For more information on *IDEA*, Part C and Part B data collections, go to <http://www.tadnet.org/>.

Many of the exhibits in this report present only Part C or Part B data for the most current reporting periods considered (i.e., fall 2009; school year 2008–09). However, some exhibits present data for multiple years. In all cases, the data presented were derived from the files prepared as of fall 2011 to take advantage of the fact that OSEP permits states to update data as necessary after their initial submissions. The use of files with updated data increases the likelihood that problematic data in the files originally submitted by states that do not necessarily have a notable impact on the statistics for the nation as a whole, but might incorrectly distinguish a state, have been detected and corrected. The source notes for the exhibits in this report indicate the date on which each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which those data were created and, if appropriate, the date on which the data were revised or updated or both. This approach ensures that the data presented in the report are available, and the source notes present the necessary information about the data as succinctly as possible. Additional tables and data related to the Part C and Part B data are available at <http://www.tadnet.org/>.

Many of the data categories associated with the domains of information considered in this report comprise a set of subcategories. Some of these subcategories require detailed descriptors.⁸ These descriptors are italicized within exhibit titles, text, and notes to clarify that the reference is to an actual subcategory or classification.

⁷ Alaska, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, North Dakota, Ohio, Oregon, Pennsylvania, Puerto Rico, South Carolina, South Dakota, Tennessee, Virginia, Washington, Wisconsin, and Wyoming.

⁸ In regard to the subcategories of data for Part B, please note that *Rosa's Law* (P.L. 111-256, enacted on Oct. 5, 2010), amended *IDEA* and other federal laws to replace the term “mental retardation” with the term “intellectual disabilities.” Therefore, the U.S. Department of Education refers to the disability subcategory “intellectual disabilities” rather than “mental retardation” in this report.

Changes in Data Categories and Subcategories

The most current Part C and Part B data examined in this report were collected using the same categories and corresponding subcategories that were used to collect the most current data examined in the *32nd Annual Report to Congress, 2010*. However, there were a few instances where a subcategory was renamed or a subcategory's definition was reworded to be more specific or less ambiguous. For example, the reason for exiting the Part C program when the child completed the program was changed from "completion of IFSP prior to reaching age 3" to "no longer eligible for Part C prior to reaching age three." Similarly, the definitions of some of the terms used in the collection of data regarding dispute resolution were re-phrased. For example, the definition of "complaint withdrawn or dismissed" was revised with the addition of the following qualification of the complaint to be one "that was determined by the state lead agency to be resolved by the complainant and the local service provider or state lead agency through mediation or other dispute." Similarly, the definition of mediations was revised so that it referred to "mediations held related to hearing request" rather than "mediations conducted."

More complete information about the categories and subcategories of Part C and Part B data used in the report as well as the actual data examined are available at <http://www.ed.gov/about/reports/annual/osep>.

Data Notes

States may provide information on the ways in which they collected and reported data differently from the OSEP data formats and instructions, and they may provide explanations of substantial changes or other changes in the data from the previous year. This information is presented in the data notes documents available at <http://www.tadnet.org/>.

Institute of Education Sciences

The Institute of Education Sciences (IES), established under the *Education Sciences Reform Act of 2002*, is the research arm of the Department. The work of IES is carried out through its four centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. IES sponsors research nationwide to expand knowledge of what works for students from preschool through postsecondary education, including interventions for special education students and young children and their families receiving early intervention services. It collects and analyzes statistics on the condition of education, conducts long-term longitudinal studies and surveys, supports international assessments, and carries out the National Assessment of Educational Progress.

IES data in this report were obtained from IES published reports and an IES database on funded research grants. More information about IES is available at <http://ies.ed.gov>.

Regional Resource Center Program

The Regional Resource Center Program (RRCP) is composed of six regional program centers that are funded by OSEP to assist state education agencies (SEAs) in the systemic improvement of education programs, practices, and policies that affect children and youths with disabilities. Services offered by the RRCP include consultation, information services, specially designed technical assistance, training, and product development. In particular, to assist states with the preparation and timely completion of the State Performance Plan (SPP) and Annual Performance Report (APR) that OSEP requires to determine state progress in meeting specific *IDEA* requirements, the RRCP disseminates OSEP guidance and provides technical assistance related to SPP/APR indicators and determinations via an OSEP-funded *IDEA* technical assistance and guidance website (<http://therightidea.tadnet.org>).

In this report, data from summaries of state determinations and data from SPP/APR indicator analyses were obtained from the website referenced above. Additional information about RRCP is available at <http://www.rrcprogram.org>.

U.S. Census Bureau

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county. These estimates exclude: (1) residents of outlying areas, such as American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; (2) members of the Armed Forces on active duty stationed outside the United States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates are produced by age, sex, race, and Hispanic origin. The state population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised back to the last census. Previously published estimates are superseded and archived. See the U.S. Census Bureau's document *Methodology for the State and County Total Resident Population Estimates (Vintage 2008): April 1, 2000 to July 1, 2009*, for more information about how population estimates are produced (<http://www.census.gov/popest/methodology/2009-st-co-meth.pdf>).

In this report, annual resident population estimates for the 50 states and the District of Columbia were used to determine the percentages of the resident population served under *IDEA*, Part B and Part C, and to develop comparisons and conduct data analyses. When available, annual resident population estimates for Puerto Rico were also used. Specific population data estimates used in this report are available at <http://www.ed.gov/about/reports/annual/osep>. More information about the U.S. Census Bureau is available at <http://www.census.gov>.

Section I

Summary and Analysis of *IDEA* Section 618 Data at the National Level

Infants and Toddlers Served Under *IDEA*, Part C

The *Education of the Handicapped Act Amendments of 1986* established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the *IDEA*. Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available to all infants and toddlers with disabilities and their families.

An infant or toddler with a disability is defined as an individual under 3 years of age who needs early intervention services because the individual is experiencing a developmental delay in one or more of the five developmental areas listed above, or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay [see *IDEA*, section 632(5)(A)]. States have the authority to define the level of developmental delay needed for Part C eligibility [see *IDEA*, section 635(a)(1)]. States also have the authority to define other Part C eligibility criteria. For example, at a state's discretion, infants or toddlers with a disability may also include (1) individuals younger than 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services and (2) children 3 years of age and older with disabilities until such children are eligible to enter kindergarten⁹ [see *IDEA*, section 632(5)(B)]. The decisions that states make regarding these options may explain some of the differences found between states with respect to Part C data.

The Part C exhibits that follow present data for the infants and toddlers with disabilities who were served in the 50 states and the District of Columbia (DC). Where indicated in the footnotes, the exhibits also include data from Puerto Rico (PR) and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands) that receive Part C funds. Data about infants and toddlers with disabilities that are contacted or identified through tribal entities that receive Part C funds

⁹ Most of the Part C data concern infants and toddlers birth through age 2 as Part C is designed primarily to serve them. Nevertheless, a small number of children age 3 and older do participate in Part C. For example in 2009, 850 children age 3 or older participated in Part C.

through the Bureau of Indian Education (BIE),¹⁰ for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

Numbers and Percentages of Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

How many infants and toddlers birth through age 2 received early intervention services and how has the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, changed over time?

Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 2000 through fall 2009

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 states and DC	Percentage ^a of resident population birth through age 2 served under Part C in the 50 states and DC
	In the 50 states, DC, PR, and the four outlying areas	In the 50 states and DC		
2000	232,810	229,150	11,457,787	2.0
2001	245,775	242,255	11,695,879	2.1
2002	268,735	265,549	11,885,300	2.2
2003	274,747	271,889	12,058,943	2.3
2004	284,536	280,957	12,122,518	2.3
2005	299,048	294,714	12,238,823	2.4
2006	304,510	299,848	12,367,588	2.4
2007	321,925	316,761	12,552,055	2.5
2008	342,985	337,706	12,759,788	2.6
2009	348,604	343,203	12,895,374	2.7

^aPercentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the year by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2000–09. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

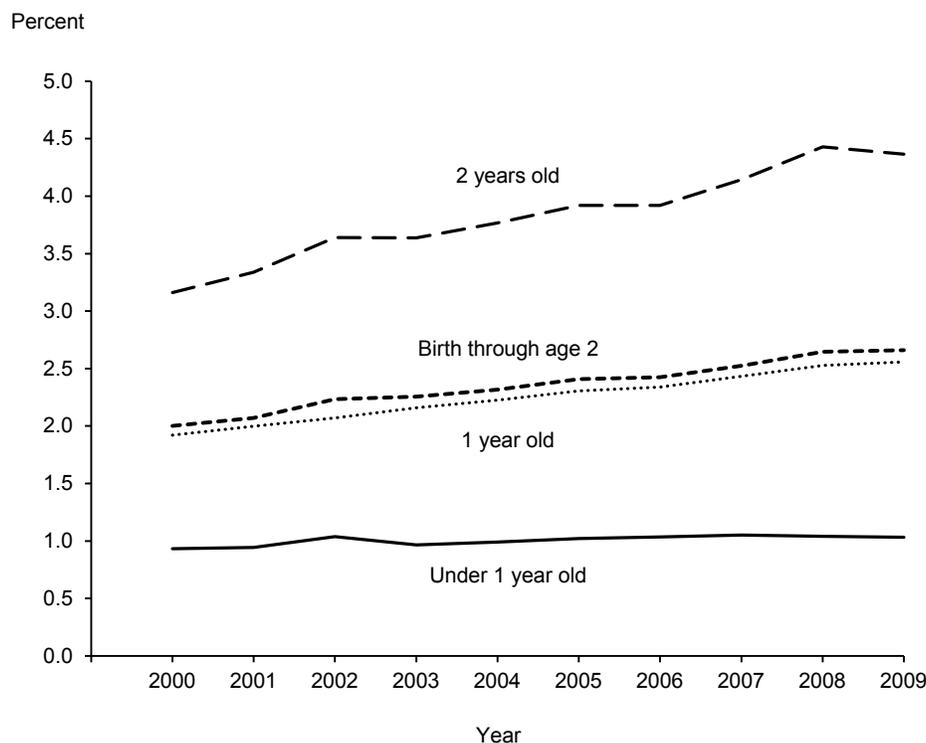
- In 2009, there were 348,604 infants and toddlers birth through age 2 served under IDEA, Part C. Of these, 343,203 were served in the 50 states and the District of Columbia. This number represented 2.7 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia.

¹⁰ The BIE receives IDEA, Part C, funds under IDEA section 643(b) and reports separately every two years (or biennially) under IDEA section 643(b)(5) on the number of children contacted and served under IDEA, Part C, and reports annually under 34 CFR section 303.731(e)(3) on the amount and dates of each payment distributed to tribal entities and the names of the tribal entities. Beginning with the biennial report submitted after July 1, 2012, under 34 CFR section 303.731(e)(1) and (2), tribal entities must submit to BIE (and BIE provides the Department) as part of its report under IDEA section 643(b)(5) on the number of children contacted and served under IDEA Part C an assurance that the tribal entities have provided child find information to the state lead agency in the state where the children reside to ensure an unduplicated child count.

- Between 2000 and 2009, the total number of infants and toddlers served under *IDEA*, Part C, increased from 232,810 to 348,604. This addition of 115,794 infants and toddlers represented approximately a 50 percent increase in the number of infants and toddlers served.
- In the 50 states and the District of Columbia, the percentage of the birth-through-age-2 resident population served under *IDEA*, Part C, increased between 2000 and 2009. In 2000, Part C served 2 percent of infants and toddlers birth through age 2. By 2009, Part C served 2.7 percent of these infants and toddlers.

How have the percentages of resident populations birth through age 2 served under *IDEA*, Part C, changed over time?

Exhibit 2. Percentage of the population birth through age 2 served under *IDEA*, Part C, by year and age group: Fall 2000 through fall 2009



NOTE: Percentage was calculated by dividing the number of infants and toddlers in the age group served under *IDEA*, Part C, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2000–09. U.S. Department of Commerce, U.S. Census Bureau, “Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months,” 2000. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2001–09. These data are for the 50 states and DC. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2000 through 2009, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2 percent to 2.7 percent. While the percentage increased for each age group considered, the changes were more pronounced for infants and toddlers who were 1 year old and infants and toddlers who were 2 years old.
- The percentage of infants and toddlers who were 1 year old increased a small amount in most years, rising from 1.9 percent in 2000 to 2.6 percent in 2009. The percentage of infants and toddlers who were 2 years old also increased a small amount in most years, rising from 3.2 percent in 2000 to 4.4 percent in 2009. In contrast, the percentage of the population of infants and toddlers who were under 1 and served under Part C changed very little as it represented 0.9 percent of the population in 2000 and 1 percent in 2009.

How many infants and toddlers birth through age 2 served under IDEA, Part C, were reported in each of five race/ethnicity categories?

Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	252,687
American Indian or Alaska Native	2,243
Asian or Other Pacific Islander	11,935
Black (not Hispanic)	34,750
Hispanic	66,935
White (not Hispanic)	136,824

^aChild count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the race/ethnicity category.

^bThis total (based on the sum of the five race/ethnicity counts) may not include infants and toddlers who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include infants and toddlers whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 4 (based on the sum of the seven race/ethnicity counts) does not match the total number of infants and toddlers reported by all states, DC, PR, and the four outlying areas in exhibit 1.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2009. These data are for 30 states, DC, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 30 states, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands reported 252,687 infants and toddlers birth through age 2 served under IDEA, Part C, in five race/ethnicity categories.

How many infants and toddlers birth through age 2 served under IDEA, Part C, were reported in each of seven race/ethnicity categories?

Exhibit 4. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	95,151
American Indian or Alaska Native	862
Asian	2,210
Black or African American	14,342
Hispanic/Latino	21,496
Native Hawaiian or Other Pacific Islander	119
White	53,891
Two or more races	2,231

^aChild count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the race/ethnicity category.

^bThis total (based on the sum of the seven race/ethnicity counts) combined with the total presented in exhibit 3 (based on the sum of the five race/ethnicity counts) does not match the total number of infants and toddlers reported by all states, DC, PR, and the four outlying areas in exhibit 1.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2009. These data are for 20 states and PR. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

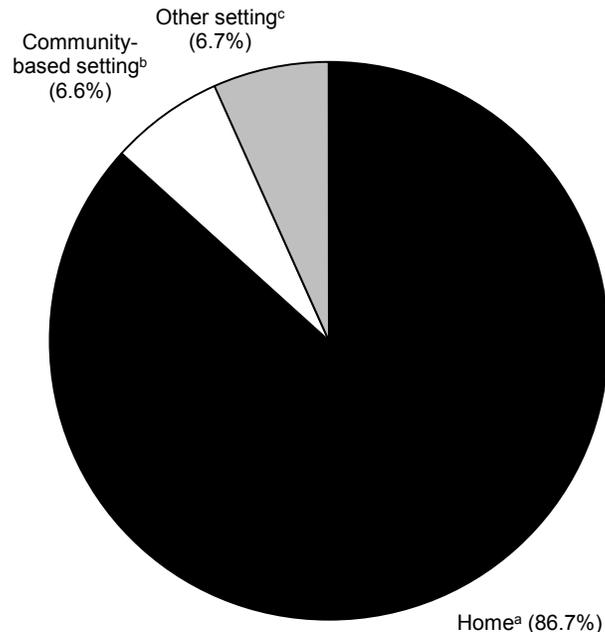
- In 2009, 20 states and Puerto Rico reported 95,151 infants and toddlers birth through age 2 served under *IDEA*, Part C, in seven race/ethnicity categories.

Primary Early Intervention Service Settings for Infants and Toddlers Birth Through Age 2 Served Under *IDEA*, Part C

Part C of *IDEA* mandates that early intervention services be provided, to the maximum extent appropriate, in settings that are considered natural environments, which could be a child’s home or community settings where typically developing children are present. A multidisciplinary team, including the child’s parent(s), determines the primary service setting that is included on the child’s individualized family service plan (IFSP).

What were the primary early intervention service settings for infants and toddlers birth through age 2 served under IDEA, Part C?

Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2009



^a*Home* refers to the principal residence of the eligible infant’s or toddler’s family or caregivers.

^b*Community-based setting* refers to settings in which children without disabilities typically are found. The community-based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

^c*Other setting* refers to settings other than *home* or *community-based setting* in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities. Additionally, this category should be used if the only services provided were to a family member; counseling, family training, and home visits are examples of such services.

NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the primary early intervention service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the primary settings, then multiplying the result by 100.

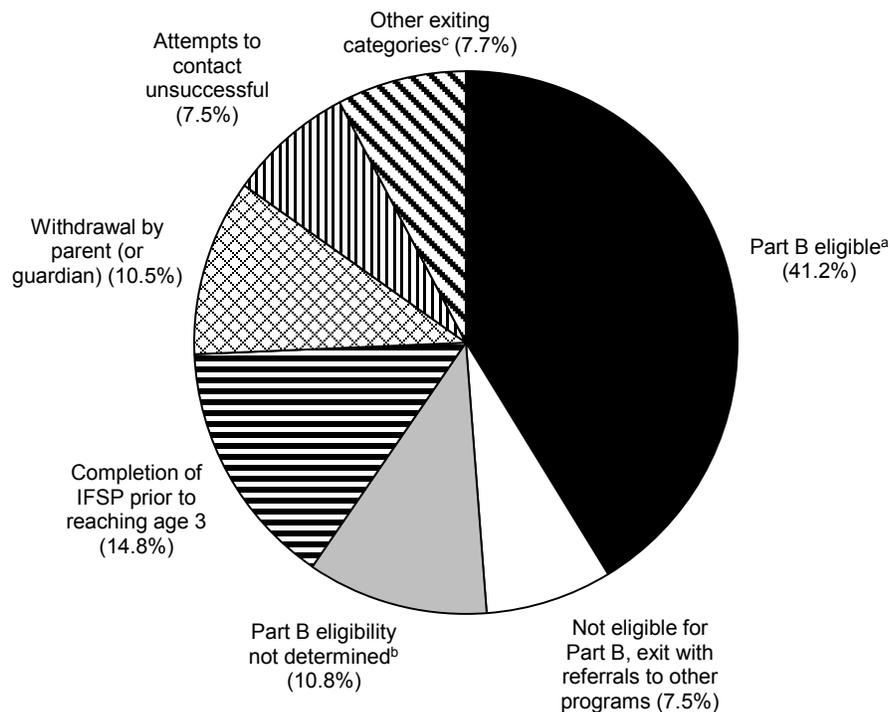
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C,” 2009. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the *home* (86.7 percent). The category of *community-based setting* was reported as the primary early intervention setting for 6.6 percent of those served under Part C.
- Overall, in 2009, 93.3 percent of infants and toddlers served under *IDEA*, Part C, received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

Part C Exiting Status for Children Served Under *IDEA*, Part C

What were the exiting statuses of infants and toddlers birth through age 2 who exited Part C or reached age 3?

Exhibit 6. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2008–09



^a“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C (39.0 percent) and children served under *IDEA*, Part C, who reached age 3 and continued in Part C (2.2 percent). Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

^bThe *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported, and children for whom parents did not consent to transition planning.

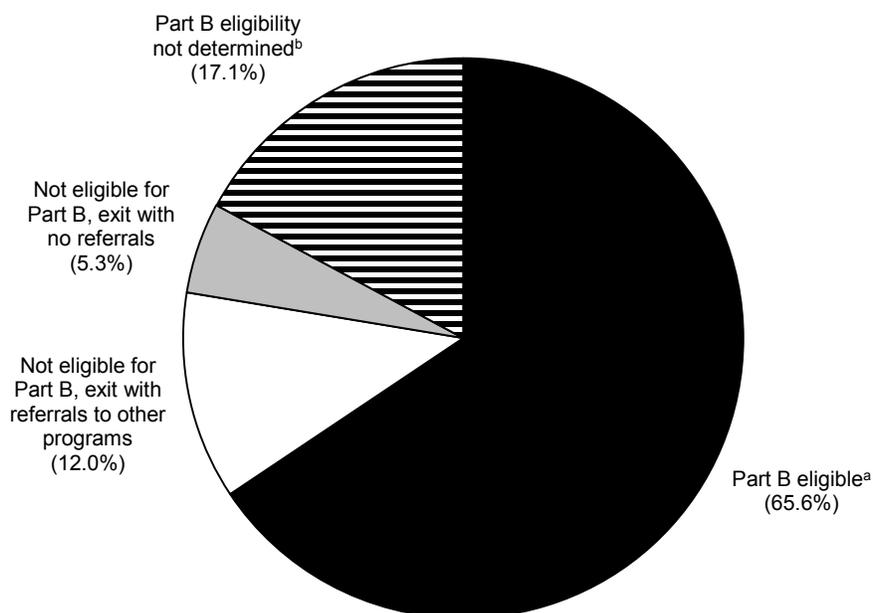
^c“Other exiting categories” include *not eligible for Part B, exit with no referrals* (3.3 percent); *deceased* (0.5 percent); and *moved out of state* (3.9 percent).

- Of the exiting statuses in 2008–09, “Part B eligible” accounted for the largest percentage of infants and toddlers (41.2 percent), followed by *completion of IFSP prior to reaching age 3* (14.8 percent).

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C; Part B eligible, continuing in Part C; not eligible for Part B, exit with referrals to other programs; not eligible for Part B, exit with no referrals; and Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3, deceased, moved out of state, withdrawal by parent [or guardian], and attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories, then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state. SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2008–09. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

What were the Part B eligibility statuses of children served under Part C, when they reached age 3?

Exhibit 7. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2008–09



^a“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C (62.1 percent) and children served under *IDEA*, Part C, who reached age 3 and continued in Part C (3.5 percent). Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

^bThe *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported, and children for whom parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For data on all 10 categories, see exhibit 6. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of children served under *IDEA*, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of children served under *IDEA*, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories, then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2008–09. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, slightly less than two-thirds (65.6 percent) of children served under *IDEA*, Part C, who reached age 3 were determined to be “Part B eligible.”
- For 17.1 percent of the children served under *IDEA*, Part C, who had reached age 3, eligibility for Part B had not been determined before the child exited Part C.

- The remaining 17.3 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (12.0 percent) and those who exited with no referrals (5.3 percent).

Dispute Resolution for Infants and Toddlers Served Under *IDEA*, Part C

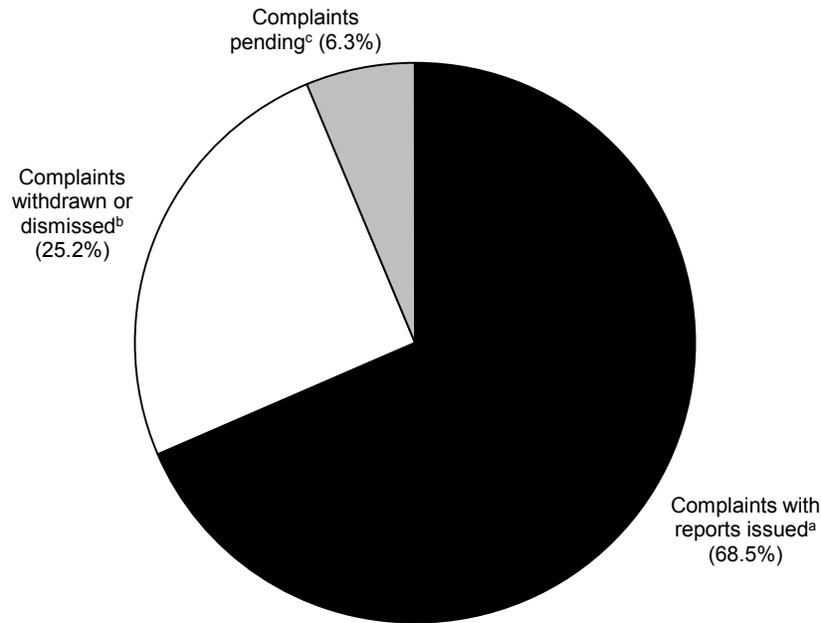
To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a written, signed complaint. Any individual or organization can file a written, signed complaint alleging a violation of any Part C requirement by a local early intervention service (EIS) provider or the state lead agency. A second option available to parents and public agencies is a due process complaint. By filing a due process complaint, a parent may request a due process hearing¹¹ regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability, or to the provision of early intervention services to such child or the child's family. Mediation is a third option available through which parents and EIS providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of *IDEA*, including matters arising prior to the filing of a due process complaint. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define "infants and toddlers" as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B)] and serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with all participants in Part C during the 12 months during which the data were collected.

¹¹ A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to, children referred to *IDEA*, Part C.

What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part C of IDEA?

Exhibit 8. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2008–09



^aA *complaint with report issued* refers to a written decision that was provided by the state lead agency to the complainant and local provider regarding alleged violations of a requirement of Part C of *IDEA*.

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the state lead agency to be resolved by the complainant and the local service provider or state lead agency through mediation or other dispute resolution means, and no further action by the state lead agency was required to resolve the complaint.

^cA *complaint pending* is a *written, signed complaint* that is either still under investigation or the state lead agency's written decision has not been issued.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA*. Only 29 states, PR, and the Virgin Islands reported one or more complaints. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 238 *written, signed complaints*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

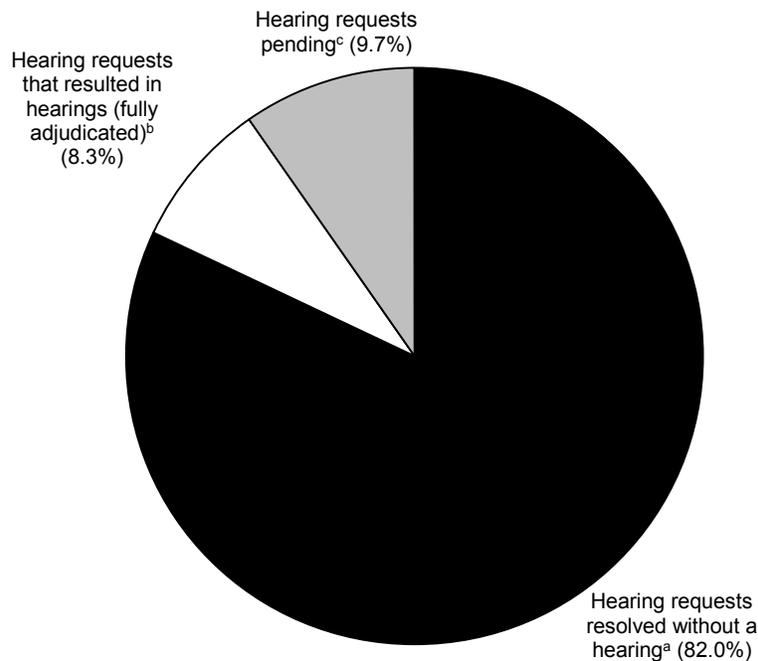
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: "Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*," 2008–09. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2008–09, a total of 238 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.

- A report was issued for 163 (68.5 percent) of the complaints, while 60 (25.2 percent) of the complaints were withdrawn or dismissed. Only 15 (6.3 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period.

What were the statuses of the hearing requests made by parties that alleged a violation of a requirement of Part C of IDEA?

Exhibit 9. Percentage of *hearing requests* for infants and toddlers served under IDEA, Part C, by request status: 2008–09



^aA *hearing request* that was resolved without a hearing is a *hearing request* that was not fully adjudicated and was not under consideration by a hearing officer. This includes *hearing requests* resolved through a mediation agreement or through a resolution meeting settlement agreement, those settled by some other agreement between the parties (i.e., parent and public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as without cause, and those not fully adjudicated for other reasons.

^bA hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

^cThe number of *hearing requests* pending is the difference between the total number of *hearing requests* and the sum of the numbers for hearings (fully adjudicated) and *hearing requests* resolved without a hearing.

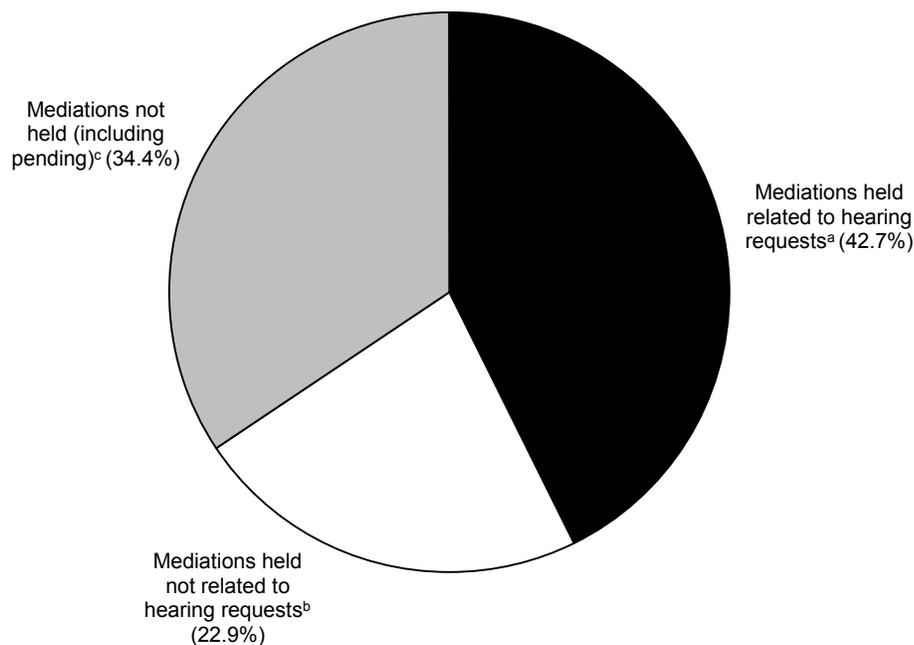
NOTE: A *hearing request* is a filing by any party to initiate a due process hearing on matters relating to the identification, evaluation, or early intervention setting of a child with a disability, or to the provision of early intervention services to such child. Percentage was calculated by dividing the number of *hearing requests* in the status category by the total number of *hearing requests*, then multiplying the result by 100. Percentage was based on a total of 206 *hearing requests*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: "Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*," 2008–09. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 206 *hearing requests* were received during 2008–09 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. Only 11 states, DC, and PR reported one or more *hearing requests*.
- For 169 (82.0 percent) of the *hearing requests* received during the reporting period, a resolution was achieved without a hearing. For 17 (8.3 percent) of the *hearing requests* received, a hearing was conducted, and a written legal decision was issued. For the remaining 20 requests (9.7 percent), no resolution was reached during the reporting period.

What were the statuses of mediation requests made by parties that alleged a violation of a requirement of Part C of IDEA?

Exhibit 10. Percentage of *mediation requests* for infants and toddlers served under *IDEA*, Part C, by request status: 2008–09



^aA *mediation held related to hearing request* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and local service provider or state lead agency that was initiated by the filing of a *hearing request* or included issues that were the subject of a *hearing request*.

^bA *mediation held not related to hearing request* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and local service provider or state lead agency that was not initiated by the filing of a *hearing request* or did not include issues that were the subject of a *hearing request*.

^cA *mediation not held (including pending)* is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes requests that were withdrawn, requests that were dismissed, requests where one party refused to mediate, requests that were settled by some agreement other than a mediation agreement between the parties, and requests that were pending as of the end of the reporting period.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Only 16 states, DC, and PR reported one or more *mediation requests*. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 157 *mediation requests*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

- During 2008–09, a total of 157 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- For 67 (42.7 percent) of the *mediation requests* received, a mediation related to a hearing request was conducted. For 36 requests (22.9 percent), the mediation session that was held was not related to a hearing request. For the remaining 54 (34.4 percent) of the *mediation requests* received, a mediation had not been held by the end of the reporting period.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2008–09. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Children Ages 3 Through 5 Served Under *IDEA*, Part B

Under Part B of *IDEA*, the secretary provides funds to states to assist them in providing a free appropriate public education (FAPE) to children ages 3 through 21 with disabilities who are in need of special education and related services. The Preschool Grants program (*IDEA*, section 619) supplements funding available for children ages 3 through 5 under the Grants to States program (*IDEA*, section 611). To be eligible for funding under the Preschool Grants program and the Grants to States program for children ages 3 through 5, a state must make FAPE available to all children ages 3 through 5 with disabilities residing in the state.

IDEA, Part B, has four primary purposes:

- To ensure that all children with disabilities have FAPE available to them and receive special education and related services designed to meet their individual needs,
- To ensure that the rights of children with disabilities and their parents are protected,
- To assist states and localities to provide for the education of all children with disabilities, and
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools.¹² In addition, where indicated in the notes, the exhibits include data from Puerto Rico (PR) and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands).¹³

¹² Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

¹³ The four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

Numbers and Percentages of Children Ages 3 Through 5 Served Under *IDEA*, Part B

How have the number and percentage of children ages 3 through 5 served under *IDEA*, Part B, changed over time?

Exhibit 11. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2000 through fall 2009

Year	Total served under Part B (ages 3 through 5)			Resident population ages 3 through 5 in the 50 states ^a and DC	Percentage ^b of resident population ages 3 through 5 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools			
2000	600,583	592,425	11,699,116	5.1	
2001	620,182	612,350	11,574,373	5.3	
2002	647,420	638,700	11,502,580	5.6	
2003	680,142	670,750	11,553,299	5.8	
2004	701,949	693,245	11,781,205	5.9	
2005	704,087	698,938	11,965,697	5.8	
2006	714,384	706,635	12,139,918	5.8	
2007	709,136	698,931	12,189,773	5.7	
2008	709,004	700,296	12,302,769	5.7	
2009	731,832	716,569	12,589,855	5.7	

^aChildren served through BIE schools are included in the population estimates of the individual states in which they reside.

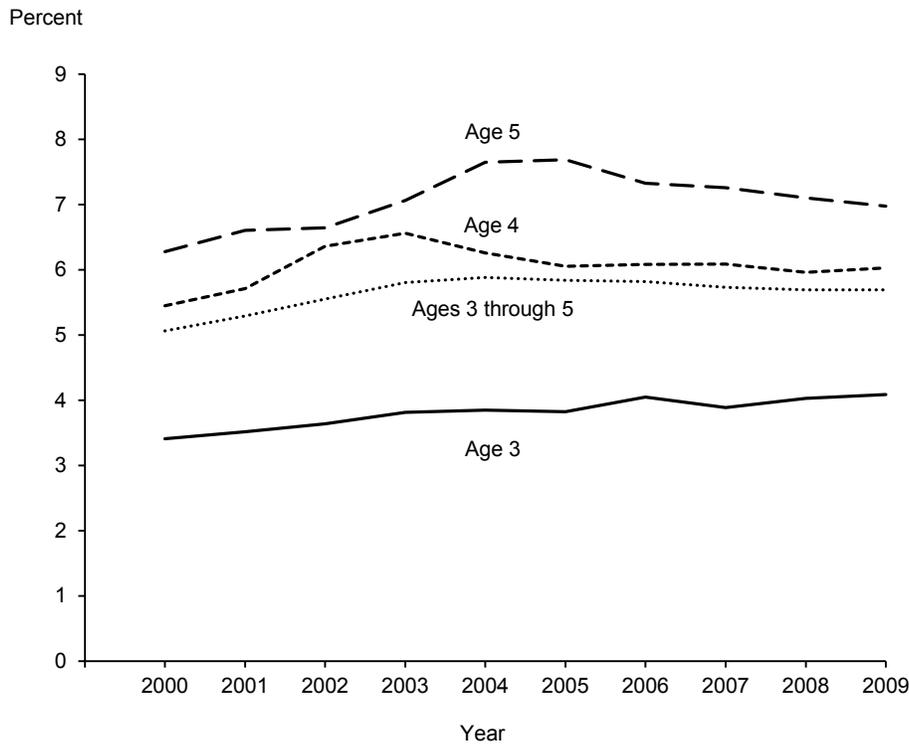
^bPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–09. For 2007 and 2008, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. For 2007 and 2008, data for Vermont were excluded. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, *IDEA*, Part B, served 731,832 children ages 3 through 5. Of these children, 716,569 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 5.7 percent of the resident population ages 3 through 5.
- Since 2000, the number of children ages 3 through 5 served under *IDEA*, Part B, increased from 600,583 to 731,832. This addition of 131,249 children represented a 21.9 percent increase in the number of children served.
- In every year from 2000 through 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased, reaching a peak of 5.9 percent. Thereafter, the percentage decreased. By 2007, the percentage served had fallen to 5.7 percent. Since then, the percentage has remained the same.

How have the percentages of resident populations ages 3 through 5 served under IDEA, Part B, changed over time?

Exhibit 12. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and age group: Fall 2000 through fall 2009



NOTE: Percentage was calculated by dividing the number of children in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in age group for that year, then multiplying the result by 100.

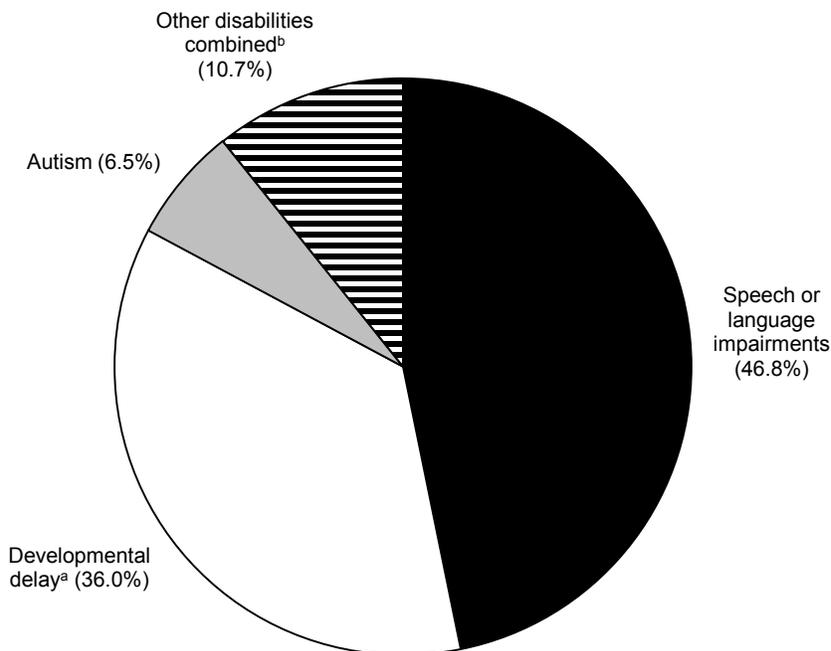
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–09. These data are for the 50 states, DC, and BIE schools. For 2007 and 2008, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. These data are for the 50 states and DC. Children served through BIE schools are included in the population estimates of the individual states in which they reside. For 2007 and 2008, data for Vermont were excluded. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Between 2000 and 2009, the percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.4 to 4.1 percent. In general, the overall change resulted from a set of small annual increases.
- Between 2000 and 2003, the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.4 percent to 6.6 percent. In each of the subsequent years through 2009, the percentage either decreased or remained unchanged. In 2009, the percentage was 6 percent.

- The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.3 percent in 2000 to 7.7 percent in 2005. The percentage did not increase in any subsequent year through 2009, when it equaled 7 percent.

How did the percentage of children ages 3 through 5 served under IDEA, Part B, vary by disability category?

Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2009



^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on children ages 3 through 5 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-1 and B-3 in Appendix B.

^b“Other disabilities combined” includes *deaf-blindness* (0.03 percent), *emotional disturbance* (0.5 percent), *hearing impairments* (1.2 percent), *intellectual disabilities* (1.7 percent), *multiple disabilities* (1.1 percent), *orthopedic impairments* (1.0 percent), *other health impairments* (2.7 percent), *specific learning disabilities* (1.9 percent), *traumatic brain injury* (0.1 percent), and *visual impairments* (0.5 percent).

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the disability category by the total number of children ages 3 through 5 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (46.8 percent). The next most common disability category was *developmental delay* (36.0 percent), followed by *autism* (6.5 percent).

- Children ages 3 through 5 in “Other disabilities combined” accounted for the remaining 10.7 percent of children served under *IDEA*, Part B.

How many children ages 3 through 5 served under IDEA, Part B, were reported in each of five race/ethnicity categories?

Exhibit 14. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	555,157
American Indian or Alaska Native	7,105
Asian or Other Pacific Islander	16,385
Black (not Hispanic)	84,697
Hispanic	103,901
White (not Hispanic)	343,069

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the race/ethnicity category.

^bThis total (based on the sum of the five race/ethnicity counts) may not include children who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include children whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 15 (based on the sum of the seven race/ethnicity counts) does not match the total number of children reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 11.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for 37 states, DC, PR, Guam, the Northern Mariana Islands, and the Virgin Islands. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 37 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands, and the Virgin Islands reported 555,157 children ages 3 through 5 served under *IDEA*, Part B, in five race/ethnicity categories.

How many children ages 3 through 5 served under *IDEA*, Part B, were reported in each of seven race/ethnicity categories?

Exhibit 15. Number of children ages 3 through 5 served under *IDEA*, Part B, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	174,337
American Indian or Alaska Native	2,324
Asian	9,163
Black or African American	18,175
Hispanic/Latino	52,956
Native Hawaiian or Other Pacific Islander	584
White	87,408
Two or more races	3,727

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the race/ethnicity category.

^bThis total (based on the sum of the seven race/ethnicity counts), combined with the total presented in exhibit 14 (based on the sum of the five race/ethnicity counts) does not match the total number of children reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 11.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

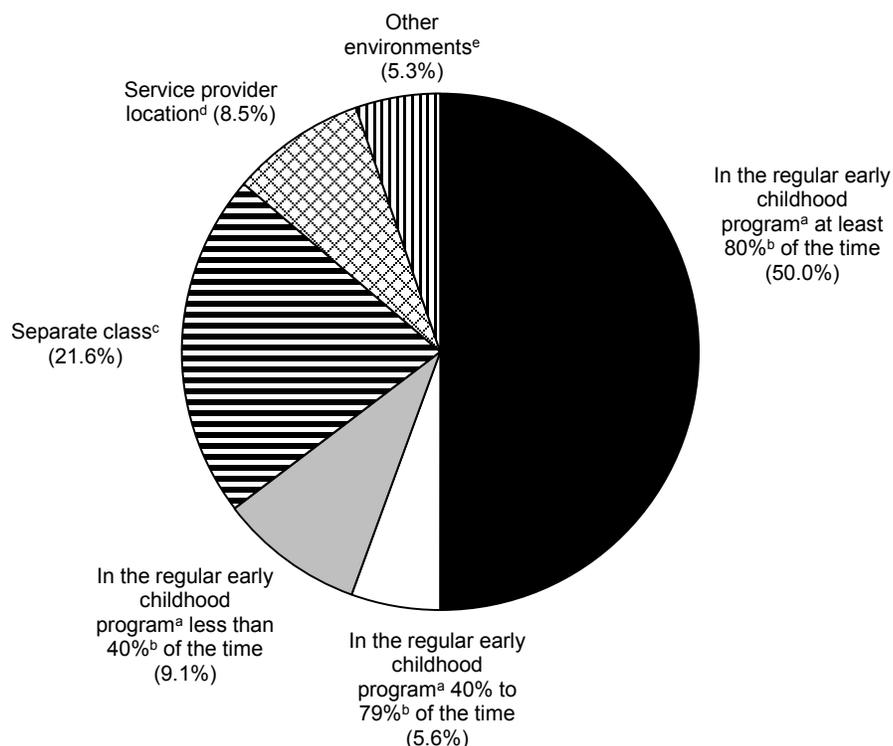
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for 13 states, BIE schools, and American Samoa. Data were accessed fall 2011. For actual data used go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 13 states, BIE schools, and American Samoa reported 174,337 children ages 3 through 5 served under *IDEA*, Part B, in seven race/ethnicity categories.

Educational Environments for Children Ages 3 Through 5 Served Under *IDEA*, Part B

In what educational environments were children ages 3 through 5 served under IDEA, Part B?

Exhibit 16. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2009



^aRegular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible prekindergarten population by the public school system, and group child care.

^bPercentage of time spent in the regular early childhood program is defined as the amount of time per week a child spends in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any time the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

^c*Separate class* refers to a special education program in a class that includes less than 50 percent children without disabilities.

^d*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a *separate class*, *separate school*, or *residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

^e"Other environments" include *separate school*, *residential facility*, and *home*.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, half (50.0 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time*.

- More than one-fifth (21.6 percent) of children ages 3 through 5 served under *IDEA*, Part B, were in a *separate class*.
- *In the regular early childhood program less than 40% of the time was the third most prevalent educational environment but was reported for only 9.1 percent of children ages 3 through 5 served under IDEA, Part B.*

Special Education Teachers and Paraprofessionals Employed to Serve Children Ages 3 Through 5 Under *IDEA*, Part B

To what extent were full-time equivalent teachers who were employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, highly qualified?

Exhibit 17. Number of full-time equivalent (FTE) special education teachers and number and percentage of FTE highly qualified special education teachers employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2008

Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
33,235	29,724	89.4

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA* and the option for teachers to meet the requirements of section 9101 of *ESEA* by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states where teachers who work with children ages 3 through 5 were not included in the state’s definition of highly qualified, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.

^bPercentage was calculated by dividing the number of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2008. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for New Jersey and Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 29,724, or 89.4 percent, of the 33,235 full-time equivalent *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified.

To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, qualified?

Exhibit 18. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2008

Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
43,874	39,819	90.8

^aSpecial education paraprofessionals reported as qualified (1) met the state standard for qualified based on the criteria identified in 20 U.S.C. section 1412(a)(14)(B) or (2) if paraprofessionals were not included in the state’s definition of qualified, either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

^bPercentage was calculated by dividing the number of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, by the total number of FTE special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2008. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for New Jersey and Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 39,819, or 90.8 percent, of the 43,874 FTE special education paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 under IDEA, Part B, were qualified.

Students Ages 6 Through 21 Served Under *IDEA*, Part B

Since the 1975 passage of the *Education for All Handicapped Children Act* (P.L. 94-142), the U.S. Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children served under Part B of *IDEA* focused on nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data collections have been required.¹⁴

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of using the *developmental delay* category¹⁵ for children ages 3 through 9.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools. Where indicated in the notes, the exhibits also include data for Puerto Rico (PR) and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands). In this section, there are occasional references to “special education services.” The term is synonymous with services provided under *IDEA*, Part B.

¹⁴ This section presents some data by disability category. Please note that for two categories—*multiple disabilities* and *other health impairments*—a few states used different categories. For details, see Appendix C, exhibit C-1.

¹⁵ States’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay*, see Appendix B.

Numbers and Percentages of Students Ages 6 Through 21 Served Under *IDEA*, Part B

How have the number and percentage of students ages 6 through 21 served under IDEA, Part B, changed over time?

Exhibit 19. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2000 through fall 2009

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states ^a and DC	Percentage ^b of resident population ages 6 through 21 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools		
2000	5,774,220	5,711,839	65,376,689	8.7
2001	5,867,078	5,803,639	65,768,762	8.8
2002	5,959,282	5,893,038	65,853,785	8.9
2003	6,046,051	5,971,495	65,768,354	9.1
2004	6,118,437	6,033,425	65,717,805	9.2
2005	6,109,569	6,021,462	65,682,582	9.2
2006	6,081,890	5,986,644	65,754,711	9.1
2007	5,999,205	5,903,959	65,764,495	9.0
2008	5,889,849	5,789,806	65,832,393	8.8
2009	5,882,157	5,770,718	66,566,858	8.7

^aStudents served through BIE schools are included in the population estimates of the individual states in which they reside.

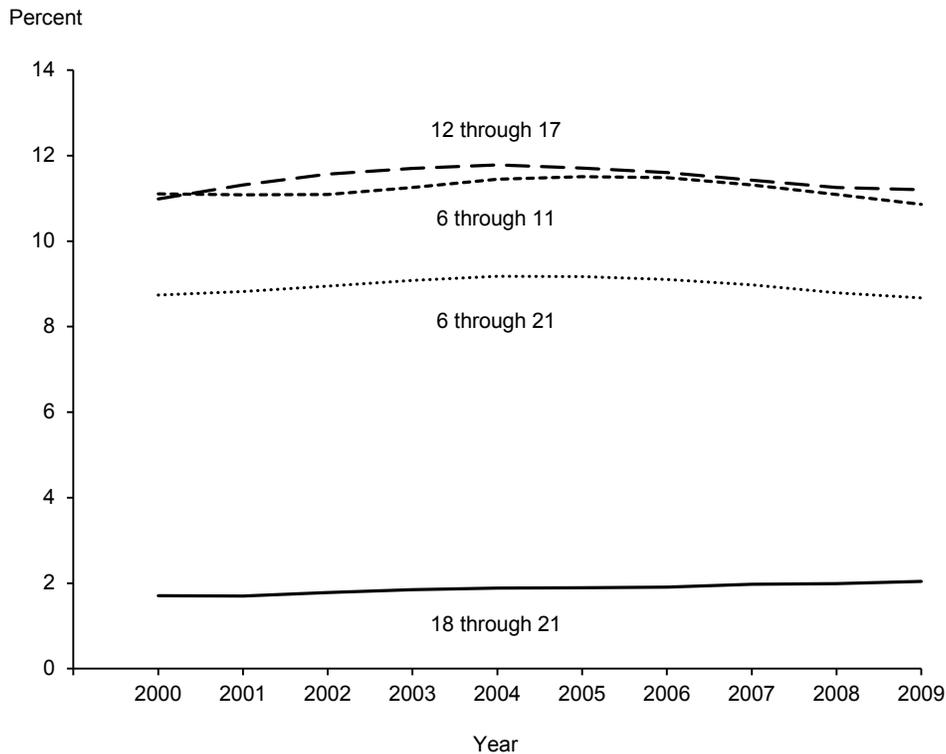
^bPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–09. For 2007 and 2008, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. For 2007 and 2008, data for Vermont were excluded. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 5,882,157 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,770,718 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.7 percent of the resident population ages 6 through 21.
- From 2000 through 2004, the number of students ages 6 through 21 served under *IDEA*, Part B, increased by 334,217 students, from 5,774,220 in 2000 to 6,118,437 in 2004. After 2004, the numbers of students served started decreasing.
- From 2000 through 2004, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased. The percentage of the population increased from 8.7 percent in 2000 to 9.2 percent in 2004. After 2004, the percentages of the population served was less than or equal to that in the previous year. In 2009 only 8.7 percent of the population was served under *IDEA*, Part B.

How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, changed over time?

Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2000 through fall 2009



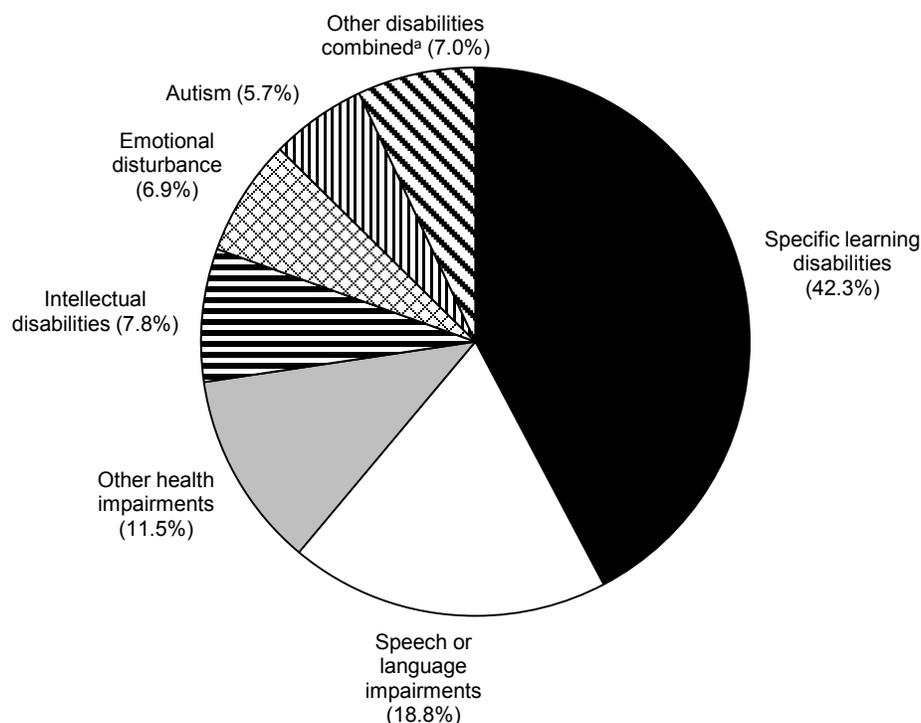
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2000–09. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, “Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months,” 2000. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2001–09. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2000, 8.7 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B. The percentage of this population served under *IDEA*, Part B, increased gradually through 2004, reaching a peak of 9.2 percent. Thereafter, the percentage decreased, falling to 8.7 percent in 2009.
- The general pattern of an increase followed by a decrease to a level approximating the starting point was observed for the age groups representing students ages 6 through 11 and students ages 12 through 17 but not the group representing students ages 18 through 21. The latter group, which accounts for fewer children than the other two groups, increased by small increments from 1.7 percent in 2000 to 2 percent in 2009.

For what disabilities were students ages 6 through 21 served under IDEA, Part B?

Exhibit 21. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2009



^a“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (1.8 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.1 percent), *orthopedic impairments* (1.0 percent), *traumatic brain injury* (0.4 percent), and *visual impairments* (0.4 percent).

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category by the total number of students ages 6 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (42.3 percent). The next most common disability category was *speech or language impairments* (18.8 percent), followed by *other health impairments* (11.5 percent), *intellectual disabilities* (7.8 percent), *emotional disturbance* (6.9 percent), and *autism* (5.7 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7 percent of students served under *IDEA*, Part B.

How have the percentages of the resident population ages 6 through 21 served under IDEA, Part B, for particular disabilities changed over time?

Exhibit 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2000 through fall 2009

Disability ^a	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All disabilities below	8.7	8.8	8.9	9.0	9.1	9.0	9.0	8.8	8.6	8.5
Autism	0.1	0.1	0.2	0.2	0.3	0.3	0.3	0.4	0.4	0.5
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.6	0.6
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disabilities	0.9	0.9	0.9	0.9	0.8	0.8	0.8	0.7	0.7	0.7
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.4	0.5	0.6	0.7	0.8	0.8	0.9	0.9	1.0	1.0
Specific learning disabilities	4.4	4.3	4.3	4.3	4.2	4.2	4.0	3.9	3.7	3.6
Speech or language impairments	1.7	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.6
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and this exhibit presents percentages that are based on the estimated U.S. resident population ages 6 through 21, the *developmental delay* category is not included in this exhibit. For information on the percentages of the population ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

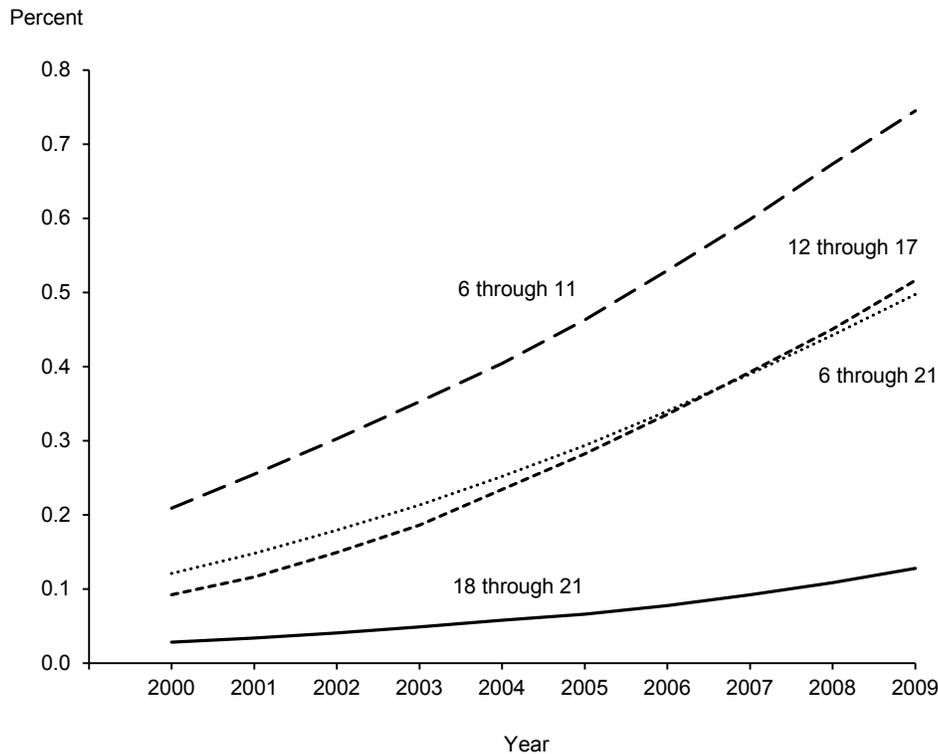
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–09. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Only the percentages of the resident population ages 6 through 21 served under IDEA, Part B, reported under three disability categories changed more than two-tenths of a percentage point between 2000 and 2009. The percentage of the population ages 6 through 21 served under IDEA, Part B, reported under *other health impairments* increased from 0.4 percent to 1 percent, while the percentage reported under the category of *autism* increased from 0.1 percent to 0.5 percent. In addition, the percentage of the population reported under the category of *specific learning disabilities* decreased from 4.4 percent to 3.6 percent.

How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of autism changed over time?

Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of autism, by year and age group: Fall 2000 through fall 2009



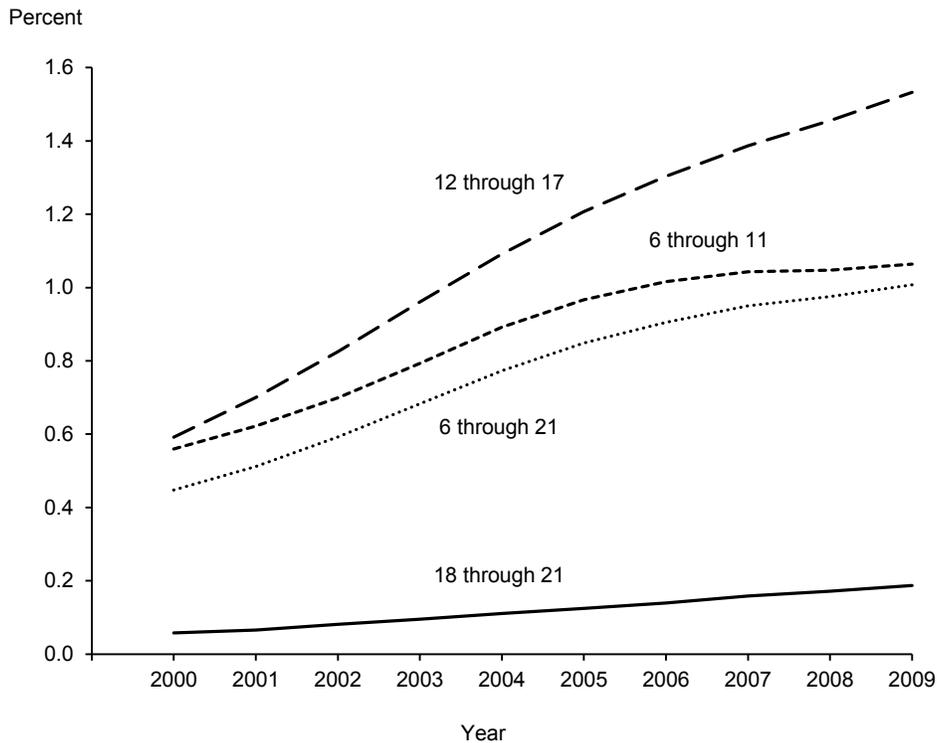
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, reported under the category of autism in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of autism. The slope cannot be compared with the slopes of exhibits 24 and 25.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–09. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, one-half of 1 percent (0.5 percent) of the resident population ages 6 through 21 served under IDEA, Part B, was reported under the category of autism. The percentage had increased steadily from 0.1 percent in 2000.
- Between 2000 and 2009, the percentage of the population ages 6 through 21 served under IDEA, Part B, that was reported under the category of autism increased for all age groups. The percentages of those ages 6 through 11, 12 through 17, and 18 through 21 reported under the category of autism in 2009 were 252 percent, 478 percent, and 333 percent larger than they were in 2000, respectively.

How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of other health impairments changed over time?

Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of other health impairments, by year and age group: Fall 2000 through fall 2009



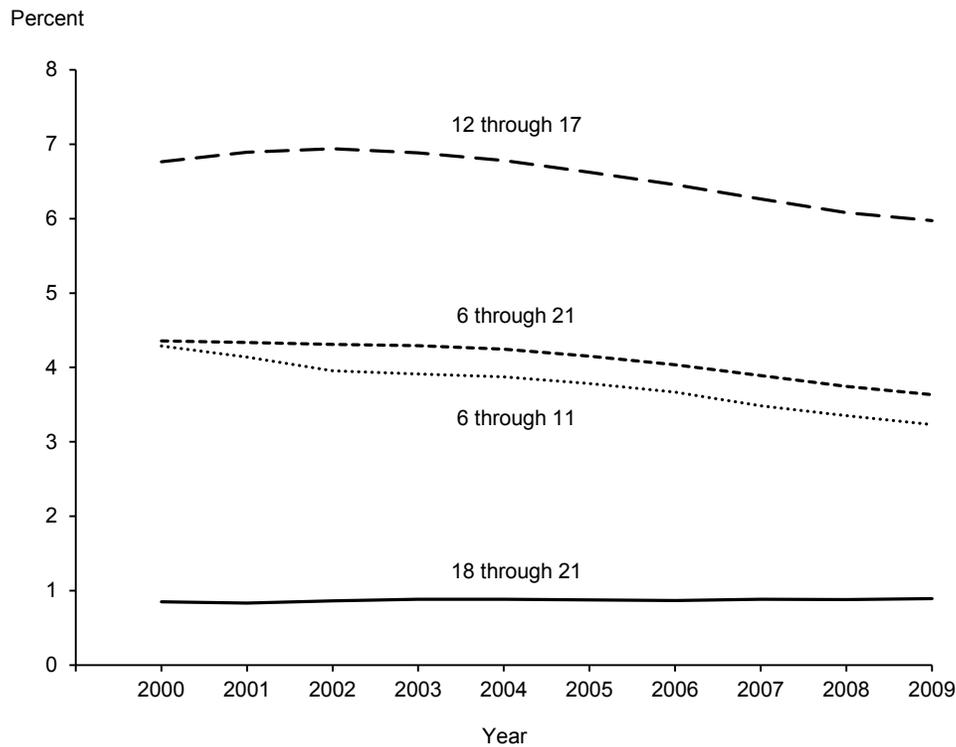
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, reported under the category of other health impairments in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of other health impairments. The slope cannot be compared with the slopes of exhibits 23 and 25.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, as Amended," 2000–09. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2000 through 2009, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of other health impairments increased from 0.4 percent to 1 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under IDEA, Part B, reported under the category of other health impairments in 2009 were 89 percent, 159 percent, and 217 percent larger than they were in 2000, respectively.

How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of specific learning disabilities changed over time?

Exhibit 25. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of specific learning disabilities, by year and age group: Fall 2000 through fall 2009



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, reported under the category of specific learning disabilities in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of specific learning disabilities. The slope cannot be compared with the slopes of exhibits 23 and 24.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, as Amended," 2000–09. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2000 through 2009, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of specific learning disabilities decreased from 4.4 percent to 3.6 percent.
- The percentage of the resident population ages 12 through 17 served under IDEA, Part B, that was reported under the category of specific learning disabilities increased a small amount between 2000 and 2003, but decreased a small amount in each subsequent year. In contrast, a

smaller percentage of those ages 6 through 11 served under *IDEA*, Part B, was reported under the category of *specific learning disabilities* in each year between 2000 and 2009.

How many students ages 6 through 21 served under IDEA, Part B, were reported in each of five race/ethnicity categories?

Exhibit 26. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	4,419,879
American Indian or Alaska Native	65,292
Asian or Other Pacific Islander	89,502
Black (not Hispanic)	943,983
Hispanic	785,540
White (not Hispanic)	2,535,562

^aChild count is the number of students ages 6 through 21 served under *IDEA*, Part B, in the race/ethnicity category.

^bThis total (based on the sum of the five race/ethnicity counts) may not include students who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include students whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 27 (based on the sum of the seven race/ethnicity counts), does not match the total number of students reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 19.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for 37 states, DC, PR, Guam, the Northern Mariana Islands, and the Virgin Islands. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 37 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands, and the Virgin Islands reported 4,419,879 students ages 6 through 21 served under *IDEA*, Part B, in five race/ethnicity categories.

How many students ages 6 through 21 served under IDEA, Part B, were reported in each of seven race/ethnicity categories?

Exhibit 27. Number of students ages 6 through 21 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2009

Race/ethnicity	Child count ^a
Total ^b	1,445,163
American Indian or Alaska Native	24,697
Asian	50,602
Black or African American	217,084
Hispanic/Latino	431,301
Native Hawaiian or Other Pacific Islander	5,011
White	693,245
Two or more races	23,223

^aChild count is the number of students ages 6 through 21 served under IDEA, Part B, in the race/ethnicity category.

^bThis total (based on the sum of the seven race/ethnicity counts), combined with the total presented in exhibit 26 (based on the sum of the five race/ethnicity counts), does not match the total number of students reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 19.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

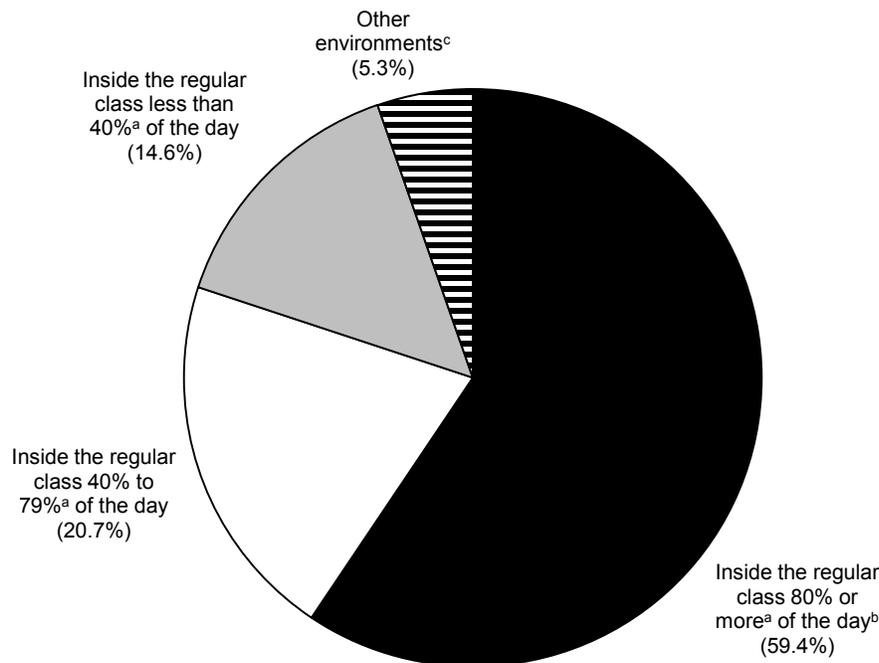
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. These data are for 13 states, BIE schools, and American Samoa. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 13 states, BIE schools, and American Samoa reported 1,445,163 students ages 6 through 21 served under IDEA, Part B, in seven race/ethnicity categories.

Educational Environments for Students Ages 6 Through 21 Served Under *IDEA*, Part B

To what extent were students served under IDEA, Part B, educated with their peers without disabilities?

Exhibit 28. Percentage of students ages 6 through 21 served under *IDEA*, Part B, by educational environment: Fall 2009



^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facilities, and parentally placed in private schools*.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments, then multiplying the result by 100.

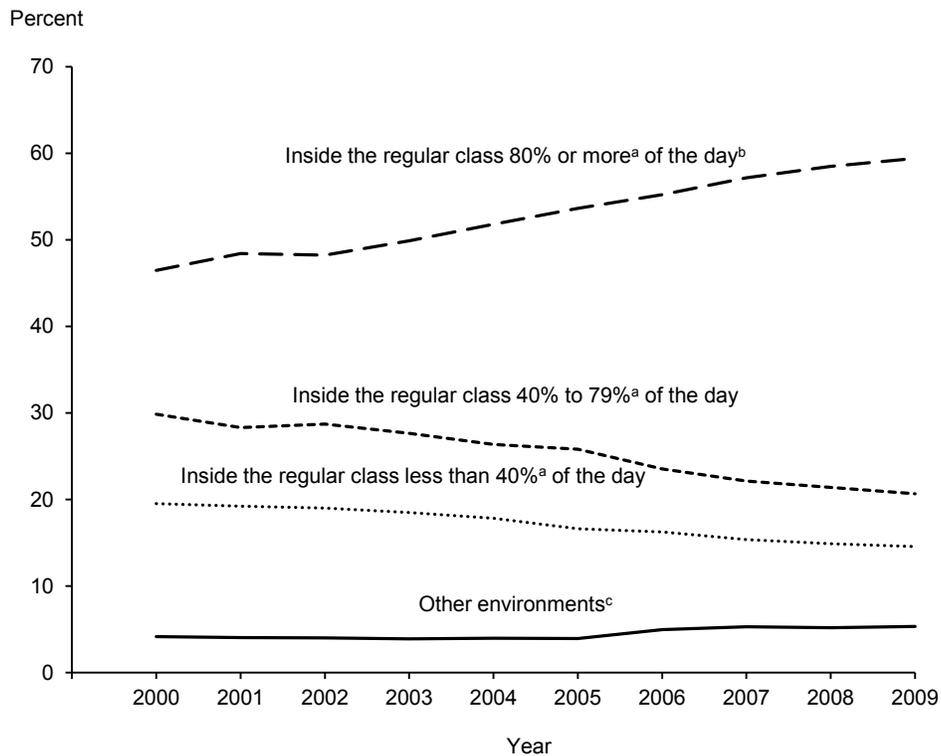
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 94.7 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied.
- More than half of all students ages 6 through 21 served under *IDEA*, Part B (59.4 percent), were educated *inside the regular class 80% or more of the day*.

- A total of 20.7 percent of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 14.6 percent were educated *inside the regular class less than 40% of the day*.
- Only 5.3 percent were educated outside of the regular classroom.

How have the educational environments of students served under IDEA, Part B, changed over time?

Exhibit 29. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2000 through fall 2009



^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facilities, and parentally placed in private schools*. After the 2005 data collection, other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facilities* and *parentally placed in private schools* categories, respectively, as unduplicated counts of children.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2000–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2000 through 2009, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46.5 percent to 59.4 percent.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29.8 percent in 2000 to 20.7 percent in 2009. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 19.5 percent to 14.6 percent between 2000 and 2009.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” remained fairly constant from 2000 through 2005. From 2005 through 2009, the percentage increased from 4 percent to 5.3 percent.

How did educational environments differ by disability category?

Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, within disability category, by educational environment: Fall 2009

Disability	Percentage of time inside the regular class ^a			Other environments ^c
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day	
All disabilities	59.4	20.7	14.6	5.3
Autism	37.4	18.3	34.8	9.6
Deaf-blindness	21.5	13.3	33.4	31.8
Developmental delay ^d	61.6	20.5	16.2	1.7
Emotional disturbance	40.6	18.8	22.2	18.4
Hearing impairments	54.6	17.0	14.7	13.7
Intellectual disabilities	17.4	26.7	48.2	7.7
Multiple disabilities	13.2	16.2	45.5	25.0
Orthopedic impairments	52.2	16.3	23.6	7.9
Other health impairments	61.4	23.8	10.8	4.1
Specific learning disabilities	63.3	26.5	8.0	2.1
Speech or language impairments	86.3	5.6	4.6	3.5
Traumatic brain injury	46.4	23.8	21.5	8.3
Visual impairments	62.7	13.5	12.0	11.9

^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c“Other environments” include *separate school, residential facility, homebound/hospital environment, correctional facilities, and parentally placed in private schools*.

^dStates’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and all educational environments, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 86.3 percent of the students reported under the category of *speech or language impairments* were educated *inside the regular class 80% or more of the day*.
- Only 17.4 percent of students reported under the category of *intellectual disabilities* and 13.2 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.

- Almost one-half of students reported under the category of *intellectual disabilities* (48.2 percent) and students reported under the category of *multiple disabilities* (45.5 percent) were educated *inside the regular class less than 40% of the day*.
- In 2009, larger percentages of students reported under the categories of *deaf-blindness* (31.8 percent) and *multiple disabilities* (25.0 percent) than under other disability categories were educated in “Other environments.”

Part B Participation and Performance on State Assessments

What percentages of students served under IDEA, Part B, participated in regular and alternate state math and reading assessments?

Exhibit 31. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math and reading assessments, by assessment type: School year 2008–09

Content area and student grade level	Regular assessment (grade-level standards) ^a	Alternate assessment ^b		
		Grade-level standards ^c	Modified standards ^d	Alternate standards ^e
Math				
Grade 3	84.7	0.3	5.7	8.2
Grade 4	83.6	0.4	7.0	8.0
Grade 5	82.5	0.5	8.0	8.0
Grade 6	81.6	0.6	8.3	8.2
Grade 7	81.2	0.7	8.0	8.2
Grade 8	82.5	0.8	5.8	8.4
High school	80.1	0.0	4.8	9.8
Reading^f				
Grade 3	83.3	0.5	6.6	8.3
Grade 4	82.2	0.6	7.9	8.1
Grade 5	81.5	0.5	8.7	8.1
Grade 6	81.3	0.6	8.4	8.2
Grade 7	81.5	0.6	7.8	8.2
Grade 8	80.7	0.7	8.0	8.4
High school	81.2	0.0	4.3	9.2

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessment. Such assessments are available to students who the IEP team determines cannot participate in all or part of the state assessments under paragraph (a)(1) of 34 Code of Federal Regulations section 200.6, even with appropriate accommodations. This assessment must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, since the 2007–08 school year, science, except as provided in 34 Code of Federal Regulations section 200.6(a)(2)(ii)(B).

^dAlternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

- In school year 2008–09, between 80.1 percent and 84.7 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math.
- In school year 2008–09, an *alternate assessment based on alternate academic achievement standards* in math was taken by a larger percentage of the students who participated in some type of alternate assessment in each grade except grade 5 and grade 6. The most prevalent type of alternate assessment in math for the students in grade 6 was an *alternate assessment based on modified academic achievement standards*. For students in grade 5, an *alternate assessment based on modified academic achievement standards* and an *alternate assessment based on alternate academic achievement standards* accounted for the same percentage of these students but were much more prevalent than an *alternate assessment based on grade-level academic achievement standards*, which accounted for less than 1 percent of the students in each grade.
- In school year 2008–09, between 80.7 percent and 83.3 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in reading.
- In school year 2008–09, an *alternate assessment based on alternate academic achievement standards* in reading was taken by a larger percentage of the students who participated in some type of alternate assessment in each grade except grade 5 and grade 6. An *alternate assessment based on modified academic achievement standards* was taken by a larger percentage of the students in grade 5 and grade 6. As was the case for alternate assessments in math, an *alternate assessment based on grade-level academic achievement standards* accounted for less than 1 percent of the students in each grade in reading.

⁴Percentages of students who participated in the regular reading assessments include students with limited English proficiency served under *IDEA*, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of PR, language proficiency is determined with regard to Spanish.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level, by the total number of students served under *IDEA*, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

What percentages of students served under IDEA, Part B, were classified as nonparticipants in state math and reading assessments?

Exhibit 32. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as nonparticipants in state math and reading assessments, by nonparticipant category: School year 2008–09

Content area and student grade level	Students whose assessment results were invalid ^a	Students who took an out-of-level test ^b	Students who did not take any assessment ^c
Math			
Grade 3	0.32	0.02	0.73
Grade 4	0.29	0.04	0.68
Grade 5	0.28	0.02	0.71
Grade 6	0.39	0.03	0.89
Grade 7	0.48	0.01	1.18
Grade 8	0.74	0.02	1.74
High school	1.95	0.33	4.68
Reading^d			
Grade 3	0.48	0.03	0.75
Grade 4	0.42	0.05	0.73
Grade 5	0.39	0.03	0.72
Grade 6	0.48	0.04	0.89
Grade 7	0.57	0.03	1.18
Grade 8	0.54	0.03	1.68
High school	1.37	0.43	4.93

^a*Students whose assessment results were invalid* were students whose assessment results could not be used for reporting and/or aggregation due to problems in the testing process (e.g., student did not take all portions of the assessment, student did not fill out the answer sheet correctly, student received accommodations or modifications that threatened test validity) or changes in testing materials that resulted in a score that was deemed by the state to be incomparable to scores received by students who took the assessment without these changes. Students whose test results are determined to be invalid are counted as nonparticipants.

^b*Students who took an out-of-level test* were students who took an assessment that was at a grade level below which the students were enrolled during the reporting period. Students who are tested out of level are considered nonparticipants because out-of-grade-level tests do not result in a valid score. Note that out-of-level testing is not permitted, as specified in 34 CFR section 200.1(b)(2). This category is included in this report only to ensure that all students with individualized education programs are fully accounted. States are expected to eliminate the out-of-level testing practice as required by statute.

^c*Students who did not take any assessment* included students who received parental exemptions, students who were absent, and students who did not take any assessment for other reasons (e.g., exemptions due to a medical emergency, expulsions, or suspensions).

^dPercentages of nonparticipants in the reading assessments can include students with limited English proficiency served under *IDEA*, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level, content area, and nonparticipant category by the total number of students served under *IDEA*, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Less than 3 percent of students served under *IDEA*, Part B, in each of grades 3 through grade 8 were classified as nonparticipants in state math and reading assessments in school year 2008–09. The percentage of these students in high school classified as nonparticipants in the math assessment was 6.95 percent. The percentage of these students in high school classified as nonparticipants in the reading assessment was 6.72 percent.
- Of the three nonparticipant categories, *students who did not take any assessment* accounted for most of the nonparticipants in each grade in math and reading in school year 2008–09.
- No more than 0.43 percent of the students served under *IDEA*, Part B, in each grade were classified as *students who took an out-of-level test* in math and reading in school year 2008–09.

What percentages of students served under IDEA, Part B, were found to be proficient with regular and alternate state math and reading assessments?

Exhibit 33. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and reading and median percentages of those students who were proficient, by assessment type: School year 2008–09

Content area and student grade level	Alternate assessment ^b							
	Regular assessment (grade-level standards) ^a		Grade-level standards ^c		Modified standards ^d		Alternate standards ^e	
	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient
Math								
Grade 3	57	48.0	5	50.0	8	78.3	56	65.9
Grade 4	57	44.9	5	50.0	8	54.4	56	70.0
Grade 5	57	37.9	5	53.3	8	62.3	56	68.9
Grade 6	57	32.7	5	50.0	9	53.7	56	66.7
Grade 7	57	27.7	5	40.0	9	53.9	56	67.3
Grade 8	57	26.8	5	50.0	8	59.2	56	63.4
High school	57	18.4	4	28.8	8	51.4	55	67.0
Reading^f								
Grade 3	57	41.0	5	54.5	8	56.5	56	68.0
Grade 4	57	40.4	5	53.8	8	74.2	56	69.0
Grade 5	57	37.6	5	52.6	8	54.9	56	69.1
Grade 6	57	35.2	5	40.0	9	54.5	56	68.6
Grade 7	57	33.0	5	50.0	9	37.7	56	69.0
Grade 8	57	29.8	5	40.0	9	50.0	56	69.0
High school	57	26.8	4	29.2	8	71.2	55	67.2

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessment.

^dAlternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

^fStudents with limited English proficiency served under IDEA, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took English language proficiency tests in place of the regular reading assessments were not considered in the calculations of the percentage of students who were proficient in reading. In the case of PR, language proficiency is determined with regard to Spanish.

- In school year 2008–09, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by each of the 50 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in math with this type of test was 48 percent. The median percentage of students found to be proficient in math decreased with each successive grade, reaching a low of 18.4 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for math was administered by three states, BIE schools, and one outlying area to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by two states, BIE schools, and one outlying area to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade except grade 7 and high school who were found to be proficient in math with this type of test was in a range from 50 percent to 53.3 percent. The median percentage of students in grade 7 and high school who were found to be proficient with this type of test was 40 percent and 28.8 percent, respectively.
- An *alternate assessment based on modified academic achievement standards* for math was administered by seven states and BIE schools to some students served under *IDEA*, Part B, in grade 3, grade 8, and high school and by eight states and BIE schools to some students in each of grades 4 through 7. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in math with this type of test was 78.3 percent. The medians for each of grades 4 through 8 and high school ranged from 51.4 percent to 62.3 percent.
- An *alternate assessment based on alternate academic achievement standards* for math was administered by the 50 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by 49 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient in math with this type of test was in a range from 63.4 percent to 70 percent.

NOTE: “Students who were proficient” were students whom states considered proficient for purposes of Adequate Yearly Progress as reported under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). Median percentage represents the mid-point of the percentages calculated for all of the states for which data were available. The percentage for each state was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who were proficient in the specific content area assessment in the state by the total number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level in the state for that year, then multiplying the result by 100.

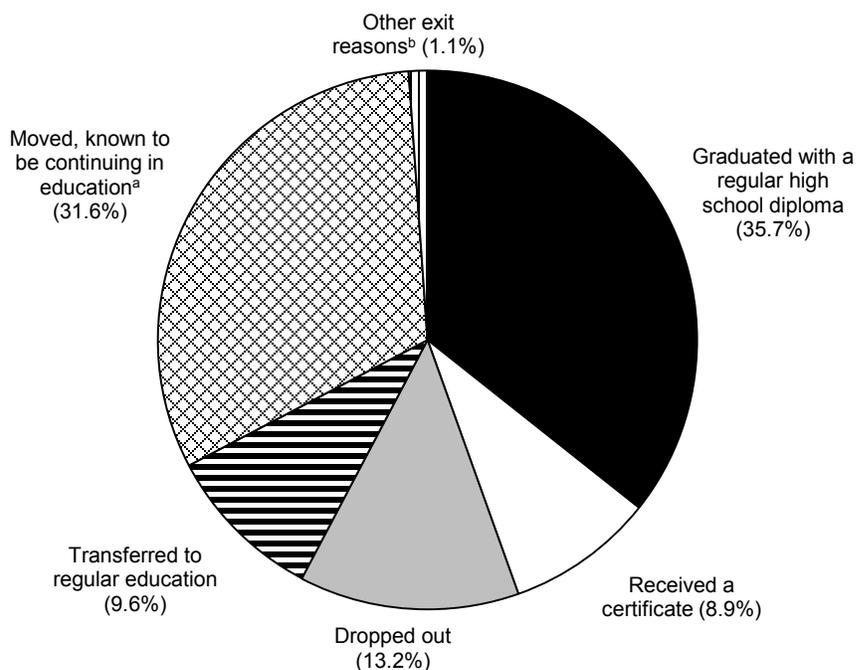
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In school year 2008–09, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in reading. In particular, this type of test was administered by each of the 50 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found by to be proficient in reading with this type of test was 41 percent. The median percentage of students found to be proficient with this type of test decreased with each successive grade, reaching a low of 26.8 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for reading was administered by three states, BIE schools, and one outlying area to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by two states, BIE schools, and one outlying area to some students in high school. The median percentage of students served under *IDEA*, Part B, in each of grades 3 through 5, 7, and 8 who were found to be proficient in reading with this type of test was in a range from 50 percent to 54.5 percent. The median percentages of students in grades 6 and 7 and high school who were found to be proficient in reading were 40 percent, 40 percent, and 29.2 percent, respectively.
- An *alternate assessment based on modified academic achievement standards* for reading was administered by seven states and BIE schools to some students served under *IDEA*, Part B, in each of grades 3 through 5 and high school and by eight states and BIE schools to some students in each of grades 6 through 8. The median percentages of students served under *IDEA*, Part B, in grade 4 and high school who were found to be proficient in reading with this type of test were 74.2 percent and 71.2 percent, respectively. The medians for students in each of grades 3, 5, 6, and 8 ranged from 50 percent to 56.5 percent. The median for students in grade 7 was 37.7 percent.
- An *alternate assessment based on alternate academic achievement standards* for reading was administered by the 50 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in each of grades 3 through 8. Forty-nine states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas administered this type of assessment to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient in reading with this type of test was in a range from 67.2 percent to 69.1 percent.

Part B Exiting

What were the percentages of students ages 14 through 21 exiting IDEA, Part B, for specific reasons?

Exhibit 34. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2008–09



^aThe *moved, known to be continuing* in education category includes exiters who moved out of the catchment area or otherwise transferred to another district and are known to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.

^b“Other exiting reasons” include *reached maximum age* for services (0.9 percent) and *died* (0.2 percent).

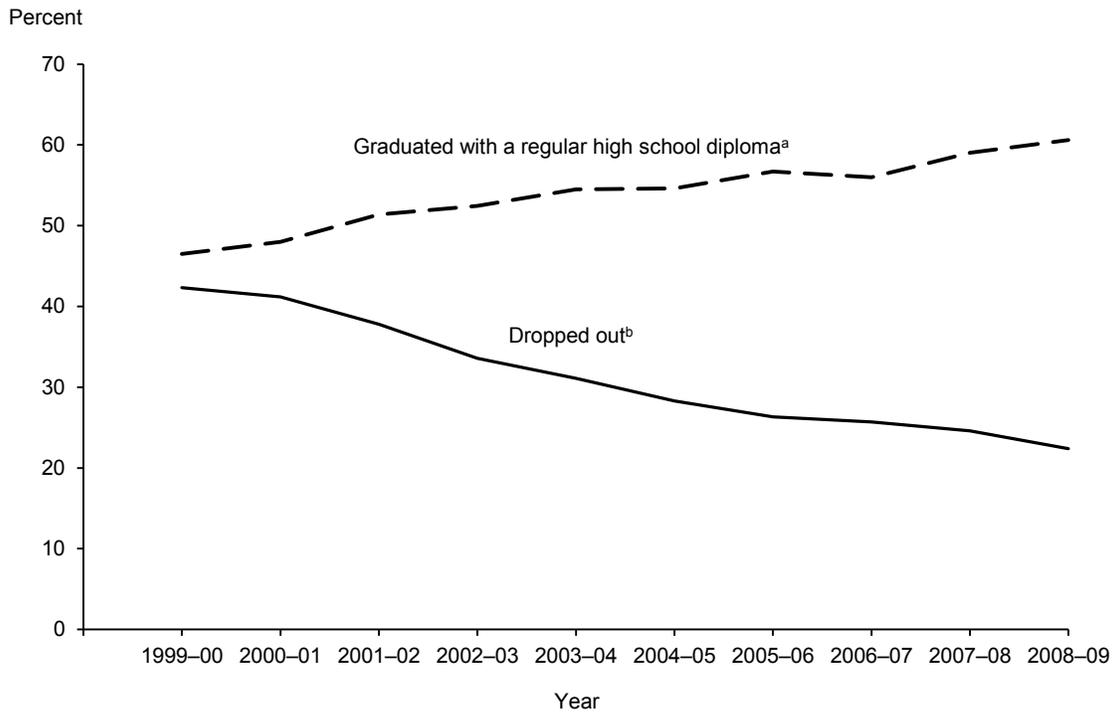
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in all the exit reason categories, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2008–09. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2008–09 (35.7 percent), followed by *moved, known to be continuing* in education (31.6 percent) and *dropped out* (13.2 percent).

How have graduation and dropout percentages for students exiting IDEA, Part B, and school changed over time?

Exhibit 35. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: 1999–2000 through 2008–09



^a*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 CFR section 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).”

^b*Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education. Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under IDEA, Part B, reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out as required under IDEA and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to years with a regular high

- In 2008–09, a total of 60.6 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 22.4 percent *dropped out*.
- From 1999–2000 through 2008–09, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 46.5 percent to 60.6 percent.
- From 1999–2000 through 2008–09, the percentage of students who exited special education and school by having *dropped out* decreased from 42.3 percent to 22.4 percent.

school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 1999–2000 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2008–09, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1999–2000 through 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

How have graduation percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?

Exhibit 36. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 1999–2000 through 2008–09

Disability	1999– 2000	2000– 01	2001– 02	2002– 03	2003– 04	2004– 05	2005– 06	2006– 07	2007– 08	2008– 09
All disabilities	46.5	48.0	51.4	52.5	54.5	54.4	56.7	56.0	59.0	60.6
Autism	44.4	44.3	54.0	54.0	58.2	55.6	57.7	58.8	63.2	64.4
Deaf-blindness ^a	40.4	42.7	49.7	57.7	51.6	53.7	64.5	74.3	56.8	63.6
Emotional disturbance	28.7	29.1	32.2	35.6	38.4	40.1	43.4	42.7	45.6	47.4
Hearing impairments	61.8	60.6	67.1	67.1	67.6	69.6	68.9	67.0	69.7	71.7
Intellectual disabilities	35.2	35.6	38.5	37.8	38.9	35.1	37.2	37.6	37.6	38.7
Multiple disabilities	43.3	43.0	45.7	46.6	47.8	43.1	44.6	45.5	45.7	48.1
Orthopedic impairments	52.8	58.4	57.4	57.7	62.7	62.0	62.0	59.9	62.0	61.2
Other health impairments	56.7	56.3	59.3	60.0	60.5	61.9	63.6	62.4	66.5	67.3
Specific learning disabilities	51.8	53.8	57.0	57.7	59.6	59.6	61.7	60.7	64.2	65.5
Speech or language impairments	53.5	52.9	56.0	59.6	61.2	64.9	67.4	66.5	66.6	68.3
Traumatic brain injury	57.2	57.8	65.0	64.2	61.8	62.8	65.0	62.6	64.9	67.9
Visual impairments	66.9	63.4	71.5	69.5	73.4	72.4	72.1	69.7	77.1	75.0

^aPercentages are based on fewer than 200 students exiting special education and school.

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 CFR section 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing in education*). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school. For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating as required under IDEA and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act of 1965*, as amended (ESEA). The factors used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under ESEA. For 1999–2000 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2008–09, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1999–2000 through 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 1999–2000 through 2008–09, the graduation percentage increased for students in all disability categories who exited *IDEA*, Part B, and school. Double-digit increases were associated with seven of the disability categories that accounted for more than 200 students. The largest increases were associated with students reported under the category of *autism* (20.0 percentage point increase) and the students reported under the category of *emotional disturbance* (18.7 percentage point increase).
- In every year from 1999–2000 through 2008–09, except 2006–07, the disability categories of *visual impairments* and *hearing impairments* were associated with the two largest graduation percentages. Moreover, the students who exited special education and school reported under the category of *emotional disturbance* and the category of *intellectual disabilities* consistently had the two lowest graduation percentages from 1999–2000 through 2008–09.

How have dropout percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?

Exhibit 37. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 1999–2000 through 2008–09

Disability	1999– 2000	2000– 01	2001– 02	2002– 03	2003– 04	2004– 05	2005– 06	2006– 07	2007– 08	2008– 09
All disabilities	42.3	41.2	37.8	33.6	31.1	28.3	26.3	25.7	24.6	22.4
Autism	25.6	22.2	18.7	16.1	13.3	10.8	9.2	7.2	7.0	6.2
Deaf-blindness ^a	29.8	24.2	28.7	27.6	17.5	20.0	9.2	8.2	9.5	9.1
Emotional disturbance	65.3	65.0	61.3	55.9	52.3	48.2	45.0	44.8	43.3	40.6
Hearing impairments	23.8	24.6	21.2	18.8	16.7	13.1	13.5	13.0	11.1	10.5
Intellectual disabilities	36.8	35.2	32.2	29.3	27.6	24.5	22.3	22.2	21.5	19.8
Multiple disabilities	27.8	27.8	27.3	24.9	22.3	21.0	18.6	19.1	17.6	14.9
Orthopedic impairments	31.5	27.3	24.8	22.4	16.5	14.5	11.6	13.3	13.1	13.6
Other health impairments	35.3	36.2	32.8	28.9	27.8	24.7	23.6	23.2	22.4	20.4
Specific learning disabilities	39.9	38.6	35.4	31.4	29.1	26.8	25.3	24.5	23.6	21.4
Speech or language impairments	39.2	39.4	35.9	31.0	29.4	25.2	22.7	20.7	20.5	18.8
Traumatic brain injury	29.2	28.8	24.8	22.8	23.0	18.5	15.1	15.4	14.6	13.2
Visual impairments	20.6	23.3	17.8	15.5	12.7	11.3	11.5	11.2	9.6	9.6

^aPercentages are based on fewer than 200 students exiting special education and school.

NOTE: *Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). This includes dropouts, runaways, general educational development credential (GED) recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education. Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school. For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out as required under IDEA and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The factors used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*. For 1999–2000 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2008–09, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1999–2000 through 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 1999–2000 through 2008–09, the dropout percentage decreased for students in all disability categories who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (24.7 percentage point decrease), *deaf-blindness* (20.7 percentage point decrease), and *speech or language impairments* (20.4 percentage point decrease).
- In every year from 1999–2000 through 2008–09, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact, in each year the dropout percentage for these students was substantially larger than the dropout percentage for any disability category.

Special Education Teachers and Paraprofessionals Employed to Serve Students Ages 6 Through 21 Under *IDEA*, Part B

To what extent were full-time equivalent teachers who were employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, highly qualified?

Exhibit 38. Number of full-time equivalent (FTE) special education teachers and number and percentage of FTE highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2008

Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
370,528	338,398	91.3

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA* and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)].

^bPercentage was calculated by dividing the number of FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2008. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for New Jersey and Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 338,398, or 91.3 percent, of the 370,528 FTE *special education teachers* employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified.

To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, qualified?

Exhibit 39. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2008

Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
391,603	367,583	93.9

^aSpecial education paraprofessionals reported as qualified (1) met the state standard for qualified based on the criteria identified in 20 U.S.C. section 1412(a)(14)(B) or (2) if no state standard for qualified paraprofessionals existed, either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

^bPercentage was calculated by dividing the number of FTE qualified special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, by the total number of FTE special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 367,583, or 93.9 percent, of the 391,603 FTE special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 under IDEA, Part B, were qualified.

Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

Personnel Employed to Provide Related Services for Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

In 2008, the 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands) reported the numbers of full-time equivalent fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B. Personnel who were fully certified for the position either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

To what extent were full-time equivalent personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, fully certified?

Exhibit 40. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2008

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	190,651	185,979	97.5
Audiologists	1,377	1,342	97.5
Counselors and rehabilitation counselors	15,233	14,956	98.2
Interpreters	6,594	5,750	87.2
Medical/nursing service staff	16,264	15,689	96.5
Occupational therapists	17,509	17,207	98.3
Orientation and mobility specialists	1,273	1,235	97.0
Physical education teachers and recreation and therapeutic recreation specialists	13,001	12,612	97.0
Physical therapists	7,617	7,490	98.3
Psychologists	31,780	31,437	98.9
Social workers	18,533	18,279	98.6
Speech-language pathologists	61,470	59,982	97.6

^aPercentage was calculated by dividing the number of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, by the total number of FTE personnel (fully certified and not fully certified) employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

NOTE: Not all states use all 11 related services personnel categories. The term “related services” refers to transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization

- In 2008, 97.5 percent of FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (87.2 percent), while nearly all *psychologists* (98.9 percent) and *social workers* (98.6 percent) were fully certified.

of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device [34 CFR. Section 300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2008. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Disciplinary Removals of Children and Students From Their Educational Placements

For the 2008–09 school year, the 50 states, DC, BIE schools, PR, and the four outlying areas reported information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons.

How many children and students ages 3 through 21 served under IDEA, Part B, were removed to an interim alternative educational setting and suspended or expelled for more than 10 days during the school year?

Exhibit 41. Numbers of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2008–09

Type of disciplinary removal	Number served ^a	Number disciplined ^b	Number disciplined per 10,000 served ^c
Removed to an interim alternative educational setting ^d			
Removed unilaterally by school personnel ^e for drugs, weapons or serious bodily injury ^f	6,598,853	9,706	15
Removed by hearing officer for likely injury ^g	6,579,769	357	1
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ^f	6,598,853	75,642	115
Received in-school suspensions ^f	6,598,853	30,114	46

^aExcludes counts from states that did not have disciplinary removal category data available.

^bThe number reported within each of the four disciplinary categories is an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category.

^cRatio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2008–09 school year, whereas the denominator is based on point-in-time data from fall 2008.

^dAn appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

^eInstances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

^fData for Vermont were not available for this disciplinary removal category.

^gData for Delaware and Vermont were not available for this disciplinary removal category.

^hThe children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2008–09. OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2008. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During school year 2008–09, a total of 9,706 children and students ages 3 through 21 served under *IDEA*, Part B, were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,598,853 children and students ages 3 through 21 were served under Part B in 2008, this type of action occurred with only 15 children and students for every 10,000 children and students who were served under Part B in 2008.
- Only 357 children and students, or 1 for every 10,000 children and students enrolled in Part B in 2008, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2008–09.
- There were 75,642 children and students, or 115 for every 10,000 children and students enrolled in Part B in 2008, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2008–09.
- There were 30,114 children and students, or 46 for every 10,000 children and students enrolled in Part B in 2008, who received *in-school suspensions* for more than 10 cumulative days in school year 2008–09.

How did the numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days, per 10,000 children and students ages 3 through 21 served, vary by disability category?

Exhibit 42. Numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2008–09

Disability	Removed to an interim alternative educational setting ^a		Suspended or expelled >10 days during school year ^b	
	Removed unilaterally by school personnel ^c for drugs, weapons, or serious bodily injury ^d	Removed by hearing officer for likely injury ^e	Received out-of-school suspensions or expulsions ^d	Received in-school suspensions ^d
All disabilities	15	1	115	46
Autism	3	#	16	5
Deaf-blindness	5	0	20	5
Developmental delay ^f	2	#	5	2
Emotional disturbance	45	2	440	137
Hearing impairments	8	0	41	21
Intellectual disabilities	10	#	116	47
Multiple disabilities	5	1	48	19
Orthopedic impairments	6	#	32	6
Other health impairments	21	1	171	76
Specific learning disabilities	21	1	139	59
Speech or language impairments	2	#	17	9
Traumatic brain injury	11	0	82	29
Visual impairments	5	0	30	14

Ratio was non-zero, but smaller than 5 per 100,000.

^aAn appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

^bThe children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

^cInstances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

^dData for Vermont were not available for this disciplinary removal category.

^eData for Delaware and Vermont were not available for this disciplinary removal category.

^fStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age.

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the disability category for the disciplinary removal category by the total number of children and

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 45 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2008–09. This ratio (45 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 22 per 10,000 children and students.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008, no more than 2 children or students were removed by a hearing officer for likely injury during school year 2008–09.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 440 children and students who received out-of-school suspensions or expulsions for more than 10 cumulative days during school year 2008–09. This ratio (440 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 172 per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2008, there were 137 children and students who received in-school suspensions for more than 10 cumulative days during school year 2008–09. This ratio (137 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 77 per 10,000 children and students.

students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2008–09 school year, whereas the denominator is based on point-in-time data from fall 2008. The denominator for the disability category of *deaf-blindness* is fewer than 2,000 children and students ages 3 through 21 served under *IDEA*, Part B. The denominator for each of the other disability categories is larger than 20,000 children and students ages 3 through 21 served under *IDEA*, Part B.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2008–09. OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Dispute Resolution for Children and Students Served Under *IDEA*, Part B

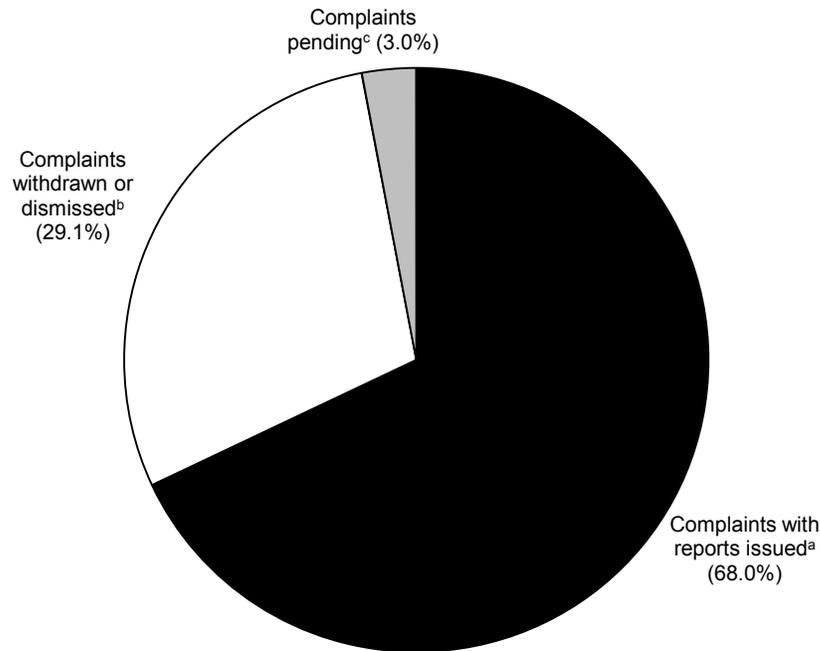
To protect the interests of children and students served under *IDEA*, Part B, *IDEA* requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part B requirement by a school district, the state education agency, or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent or public agency may request a due process hearing¹⁶ regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as states have the option of serving students 22 years of age and older. The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected.

¹⁶ A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the education of children and students served under *IDEA*, Part B.

What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part B of IDEA?

Exhibit 43. Percentage of written, signed complaints for children and students served under IDEA, Part B, by complaint status: 2008–09



^aA *complaint with report issued* refers to a written decision that was provided by the state education agency (SEA) to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*.

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint or a complaint dismissed by the SEA for any reason, including that the complaint did not include all required content.

^cA *complaint pending* is a *written, signed complaint* that is either still under investigation or is not resolved because the SEA's report is not complete.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to an SEA by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Percentage was based on a total of 5,008 *written, signed complaints*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

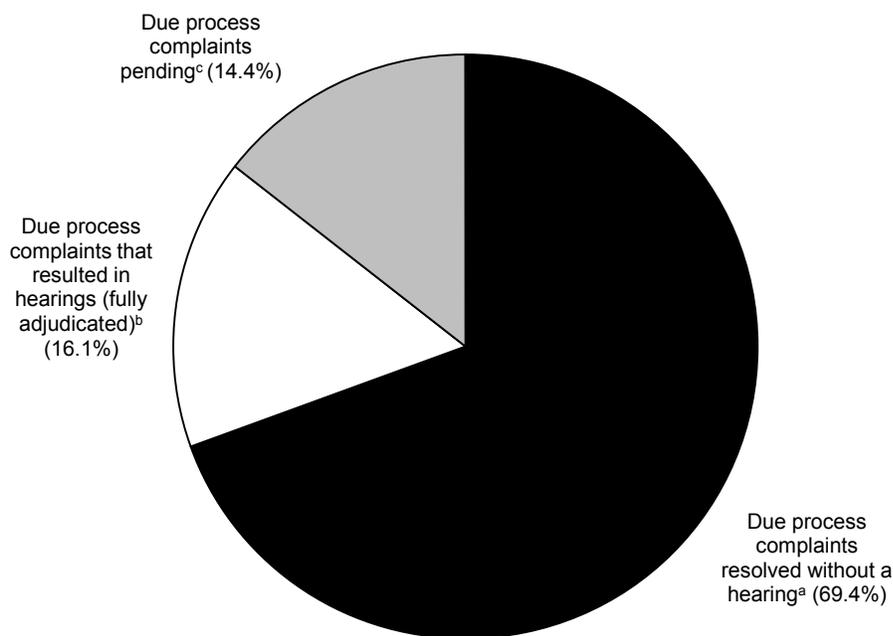
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: "Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*," 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2008–09, a total of 5,008 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under *IDEA*, Part B.

- A report was issued for 3,403 (68.0 percent) of the complaints, while 1,455 (29.1 percent) of the complaints were withdrawn or dismissed. Only 150 (3.0 percent) of the complaints that were received during the 2008–09 reporting period were pending or unresolved by the end of the period.

What were the statuses of the due process complaints made by parties that alleged a violation of a requirement of Part B of IDEA?

Exhibit 44. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2008–09



^aA *due process complaint resolved without a hearing* is a complaint that did not result in a fully adjudicated due process hearing and was not under consideration by a hearing officer. This includes *due process complaints* resolved through a mediation agreement or through a written settlement agreement, those settled by some other agreement between the parties (i.e., parent and public agency) prior to completion of the hearing, those withdrawn by the filing party, those determined by the hearing officer as insufficient or without cause, and those not fully adjudicated for other reasons.

^bA *due process complaint* that resulted in a *hearing fully adjudicated* occurs when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

^cA *due process complaint pending* is a complaint that has not been resolved and is awaiting a due process hearing or resolution without a due process hearing.

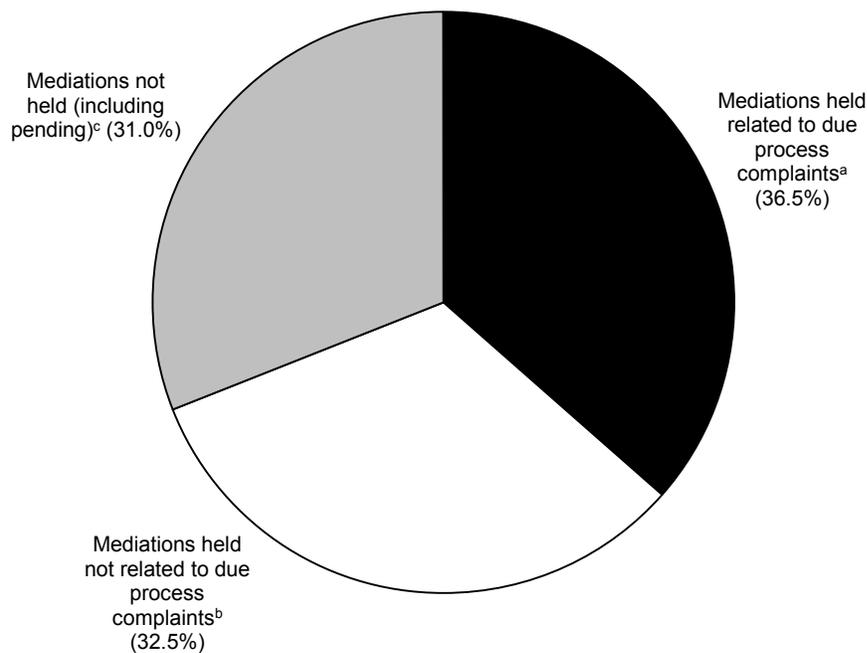
NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of a free appropriate public education to the child. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Percentage was based on a total of 18,020 *due process complaints*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 18,020 *due process complaints* were received during 2008–09 through the dispute resolution process for children and students ages 3 through 21 served under *IDEA*, Part B.
- For 12,514 (69.4 percent) of the *due process complaints* received during the 2008–09 reporting period, a resolution was achieved without a hearing. For 2,904 (16.1 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining 2,602 complaints received (14.4 percent), a resolution was still pending at the end of the reporting period.

What were the statuses of the mediation requests made by parties that alleged a violation of a requirement of Part B of IDEA?

Exhibit 45. Percentage of mediation requests for children and students served under IDEA, Part B, by request status: 2008–09



^aA *mediation held related to due process complaint* is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent/guardian and public agency that was initiated by the filing of a *due process complaint* or included issues that were the subject of a *due process complaint*.

^bA *mediation held not related to due process complaint* is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent/guardian and public agency that was not initiated by the filing of a *due process complaint* or did not include issues that were the subject of a *due process complaint*.

^cA *mediation not held (including pending)* is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes *mediation requests* that were withdrawn, *mediation requests* that were dismissed, requests where one party refused to mediate, requests that were settled by some agreement other than a mediation agreement between the parties, and requests that were pending as of the end of the reporting period.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 8,773 *mediation requests*. Data are from the reporting period between July 1, 2008, and June 30, 2009.

- During 2008–09, a total of 8,773 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 3,201 (36.5 percent) of the *mediation requests* received, a mediation related to a due process complaint was conducted. For 2,853 (32.5 percent) of the *mediation requests* received, a mediation was conducted that was not related to a due process complaint. For the remaining 2,719 *mediation requests* (31.0 percent), no mediation had been held by the end of the 2008–09 reporting period.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2008–09. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Section II

Summary and Analysis of *IDEA* Section 618 Data at the State Level

Introduction

This section of the 33rd *Annual Report to Congress, 2011* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. The questions show the breadth and depth of information available and call for the examination of data elements addressing areas of particular interest.

The discussion in this section offers a different perspective from that presented in Section I, where the discussion features counts, percentages, and ratios that represent the nation as a whole. The measures in Section I for Parts B and C represent the 50 states, the District of Columbia, Puerto Rico, and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands); for Part B only, the measures usually also represent the Bureau of Indian Education (BIE) schools. In contrast, the discussion in this section reflects a state-level perspective that features comparisons among the states for which data were available. The measures presented in this section do not include counts; they include only percentages and ratios and thereby provide a common basis for comparing the states. For Parts B and C, these measures are based on data for the 50 states, the District of Columbia, and Puerto Rico; for Part B only, the measures usually also represent BIE schools. They are referred to collectively as “All states,” and individually by the term “state” in the exhibits and discussion. Consequently, the discussion may refer to as many as 53 individual “states” in total.

The objective of the analyses in this section is to examine similarities and differences among and within states for specific time periods. For some elements, data for two time periods for each state are presented and examined. In these cases, the analysis focuses on comparing data for the two time periods presented to determine what, if any, substantial change occurred. The more recent (comparison) time periods depicted in the state-level data exhibits are consistent with the more recent time periods depicted in the national level data exhibits found in Section I. Earlier (baseline) time periods were selected for exhibits in this section based on data availability and the comparability of the data categories or definitions (see “Data Sources Used in This Report”).

As was the case in Section I, any reference in this section to “early intervention services” is a term used synonymously with services provided under *IDEA*, Part C.

Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as larger than 50 percent.
2. The U.S. Census' annual resident population estimates for the states include counts of children served through the BIE schools. Therefore, BIE schools are not presented as a distinct state in population data exhibits.
3. The four outlying areas are not included in the exhibits because data were frequently suppressed or not reported. For example, the U.S. Census' annual population estimates exclude residents of the four outlying areas even though the most recent decennial census (collected in 2010) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. Available on the Web at <http://www.tadnet.org/> are several documents that can provide important background information to these exhibits. Prior to making any state-to-state comparisons, please consult the posted data dictionaries, fact sheets, and data notes. The data notes provide information on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes in the data from the previous year.
5. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with federal law. Under *IDEA* section 618(b)(1), the data collected by the U.S. Department of Education (Department) under *IDEA* section 618(a) must be publicly reported by each state in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 CFR section 99.35(a)(1) of the *Family Educational Rights and Privacy Act (FERPA)* regulations, authorized representatives of the secretary may have access to education records in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. However, under 34 CFR section 99.35(b)(1) of the *FERPA* regulations, information collected by authorized representatives of the secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may

make further disclosures in accordance with the requirements in 34 CFR section 99.33(b). It is the policy of the Department to be consistent with the provisions of the *IDEA* and *FERPA* privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. The 2003-04 data presented in the *28th Annual Report to Congress, 2006*, were the first data in these reports to which OSEP applied its cell suppression policy.

In preparing this report, OSEP determined that certain numbers required for calculating the percentages in the exhibits that follow would be suppressed in order to avoid the identification of children and students through data publication. In particular, counts of one to five children or students were suppressed. When necessary, counts of zero or more than five children were suppressed to prevent the calculation of another suppressed number. When counts were suppressed for a state, percentages and ratios that required those counts could not be calculated. However, national counts that were used to calculate the national percentages and ratios presented for "All states" in the exhibits that follow were not suppressed.

6. In a number of states, students must meet an exit exam requirement in addition to the traditional course work requirements to earn a regular/standard high school diploma. In exhibit 66, Part B exit data are presented to permit a comparison between states that had an exit exam requirement in place for students with disabilities and states that did not have an exit exam requirement in place for students with disabilities.

Infants and Toddlers Birth Through Age 2 Served Under *IDEA*, Part C

Part C Child Count

How did the states compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2009

State	2004	2009
All states	2.3	2.7
Alabama	1.3	1.6
Alaska	2.0	2.0
Arizona	1.5	1.7
Arkansas	2.4	2.2
California	1.8	2.3
Colorado	1.7	2.3
Connecticut	3.1	3.8
Delaware	3.0	2.3
District of Columbia	1.4	1.4
Florida	1.9	2.1
Georgia	1.3	1.2
Hawaii	7.6	3.8
Idaho	2.6	2.5
Illinois	2.9	3.4
Indiana	4.2	3.7
Iowa	2.0	3.1
Kansas	2.5	2.8
Kentucky	2.2	2.9
Louisiana	2.4	2.3
Maine	2.8	2.4
Maryland	2.8	3.1
Massachusetts	5.9	6.5
Michigan	2.1	2.9
Minnesota	1.5	2.2
Mississippi	1.7	1.7
Missouri	1.5	1.7
Montana	2.0	1.7
Nebraska	1.7	1.9
Nevada	1.2	1.5
New Hampshire	2.6	4.0
New Jersey	2.4	3.1
New Mexico	3.3	5.1
New York	4.4	4.4
North Carolina	1.8	2.5

See notes at end of exhibit.

Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2009—Continued

State	2004	2009
North Dakota	2.6	3.4
Ohio	2.1	3.2
Oklahoma	2.0	1.9
Oregon	1.5	1.8
Pennsylvania	3.1	3.8
Puerto Rico	2.0	3.6
Rhode Island	3.4	5.1
South Carolina	1.4	2.4
South Dakota	2.8	2.8
Tennessee	1.7	1.6
Texas	1.8	2.3
Utah	1.7	2.0
Vermont	3.0	3.9
Virginia	1.8	1.9
Washington	1.6	1.8
West Virginia	3.2	3.9
Wisconsin	2.7	2.7
Wyoming	3.8	4.5

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state in the year by the estimated U.S. resident population birth through age 2 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states in the year by the estimated U.S. resident population birth through age 2 in all states for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2004 and 2009. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates—RESIDENT,” 2004 and 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 2.7 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C. The percentages served in the individual states ranged from 1.2 percent in Georgia to more than 4 percent in the following six states: Massachusetts (6.5 percent), Rhode Island (5.1 percent), New Mexico (5.1 percent), Wyoming (4.5 percent), New York (4.4 percent), and New Hampshire (4.0 percent).
- In 2004, 2.3 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C.
- In 35 of the 52 states for which data were available for 2004 and 2009, the percentage of the population served increased. In 22 of the states, the difference represented a percent change¹⁷ increase of more than 20 percent. In the following six states, the difference represented a percent change increase of 50 percent or more: South Carolina (77.7 percent), Puerto Rico (77.2 percent), New Hampshire (56.3 percent), New Mexico (54.1 percent), Rhode Island (51.9 percent), and Ohio (50.7 percent).

¹⁷ Percent change between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009, dividing the difference by the percentage for 2004, then multiplying the result by 100.

- In 14 of the 52 states for which data were available for 2004 and 2009, the percentage of the population served decreased. However, the difference represented a percent change decrease of more than 20 percent only in Hawaii (-50.37 percent) and Delaware (-22.81 percent).

Part C Primary Early Intervention Service Settings

How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service settings in 2009, and how did the distributions change between 2007 and 2009?

Exhibit 47. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2009

State	2007			2009		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
All states	85.5	5.5	9.0	86.7	6.6	6.7
Alabama	83.4	11.9	4.7	87.9	9.4	2.7
Alaska	91.1	4.7	4.2	95.1	x	x
Arizona	62.6	0.2	37.2	73.9	0.4	25.6
Arkansas	21.5	24.3	54.2	16.6	28.7	54.7
California	82.7	3.2	14.1	84.5	3.2	12.3
Colorado	94.2	0.6	5.2	97.8	1.7	0.5
Connecticut	94.2	5.3	0.5	95.8	4.0	0.2
Delaware	74.9	9.2	15.9	79.4	10.8	9.8
District of Columbia	45.4	43.5	11.1	36.9	56.5	6.6
Florida	50.4	8.8	40.8	58.1	9.2	32.7
Georgia	99.0	0.7	0.4	85.0	14.4	0.6
Hawaii	89.9	2.8	7.3	92.3	1.4	6.3
Idaho	90.7	2.4	6.9	95.8	3.2	1.0
Illinois	85.1	4.5	10.4	87.9	5.0	7.1
Indiana	93.6	4.7	1.7	94.0	5.2	0.8
Iowa	95.1	3.3	1.6	96.4	2.6	1.0
Kansas	95.7	2.9	1.4	96.6	2.6	0.8
Kentucky	87.9	11.6	0.5	95.5	3.9	0.6
Louisiana	95.4	4.1	0.5	97.5	2.4	0.1
Maine	59.5	27.9	12.6	69.8	15.2	15.0
Maryland	82.8	8.4	8.8	84.0	10.1	5.9
Massachusetts	88.4	10.1	1.6	78.5	19.8	1.7
Michigan	88.3	4.1	7.6	84.7	9.6	5.7
Minnesota	90.0	3.8	6.2	92.0	3.5	4.5
Mississippi	83.1	11.4	5.5	95.6	1.1	3.4
Missouri	92.0	5.9	2.1	93.4	4.8	1.8
Montana	92.3	x	x	94.0	x	x
Nebraska	92.7	4.0	3.4	89.4	6.5	4.1
Nevada	97.9	1.7	0.5	97.5	2.1	0.5
New Hampshire	94.5	x	x	95.0	4.0	1.0
New Jersey	92.4	5.5	2.2	94.0	5.5	0.5
New Mexico	81.8	15.9	2.3	81.3	17.2	1.5
New York	88.8	2.4	8.8	91.0	2.7	6.3
North Carolina	90.0	8.9	1.1	90.4	8.6	1.0
North Dakota	93.1	1.2	5.7	93.6	4.3	2.1

See notes at end of exhibit.

Exhibit 47. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2009—Continued

State	2007			2009		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
Ohio	84.0	4.3	11.7	87.4	3.6	8.9
Oklahoma	95.5	2.8	1.7	95.0	2.2	2.8
Oregon	87.2	3.2	9.6	92.4	2.6	5.0
Pennsylvania	97.6	2.0	0.4	96.4	3.4	0.2
Puerto Rico	87.5	12.4	0.1	79.1	20.7	0.2
Rhode Island	77.4	8.5	14.1	83.8	5.6	10.6
South Carolina	80.6	0.9	18.5	95.7	2.8	1.5
South Dakota	79.7	x	x	83.9	15.3	0.9
Tennessee	68.6	19.4	12.0	67.0	19.2	13.8
Texas	96.0	3.4	0.6	94.9	4.7	0.4
Utah	68.2	2.7	29.1	80.7	3.8	15.5
Vermont	86.1	10.9	3.0	81.2	17.1	1.7
Virginia	78.8	4.6	16.6	79.5	3.6	16.8
Washington	61.1	13.4	25.5	68.2	20.7	11.1
West Virginia	95.7	3.9	0.4	98.2	1.8	0.0
Wisconsin	89.0	4.9	6.0	88.3	7.6	4.2
Wyoming	75.0	24.5	0.5	79.9	20.1	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

^aHome refers to the principal residence of the eligible infant's or toddler's family or caregivers.

^bCommunity-based setting refers to settings in which children without disabilities are usually found. The community-based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

^cOther setting refers to settings other than home or community-based setting in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state who were reported in the primary service setting in the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state in the year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states who were reported in the primary service setting in the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states in the year, then multiplying the result by 100. Percentage for "All states" includes suppressed data. The sum of row percentages for a year may not total 100 because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children With Disabilities and Their Families in Accordance with Part C," 2007 and 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting in "All states" in 2009, were 86.7 percent, 6.6 percent, and 6.7 percent, respectively. In 2007, the values were very comparable with 85.5 percent, 5.5 percent, and 9 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, in 26 states in 2009 and 20 states in 2007. Additionally, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home* in both years. In Arkansas, *other setting* was the primary setting for more than 50 percent of infants and toddlers in 2009 (54.7 percent) and 2007 (54.2 percent). In the District of Columbia, *home* and *community-based setting* accounted for larger percentages of the infants and toddlers than did the category representing *other setting* in both years. Specifically, in 2009 *home* and *community-based setting* accounted for 36.9 percent and 56.5 percent of the infants and toddlers, respectively, while *other setting* accounted for 6.6 percent. In 2007, *home* and *community-based setting* accounted for 45.4 percent and 43.5 percent, respectively, while *other setting* accounted for 11.1 percent.

Part C Exiting

How did the states compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, programs, by exiting status in 2008–09?

Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2008–09

State	Completion of IFSP ^a prior to reaching age 3	Part B eligible ^b	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^c	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	14.8	41.2	7.5	3.3	10.8	0.5	3.9	10.5	7.5
Alabama	16.1	40.4	3.5	3.9	11.4	0.8	3.9	10.5	9.6
Alaska	10.2	39.0	3.0	4.0	7.5	0.9	8.3	13.7	13.4
Arizona	11.7	48.8	4.0	2.8	11.1	0.5	5.6	6.9	8.5
Arkansas	6.6	56.0	5.4	5.4	8.1	0.0	2.6	13.5	2.4
California	8.8	41.8	20.5	0.0	13.6	0.6	1.8	9.4	3.4
Colorado	10.7	46.3	6.6	5.7	6.8	0.5	6.7	11.6	5.1
Connecticut	12.8	44.8	6.4	4.8	7.3	0.4	4.2	12.6	6.8
Delaware	22.5	47.3	5.7	2.6	5.7	x	5.5	7.8	x
District of Columbia	4.8	10.4	x	x	67.4	0.0	3.0	4.3	7.8
Florida	7.6	46.5	3.2	2.8	21.7	0.4	4.9	8.5	4.5
Georgia	9.2	45.1	2.7	1.9	13.6	0.7	4.8	10.3	11.7
Hawaii	13.8	14.1	5.7	1.8	13.8	0.2	6.7	29.7	14.1
Idaho	28.5	37.9	8.3	3.9	2.6	0.5	6.1	5.9	6.3
Illinois	18.7	43.8	5.5	0.3	11.8	0.4	3.1	8.3	8.3
Indiana	22.2	31.6	14.8	9.1	3.4	0.3	4.0	14.1	0.5
Iowa	11.6	37.4	15.3	4.8	0.2	0.6	5.1	19.6	5.5
Kansas	26.4	48.2	2.7	1.9	2.4	0.6	6.4	7.2	4.1
Kentucky	17.4	45.9	2.3	2.3	13.0	0.4	4.3	9.2	5.4
Louisiana	5.9	49.3	6.3	2.8	7.2	0.4	4.5	12.5	11.0
Maine	15.2	54.9	x	4.1	4.6	x	5.5	9.2	5.6

See notes at end of exhibit.

Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2008–09—Continued

State	Completion of IFSP ^a prior to reaching age 3	Part B eligible ^b	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^c	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	21.2	44.0	3.3	1.1	6.3	0.4	4.7	9.0	10.0
Massachusetts	31.5	35.9	6.4	1.4	0.2	0.2	2.8	8.3	13.3
Michigan	10.4	38.9	6.9	10.0	3.4	0.5	7.4	12.0	10.5
Minnesota	8.6	67.0	5.3	9.2	0.5	0.5	2.8	5.5	0.6
Mississippi	13.9	31.2	9.5	10.8	12.5	1.1	4.9	10.4	5.7
Missouri	5.4	57.3	3.7	8.6	6.0	1.1	5.8	8.7	3.4
Montana	30.1	22.6	6.1	1.7	8.1	0.6	6.6	12.2	11.9
Nebraska	5.5	89.8	0.0	x	0.0	0.7	2.0	1.5	x
Nevada	4.7	45.3	1.9	1.9	14.1	0.6	9.5	9.3	12.7
New Hampshire	23.6	40.4	3.7	x	5.6	x	4.3	9.1	9.4
New Jersey	16.8	28.5	3.5	15.3	17.3	0.2	2.5	11.1	4.6
New Mexico	6.7	34.1	9.7	0.0	1.9	0.6	9.1	20.9	17.0
New York	15.0	55.7	3.0	3.1	11.8	0.2	2.6	5.1	3.4
North Carolina	6.0	37.9	5.6	4.7	15.6	0.9	5.9	15.6	8.0
North Dakota	—	39.2	11.3	x	12.1	x	6.9	18.5	5.7
Ohio	5.0	38.0	10.5	6.7	4.6	0.6	4.0	13.9	16.6
Oklahoma	19.7	33.2	5.2	0.8	4.2	0.7	4.9	13.7	17.6
Oregon	11.6	64.5	x	1.7	x	2.0	6.2	8.4	5.1
Pennsylvania	26.0	41.1	2.4	3.1	7.4	0.3	2.6	10.6	6.5
Puerto Rico	23.4	30.4	0.5	x	29.7	x	4.6	3.1	7.9
Rhode Island	19.6	38.4	7.7	x	5.9	x	5.0	8.8	11.3
South Carolina	15.9	30.7	6.8	5.2	14.5	1.0	5.8	10.5	9.7
South Dakota	2.6	50.6	17.4	x	2.8	x	5.9	12.8	5.4
Tennessee	8.5	33.8	3.1	3.2	23.9	0.7	4.6	12.6	9.6
Texas	10.6	27.7	7.3	1.8	17.7	0.6	3.8	17.0	13.5
Utah	14.1	45.4	2.0	8.1	7.2	0.7	4.8	13.1	4.7

See notes at end of exhibit.

Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2008–09—Continued

State	Completion of IFSP ^a prior to reaching age 3	Part B eligible ^b	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^c	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Vermont	14.7	65.2	1.7	1.2	x	x	7.2	4.5	4.8
Virginia	24.2	37.6	5.0	6.4	5.5	0.8	5.9	8.1	6.5
Washington	15.2	49.6	6.8	6.0	5.6	0.4	5.2	5.6	5.6
West Virginia	23.4	25.6	6.9	2.6	14.2	0.3	5.2	14.1	7.7
Wisconsin	22.7	43.7	4.5	2.5	9.5	0.4	2.5	8.8	5.4
Wyoming	16.6	47.1	5.2	3.1	x	x	11.5	5.9	9.7

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

^aIFSP refers to an individualized family service plan.

^b“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C and children served under *IDEA*, Part C, who reached age 3 and continued in Part C. Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

^cThe *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported, and children for whom parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exit status categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The sum of row percentages may not total 100 because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, the most prevalent Part C exit status was “Part B eligible.” This exit status accounted for the largest percentage of the infants and toddlers birth through age 2 exiting Part C programs in “All states” (41.2 percent). This exit status also was associated with the largest percentage in 49 of the 52 states. For nine of those states, the value was larger than 50 percent. Those states included: Nebraska (89.8 percent), Minnesota (67.0 percent), Vermont (65.2 percent), Oregon (64.5 percent), Missouri (57.3 percent), Arkansas (56.0 percent), New York (55.7 percent), Maine (54.9 percent), and South Dakota (50.6 percent).
- The percentage of those exiting Part C classified under *completion of IFSP prior to reaching maximum age* for Part C was the second largest for “All states,” but it accounted for a much smaller percentage of exits (14.8 percent). Moreover, the percentage associated with this exit status was larger than the percentages associated with the other reasons in only one individual state, Montana (30.1 percent).

Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define "infants and toddlers" as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B)] and serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected. Nevertheless, since infants and toddlers birth through age 2 served under *IDEA*, Part C, account for nearly all of the participants in Part C in all states, the count for infants and toddlers birth through age 2 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part C disputes that occurred in the individual states during the year. For an overview of the Part C dispute resolution process, see the Section I discussion of these same data at the national level.

How did the states compare with regard to the following ratios in 2008–09:

1. *the number of written, signed complaints for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served;*
2. *the number of hearing requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served; and*
3. *the number of mediation requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served?*

Exhibit 49. Number of written, signed complaints; hearing requests; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2008–09

State	Written, signed complaints ^a	Hearing requests ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All states	0.7	0.6	0.5
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	3.8	16.1	0.0
Arkansas	0.3	0.0	0.0
California	0.5	1.8	1.6
Colorado	0.0	0.0	0.0
Connecticut	0.2	0.0	0.0

See notes at end of exhibit.

Exhibit 49. Number of written, signed complaints; hearing requests; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2008–09—Continued

State	Written, signed complaints ^a	Hearing requests ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Delaware	0.0	0.0	0.0
District of Columbia	0.0	6.5	3.2
Florida	0.5	0.0	0.2
Georgia	0.7	0.0	0.0
Hawaii	0.3	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	1.0	0.2	0.1
Indiana	0.2	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.3	0.0	0.6
Kentucky	3.8	0.0	0.0
Louisiana	4.8	0.0	0.0
Maine	5.1	0.0	6.1
Maryland	0.3	0.1	0.8
Massachusetts	0.0	0.0	0.0
Michigan	0.0	0.0	0.0
Minnesota	0.4	0.0	0.7
Mississippi	10.9	0.0	0.0
Missouri	0.8	1.1	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	8.8	1.5	0.5
New Hampshire	0.0	0.0	0.0
New Jersey	0.4	0.7	0.5
New Mexico	0.0	0.0	0.0
New York	0.5	0.3	1.5
North Carolina	0.3	0.0	0.1
North Dakota	0.0	0.0	0.0
Ohio	0.4	0.0	0.2
Oklahoma	0.7	0.3	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.2	0.1	0.3
Puerto Rico	2.1	0.6	1.0
Rhode Island	0.0	0.0	0.0
South Carolina	1.4	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	3.0	0.9	0.2
Texas	0.0	0.0	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 49. Number of written, signed complaints; hearing requests; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2008–09—Continued

State	Written, signed complaints ^a	Hearing requests ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Virginia	0.3	0.0	0.2
Washington	0.2	0.0	0.0
West Virginia	1.1	0.0	0.0
Wisconsin	0.0	0.0	0.3
Wyoming	0.0	0.0	0.0

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization that alleges a violation of a requirement of Part C of *IDEA*. The total number of *written, signed complaints* in 2008–09 was 237.

^bA *hearing request* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or early intervention setting of a child with a disability, or to the provision of early intervention services to such child. The total number of *hearing requests* in 2008–09 was 206.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2008–09 was 157.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state, then multiplying the result by 1,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2008, and June 30, 2009, whereas the denominator is based on point-in-time data from fall 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2008–09. Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, there were 0.7 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served in “All states” under *IDEA*, Part C. However, the ratio was zero for 22 of the 52 states and no more than 0.3 per 1,000 infants and toddlers for the following seven states: Hawaii (0.3 per 1,000 infants and toddlers), Kansas (0.3 per 1,000 infants and toddlers), Maryland (0.3 per 1,000 infants and toddlers), Connecticut (0.2 per 1,000 infants and toddlers), Indiana (0.2 per 1,000 infants and toddlers), Pennsylvania (0.2 per 1,000 infants and toddlers), and Washington (0.2 per 1,000 infants and toddlers). A ratio larger than 8 per 1,000 infants and toddlers was found for only Mississippi (10.9 per 1,000 infants and toddlers) and Nevada (8.8 per 1,000 infants and toddlers).
- In 2008–09, there were 0.6 *hearing requests* per 1,000 infants and toddlers birth through age 2 served in “All states” under *IDEA*, Part C. However, the ratio was zero for 39 of the 52 states and less than 1.9 per 1,000 infants and toddlers for each of the other states except Arizona (16.1 per 1,000 infants and toddlers) and the District of Columbia (6.5 per 1,000 infants and toddlers).
- In 2008–09, there were 0.5 *mediation requests* per 1,000 infants and toddlers birth through age 2 served in “All states” under *IDEA*, Part C. However, the ratio was zero for 34 of the 52 states and less than 1.6 per 1,000 infants and toddlers for every state except Maine (6.1 per 1,000 infants and toddlers) and the District of Columbia (3.2 per 1,000 infants and toddlers).

Children Ages 3 Through 5 Served Under *IDEA*, Part B

Part B Child Count

How did the states compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 50. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2009

State	2004	2009
All states	5.9	5.7
Alabama	4.6	3.9
Alaska	7.0	6.4
Arizona	5.3	4.7
Arkansas	10.5	10.7
California	4.2	4.5
Colorado	5.4	5.2
Connecticut	6.0	6.2
Delaware	6.2	7.3
District of Columbia	3.1	3.3
Florida	5.7	5.1
Georgia	5.3	3.7
Hawaii	5.0	4.8
Idaho	6.2	5.4
Illinois	6.6	6.9
Indiana	7.4	7.0
Iowa	5.4	5.3
Kansas	8.0	8.7
Kentucky	12.8	11.1
Louisiana	6.2	5.4
Maine	11.1	8.9
Maryland	5.6	5.6
Massachusetts	6.4	7.0
Michigan	6.0	6.5
Minnesota	6.4	6.8
Mississippi	6.7	7.5
Missouri	6.7	6.6
Montana	5.6	4.8
Nebraska	6.6	4.7
Nevada	5.2	5.7
New Hampshire	5.9	6.6
New Jersey	5.7	4.9
New Mexico	7.8	7.4
New York	8.5	9.0
North Carolina	5.8	4.6

See notes at end of exhibit.

Exhibit 50. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2009—Continued

State	2004	2009
North Dakota	6.9	6.8
Ohio	4.7	5.3
Oklahoma	5.6	4.9
Oregon	5.8	6.2
Pennsylvania	5.8	6.8
Puerto Rico	4.9	10.1
Rhode Island	7.7	8.0
South Carolina	7.0	6.0
South Dakota	8.8	7.8
Tennessee	5.0	5.2
Texas	4.0	3.3
Utah	5.4	5.5
Vermont	7.5	9.0
Virginia	5.8	5.4
Washington	5.4	5.2
West Virginia	9.2	9.0
Wisconsin	7.6	7.3
Wyoming	12.3	14.4

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state in the year by the estimated U.S. resident population ages 3 through 5 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states in the year by the estimated U.S. resident population ages 3 through 5 in all states for that year, then multiplying the result by 100. Percentage for “All states” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2009. U.S. Department of Commerce, U.S. Census Bureau, “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2009. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 5.7 percent of children ages 3 through 5 in the resident population in “All states” were served under *IDEA*, Part B. The percentages served in the 52 individual states for which data were available ranged from 3.3 percent to 14.4 percent. Values of 10 percent or more were observed for the following four states: Wyoming (14.4 percent), Kentucky (11.1 percent), Arkansas (10.7 percent), and Puerto Rico (10.1 percent). For the following four states, values less than 4 percent were found: Alabama (3.9 percent), Georgia (3.7 percent), the District of Columbia (3.3 percent), and Texas (3.3 percent).
- In 2004, 5.9 percent of children ages 3 through 5 in the resident population in “All states” were served under *IDEA*, Part B.
- In 23 of the 52 states for which data were available for 2004 and 2009, the percentage of the population served increased. However, the increase represented a percent change of more than 20 percent in only the following two states: Puerto Rico (106.8 percent) and Vermont (20.4 percent).

- In 28 of the 52 states for which data were available for 2004 and 2009, the percentage of the population served decreased. However, the difference represented a percent change decrease of more than 20 percent only in Georgia (-30.1 percent), Nebraska (-28.1 percent), and North Carolina (-20.1).

Part B Educational Environments

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, by educational environment in 2009?

Exhibit 51. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2009

State	Percent time in regular early childhood program ^{a,b}			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% of the time	40% to 79% of the time	Less than 40% of the time					
All states	50.0	5.6	9.1	21.6	2.7	#	2.5	8.5
Alabama	78.6	2.1	3.8	3.4	1.0	0.2	4.0	6.9
Alaska	33.4	7.6	7.9	44.1	0.7	0.0	0.7	5.6
Arizona	39.3	6.9	16.4	34.0	1.4	0.0	0.1	1.9
Arkansas	67.3	2.2	2.7	4.8	19.4	0.1	0.4	3.1
BIE schools	94.2	2.5	x	1.8	0.0	0.0	x	0.0
California	36.5	1.3	13.1	31.0	4.2	0.1	4.3	9.5
Colorado	85.9	2.5	2.9	5.1	1.4	x	x	1.9
Connecticut	68.9	6.6	4.8	13.2	0.7	0.3	0.2	5.3
Delaware	52.6	9.2	3.0	20.8	7.2	x	5.2	x
District of Columbia	57.2	7.5	10.8	18.3	5.0	0.0	x	x
Florida	34.7	1.9	16.8	36.2	5.2	#	0.8	4.4
Georgia	58.5	10.5	10.2	17.2	0.4	0.1	1.8	1.3
Hawaii	15.6	13.8	31.8	36.6	x	x	0.7	1.1
Idaho	39.4	8.3	4.8	34.1	6.1	x	x	6.7
Illinois	50.3	6.1	9.5	21.6	3.3	#	0.4	8.8
Indiana	48.5	4.4	3.5	28.9	2.0	#	0.5	12.2
Iowa	64.6	9.7	3.2	15.1	x	x	1.2	5.4
Kansas	54.4	7.7	3.8	31.8	x	x	1.6	0.5
Kentucky	84.0	1.5	1.5	9.5	0.5	#	0.4	2.6
Louisiana	64.9	4.1	12.8	5.3	x	x	3.6	9.2
Maine	56.4	8.7	7.7	11.4	4.5	0.0	0.9	10.5
Maryland	52.8	5.7	6.3	17.9	3.1	0.0	0.9	13.3
Massachusetts	66.1	9.3	3.9	12.2	1.4	x	x	7.0
Michigan	36.1	3.1	5.2	39.2	x	x	2.3	13.2
Minnesota	53.4	15.3	6.1	18.8	x	x	2.6	2.9
Mississippi	70.9	2.2	7.6	6.4	3.9	0.1	3.4	5.5
Missouri	53.6	11.4	6.2	18.8	1.6	0.0	0.8	7.6
Montana	46.3	5.7	9.3	26.2	2.3	x	x	9.6
Nebraska	59.7	3.4	6.8	20.9	2.3	0.0	5.1	1.9
Nevada	31.0	3.4	4.9	53.2	1.3	0.0	0.6	5.6
New Hampshire	34.4	15.3	11.8	37.7	0.2	x	x	0.4
New Jersey	34.5	6.9	26.6	25.3	6.2	#	0.3	0.2
New Mexico	59.7	10.3	14.4	7.0	2.1	0.0	0.2	6.3
New York	52.2	4.4	12.3	15.8	5.1	#	9.0	1.1

See notes at end of exhibit.

Exhibit 51. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2009—Continued

State	Percent time in regular early childhood program ^{a,b}			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% of the time	40% to 79% of the time	Less than 40% of the time					
North Carolina	65.2	2.9	5.9	11.7	2.5	0.2	2.5	9.1
North Dakota	46.1	8.5	x	33.3	2.3	x	1.1	7.7
Ohio	41.5	8.4	5.2	36.4	4.4	#	2.3	1.8
Oklahoma	66.0	5.7	6.7	12.0	0.5	0.5	0.9	7.7
Oregon	57.7	6.2	5.4	27.1	x	x	1.7	1.5
Pennsylvania	57.9	8.5	4.1	13.2	1.7	#	4.9	9.6
Puerto Rico	74.0	6.2	7.1	0.0	0.9	0.0	7.7	4.1
Rhode Island	43.5	11.4	1.8	20.6	3.1	x	x	18.6
South Carolina	58.2	4.9	13.8	12.9	0.8	0.2	0.7	8.6
South Dakota	65.0	12.4	5.5	10.5	1.3	0.2	1.6	3.6
Tennessee	60.6	9.4	10.4	12.5	0.7	x	x	5.7
Texas	16.3	6.2	9.7	18.9	0.1	#	0.6	48.2
Utah	36.9	2.4	8.5	41.0	0.8	0.0	0.3	10.2
Vermont	69.4	6.5	4.1	5.7	x	x	6.1	7.3
Virginia	46.2	5.9	10.8	26.3	0.3	0.1	2.8	7.6
Washington	37.6	6.6	14.9	27.5	4.0	x	x	8.9
West Virginia	73.7	2.3	6.8	8.7	0.2	0.1	1.0	7.1
Wisconsin	50.7	5.8	2.5	33.0	x	x	1.3	6.0
Wyoming	77.1	8.8	0.0	4.9	5.3	x	x	0.0

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

^aRegular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible prekindergarten population by the public school system, and group child care.

^bPercentage of time spent in the regular early childhood program is defined as the amount of time per week a child spends in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any time the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

^c*Separate class, separate school, and residential facility* are categories of special education programs that include less than 50 percent children without disabilities, including special education programs in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.

^d*Home* refers to a situation in which a child receives special education and related services in the principal residence of the child's family or caregivers and does not attend a regular early childhood program or special education program in a separate class, separate school, or residential facility.

^e*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, the educational environment category of *in the regular early childhood program at least 80% of the time* accounted for the largest percentage of children ages 3 to 5 served in “All states” under *IDEA*, Part B. Specifically, the percentage associated with this category for “All states” was 50 percent. In addition, this category accounted for more children than any other category in 45 of the 53 states. In 34 of those states, the percentage represented a majority of the children. In the following five states, the percentage was larger than 75 percent: BIE schools (94.2 percent), Colorado (85.9 percent), Kentucky (84.0 percent), Alabama (78.6 percent), and Wyoming (77.1 percent).
- For seven states, the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, was associated with the environment of a *separate class*. The states included: Nevada (53.2 percent), Alaska (44.1 percent), Utah (41.0 percent), Michigan (39.2 percent), New Hampshire (37.7 percent), Hawaii (36.6 percent), and Florida (36.2 percent)
- In Texas, the largest percentage of such children was reported in the category of *service provider location* (48.2 percent).

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment in 2009?

Exhibit 52. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2009

State	Percent time in regular early childhood program ^{a, b}			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% of the time	40% to 79% of the time	Less than 40% of the time					
All states	45.0	3.2	12.8	21.6	3.1	#	2.4	11.8
Alabama	x	0.0	x	0.0	0.0	x	0.0	0.0
Alaska	69.2	19.2	x	x	0.0	0.0	0.0	x
Arizona	87.4	4.9	7.7	0.0	0.0	0.0	0.0	0.0
Arkansas	50.0	4.5	x	4.9	36.3	x	x	2.1
BIE schools	92.7	x	x	x	0.0	0.0	x	0.0
California	41.3	1.0	12.2	29.2	4.2	#	4.5	7.7
Colorado	82.6	3.1	3.2	7.4	0.6	x	x	2.9
Connecticut	80.5	7.0	x	10.1	x	0.0	x	0.0
Delaware	81.0	x	0.0	13.8	0.0	x	0.0	x
District of Columbia	74.0	8.2	x	12.3	0.0	0.0	x	x
Florida	32.5	3.2	26.8	31.4	3.7	0.1	0.5	1.6
Georgia	70.5	x	11.5	11.0	x	x	0.0	0.0
Hawaii	15.0	10.0	29.5	43.2	x	x	0.0	0.0
Idaho	29.9	12.7	5.1	45.7	4.6	x	x	x
Illinois	62.8	4.1	4.4	19.9	7.0	x	x	x
Indiana	56.8	2.4	1.6	30.0	3.2	0.0	0.0	6.1
Iowa	71.0	7.2	x	18.8	x	x	0.0	x
Kansas	67.7	8.0	4.0	19.9	x	x	0.0	x
Kentucky	87.3	5.1	x	x	x	0.0	0.0	x
Louisiana	73.3	x	11.1	x	x	x	x	x
Maine	54.5	x	22.7	0.0	x	0.0	0.0	0.0
Maryland	46.1	5.7	5.8	29.5	2.3	0.0	0.8	9.8
Massachusetts	76.5	5.5	4.7	10.6	0.0	x	x	x
Michigan	45.5	4.7	10.3	23.9	x	x	3.3	11.3
Minnesota	45.3	10.5	5.4	29.7	x	x	4.9	2.8
Mississippi	73.1	x	x	x	0.0	0.0	0.0	0.0
Missouri	67.6	14.8	12.7	x	x	0.0	x	0.0
Montana	56.3	15.6	x	x	x	x	x	x
Nebraska	83.8	x	6.1	5.1	x	0.0	x	0.0
Nevada	61.8	5.6	4.5	23.3	x	0.0	x	x
New Hampshire	x	x	0.0	50.0	0.0	x	x	0.0
New Jersey	53.9	7.6	27.6	9.5	1.5	0.0	0.0	0.0
New Mexico	83.4	8.9	7.0	0.0	x	0.0	0.0	x
New York	62.0	2.5	34.6	0.0	0.7	0.0	0.3	0.0
North Carolina	62.7	4.7	7.2	10.5	3.1	0.0	2.6	9.2
North Dakota	x	0.0	x	x	0.0	x	0.0	0.0

See notes at end of exhibit.

Exhibit 52. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2009—Continued

State	Percent time in regular early childhood program ^{a, b}			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% of the time	40% to 79% of the time	Less than 40% of the time					
Ohio	62.1	13.8	x	20.7	x	0.0	x	0.0
Oklahoma	63.8	5.0	14.2	13.5	—	—	—	3.5
Oregon	59.3	4.2	4.0	28.5	x	x	2.1	1.6
Pennsylvania	51.7	10.0	3.0	15.5	x	x	11.0	6.0
Puerto Rico ^f	x	x	x	x	x	x	x	x
Rhode Island	58.9	19.2	x	x	0.0	x	x	13.7
South Carolina	45.2	5.1	21.6	18.2	2.1	x	x	6.5
South Dakota	x	x	0.0	0.0	0.0	x	0.0	0.0
Tennessee	68.8	x	16.7	x	0.0	x	x	x
Texas	17.0	4.0	6.3	4.6	0.0	0.0	0.1	68.0
Utah	67.4	x	12.1	15.8	x	0.0	x	0.0
Vermont	x	x	x	x	x	x	x	x
Virginia	58.9	3.8	6.1	26.7	x	x	x	3.3
Washington	58.0	7.8	7.8	20.5	x	x	x	4.4
West Virginia	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	61.3	3.9	3.3	27.9	x	x	x	2.7
Wyoming	71.0	20.3	0.0	x	x	x	x	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aRegular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible prekindergarten population by the public school system, and group child care.

^bPercentage of time spent in the regular early childhood program is defined as the amount of time per week a child spends in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any time the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

^c*Separate class, separate school, and residential facility* are categories of special education programs that include less than 50 percent children without disabilities, including special education programs in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.

^d*Home* refers to a situation in which a child receives special education and related services in the principal residence of the child's family or caregivers and does not attend a regular early childhood program or special education program in a separate class, separate school, or residential facility.

^e*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

^fLimited Spanish proficiency is the analogous measure for PR.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were limited English proficient, then multiplying the result by 100.

Percentage for "All states" was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were limited English proficient, then multiplying the result by 100.

Percentage for "All states" includes suppressed data.

- In 2009, the educational environment category of *in the regular early childhood program at least 80% of the time* accounted for the largest percentage (45.0 percent) of children ages 3 to 5 who were limited English proficient (LEP) and served in “All states” under *IDEA*, Part B. In addition, this category accounted for a larger percentage of the children served than any other category in 44 of the 47 states for which data were not suppressed. In 37 of those states, the percentage represented a majority of the children. In the following four states, more than 85 percent of the children were associated with this category: West Virginia (100 percent), BIE schools (92.7 percent), Arizona (87.4 percent), and Kentucky (87.3 percent).
- The largest percentage of children ages 3 to 5 served under *IDEA*, Part B, who were LEP was associated with a *separate class* in the following three states: New Hampshire (50.0 percent), Idaho (45.7 percent), and Hawaii (43.2 percent).
- In Texas, the largest percentage of such children was reported in the category of *service provider location* (68.0 percent).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Part B Personnel

How did the states compare with regard to the following ratios in 2008:

1. the number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B;
2. the number of FTE highly qualified special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B; and
3. the number of FTE not highly qualified special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B?

Exhibit 53. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2008

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
All states	4.8	4.3	0.5
Alabama	3.3	3.2	0.1
Alaska	4.8	3.7	1.1
Arizona	5.1	4.1	1.1
Arkansas	5.0	4.1	0.9
BIE schools	7.6	7.0	0.6
California	3.1	2.8	0.3
Colorado	3.2	2.5	0.7
Connecticut	6.0	6.0	0.0
Delaware	3.6	1.0	2.5
District of Columbia	1.3	1.3	0.0
Florida	4.6	#	4.5
Georgia	5.0	4.9	0.1
Hawaii	11.4	10.2	1.2
Idaho	3.5	3.1	0.4
Illinois	4.0	3.9	#
Indiana	2.2	2.2	0.1
Iowa	9.5	9.5	0.0
Kansas	4.9	4.9	0.0
Kentucky	2.1	2.0	0.1
Louisiana	7.0	5.9	1.1
Maine	5.7	5.7	0.0
Maryland	5.3	4.6	0.7
Massachusetts	7.6	7.3	0.3

See notes at end of exhibit.

Exhibit 53. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2008—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
Michigan	3.2	3.2	#
Minnesota	5.7	5.4	0.3
Mississippi	1.1	1.0	0.1
Missouri	5.2	5.1	0.1
Montana	2.3	2.3	0.0
Nebraska	4.2	3.8	0.4
Nevada	6.6	4.4	2.2
New Hampshire	0.9	0.9	0.0
New Jersey	—	—	—
New Mexico	0.3	0.3	0.0
New York	7.7	7.2	0.6
North Carolina	5.4	5.2	0.2
North Dakota	5.5	5.0	0.4
Ohio	7.2	6.9	0.3
Oklahoma	7.8	7.6	0.2
Oregon	1.3	1.3	#
Pennsylvania	4.2	4.1	0.1
Puerto Rico	1.9	1.8	0.1
Rhode Island	3.9	3.8	0.2
South Carolina	5.4	5.2	0.1
South Dakota	4.4	4.2	0.2
Tennessee	4.1	3.7	0.3
Texas	6.6	6.5	#
Utah	2.7	2.5	0.2
Vermont	—	—	—
Virginia	4.5	4.5	#
Washington	4.1	4.0	0.1
West Virginia	5.1	3.8	1.3
Wisconsin	4.7	4.6	0.1
Wyoming	3.4	2.6	0.8

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states where teachers who work with children ages 3 through 5 were not included in the state’s definition of highly qualified, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.

NOTE: Ratio for each state was calculated by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 by the state by the total number of children ages 3 through 5 served under *IDEA*,

- In 2008, there were 4.8 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed in the 51 states (“All states”) for which data were available, to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, per 100 children ages 3 through 5 served under *IDEA*, Part B. The ratio for Hawaii, 11.4 FTE *special education teachers* per 100 children, was the largest ratio observed for the 51 states. The ratio for New Mexico, 0.3 FTE *special education teachers* per 100 children was the smallest. In addition to Hawaii, only Iowa (9.5 FTEs per 100 children) had a ratio of 8 or more FTE *special education teachers* per 100 children. Five states in addition to New Mexico had a ratio of less than 2 FTE *special education teachers* per 100 children. Those states included: Puerto Rico (1.9 FTEs per 100 children), Oregon (1.3 FTEs per 100 children), the District of Columbia (1.3 FTEs per 100 children), Mississippi (1.1 FTEs per 100 children), and New Hampshire (0.9 FTEs per 100 children).
- In 2008, there were 4.3 FTE highly qualified *special education teachers* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 children was observed for only two of the 51 states for which data were available. Those states were Hawaii (10.2 FTEs per 100 children) and Iowa (9.5 FTEs per 100 children). A ratio smaller than 2 FTE highly *qualified special education teachers* per 100 children was found for the following eight states: Puerto Rico (1.8 FTEs per 100 children), the District of Columbia (1.3 FTEs per 100 children), Oregon (1.3 FTEs per 100 children), Mississippi (1.0 FTE per 100 children), Delaware (1.0 FTE per 100 children), New Hampshire (0.9 FTE per 100 children), New Mexico (0.3 FTE per 100 children), and Florida (fewer than 0.05 FTE per 100 children).
- In 2008, there was 0.5 FTE not highly qualified *special education teacher* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. The ratio was smaller than 1 FTE per 100 children for all but the following eight of the 51 states for which data were available: Florida (4.5 FTEs per 100 children), Delaware (2.5 FTEs per 100 children), Nevada (2.2 FTEs per 100 children), West Virginia (1.3 FTEs per 100 children), Hawaii (1.2 FTEs per 100 children), Alaska (1.1 FTEs per 100 children), Louisiana (1.1 FTEs per 100 children), and Arizona (1.1 FTEs per 100 children).

Part B, by the state, then multiplying the result by 100. Ratio for “All states” was calculated for all states with available data by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 by all states by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Students Ages 6 Through 21 Served Under *IDEA*, Part B

Part B Child Count

How did the states compare with regard to the percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 54. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2009

State	2004	2009
All states	9.2	8.7
Alabama	8.5	7.4
Alaska	9.7	9.8
Arizona	8.2	7.7
Arkansas	9.4	8.4
California	7.3	7.3
Colorado	7.3	6.8
Connecticut	8.5	8.0
Delaware	9.2	9.1
District of Columbia	11.0	9.6
Florida	10.5	9.5
Georgia	8.6	7.1
Hawaii	7.8	7.0
Idaho	7.5	6.6
Illinois	9.9	9.7
Indiana	11.1	10.7
Iowa	10.1	9.1
Kansas	8.9	8.8
Kentucky	9.8	9.6
Louisiana	8.5	7.5
Maine	12.1	11.3
Maryland	8.1	7.4
Massachusetts	10.6	11.0
Michigan	9.4	9.3
Minnesota	8.9	9.4
Mississippi	8.8	7.9
Missouri	10.0	8.9
Montana	8.6	7.6
Nebraska	10.2	9.8
Nevada	8.5	7.3
New Hampshire	10.2	9.7
New Jersey	12.3	11.7
New Mexico	10.1	8.8
New York	9.2	9.7
North Carolina	9.4	8.2

See notes at end of exhibit.

Exhibit 54. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2009—Continued

State	2004	2009
North Dakota	8.7	8.1
Ohio	9.4	9.7
Oklahoma	11.0	10.8
Oregon	9.2	9.1
Pennsylvania	9.6	10.1
Puerto Rico	8.3	11.6
Rhode Island	11.9	10.4
South Carolina	10.6	9.2
South Dakota	8.4	8.5
Tennessee	8.8	8.1
Texas	8.8	6.9
Utah	8.1	8.1
Vermont	9.1	9.5
Virginia	9.7	8.8
Washington	8.2	8.1
West Virginia	12.5	11.3
Wisconsin	9.1	9.0
Wyoming	9.9	10.1

NOTE: Percentage for each state was calculated by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, by the state in the year by the estimated U.S. resident population ages 6 through 21 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, by all states in the year by the estimated U.S. resident population ages 6 through 21 in all states for that year, then multiplying the result by 100. Percentage for “All states” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2009. U.S. Department of Commerce, U.S. Census Bureau, “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2009. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 8.7 percent of the resident population ages 6 through 21 in “All states” were served under *IDEA*, Part B. The percentages observed for the 52 individual states ranged from 6.6 percent to 11.7 percent. Percentages of 11 or more were observed for the following five states: New Jersey (11.7 percent), Puerto Rico (11.6 percent), West Virginia (11.3 percent), Maine (11.3 percent), and Massachusetts (11.0 percent). Percentages less than 7 were observed for the following three states: Texas (6.9 percent), Colorado (6.8 percent), and Idaho (6.6 percent).
- In 2004, 9.2 percent of the resident population ages 6 through 21 in “All states” were served under *IDEA*, Part B.
- In 10 of the 52 individual states for which data were available for 2004 and 2009, the percentage of the population served increased. However, the difference represented a percent change increase of more than 10 percent in only Puerto Rico (40.4 percent).

- In 40 of the 52 states for which data were available for 2004 and 2009, the percentage of the population served decreased. However, the difference represented a percent change decrease of more than 20 percent only in Texas (-21.4 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of autism in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 55. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2004 and fall 2009

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
All states	2.7	5.7	2.9	108.2
Alabama	1.9	4.6	2.7	145.2
Alaska	2.2	4.1	1.9	86.2
Arizona	2.5	5.6	3.1	124.4
Arkansas	2.1	4.5	2.4	112.4
BIE schools	0.3	1.4	1.0	322.1
California	3.7	7.9	4.2	114.1
Colorado	1.5	4.0	2.5	169.3
Connecticut	3.7	8.3	4.6	126.6
Delaware	2.6	4.9	2.2	85.3
District of Columbia	1.5	3.5	1.9	122.8
Florida	1.9	4.3	2.4	126.5
Georgia	2.7	6.0	3.3	123.5
Hawaii	3.5	6.0	2.5	70.7
Idaho	2.8	7.0	4.2	149.9
Illinois	2.4	4.9	2.5	102.8
Indiana	3.6	6.6	3.1	86.5
Iowa	1.8	1.1	-0.7	-38.3
Kansas	2.0	3.8	1.8	87.3
Kentucky	1.8	3.6	1.8	100.5
Louisiana	2.1	3.7	1.7	79.9
Maine	3.0	7.1	4.1	134.7
Maryland	4.1	8.2	4.1	101.8
Massachusetts	3.1	5.8	2.7	87.0
Michigan	3.4	6.3	3.0	89.0
Minnesota	6.1	11.5	5.4	88.1
Mississippi	1.2	3.3	2.1	173.4
Missouri	2.5	5.4	3.0	122.0
Montana	1.5	3.1	1.6	109.5
Nebraska	1.7	4.3	2.6	153.5
Nevada	2.7	6.6	3.9	145.9
New Hampshire	2.4	5.1	2.7	112.7
New Jersey	2.5	5.1	2.5	100
New Mexico	0.9	3.0	2.1	223.1
New York	2.8	4.9	2.1	74.8
North Carolina	2.7	5.8	3.0	110.8
North Dakota	1.9	4.7	2.9	153.4
Ohio	2.6	5.6	3.0	112.8
Oklahoma	1.3	2.9	1.6	118.5
Oregon	6.3	9.9	3.6	57.3
Pennsylvania	2.7	6.0	3.3	119.2

See notes at end of exhibit.

Exhibit 55. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of autism, by year and state: Fall 2004 and fall 2009—Continued

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
Puerto Rico	1.0	1.7	0.7	73.7
Rhode Island	2.4	6.1	3.7	152.8
South Carolina	1.5	3.2	1.7	114.1
South Dakota	2.5	4.0	1.5	60.8
Tennessee	1.8	4.5	2.7	145.7
Texas	2.6	6.4	3.8	144.6
Utah	2.4	5.4	3.0	123.2
Vermont	2.5	5.6	3.1	125.6
Virginia	2.7	6.2	3.5	129.7
Washington	3.1	6.2	3.1	101.0
West Virginia	1.3	2.9	1.6	120.7
Wisconsin	3.4	6.3	2.9	85.3
Wyoming	1.7	4.1	2.4	137.5

^aChange between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *autism* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *autism* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2004 and 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 5.7 percent of students ages 6 through 21 served in “All states” under *IDEA*, Part B, were reported under the category of *autism*. However, less than 2 percent of the students served in Puerto Rico (1.7 percent), BIE schools (1.4 percent), and Iowa (1.1 percent) were reported under the category of autism. Yet at least 7 percent of the students served in Minnesota (11.5 percent), Oregon (9.9 percent), Connecticut (8.3 percent), Maryland (8.2 percent), California (7.9 percent), and Maine (7.1 percent) were reported under the category of autism.
- A smaller percentage (2.7 percent) of students ages 6 through 21 served in “All states” in 2004 than in 2009 were reported under the category of *autism*. In addition, the percentage of students reported under the category of autism was smaller in 2004 than in 2009 in each of the states except Iowa, which reported 1.8 percent and 1.1 percent of the students whom it served under the category of autism in 2004 and 2009, respectively. The percent change exceeded 55 percent for each of the 52 states in which more students were reported under the category of autism in 2009 than in 2004. Percentage increases of more than 150 percent were found in seven states, including BIE schools (322.1 percent), New Mexico (223.1 percent), Mississippi (173.4 percent), Colorado (169.3 percent), Nebraska (153.5 percent), North Dakota (153.4 percent), and Rhode Island (152.8 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairments in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 56. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of other health impairments, by year and state: Fall 2004 and fall 2009

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
All states	8.4	11.5	3.2	37.9
Alabama	7.0	9.1	2.0	29.0
Alaska	5.7	12.7	7.0	121.7
Arizona	4.1	7.1	3.0	71.7
Arkansas	13.6	15.8	2.3	16.8
BIE schools	3.7	6.4	2.7	71.0
California	5.3	8.3	3.1	58.1
Colorado	—	—	—	—
Connecticut	15.8	18.9	3.0	19.0
Delaware	—	12.6	12.6	—
District of Columbia	3.0	6.5	3.6	121.4
Florida	4.8	7.0	2.2	46.8
Georgia	12.9	15.7	2.8	21.8
Hawaii	11.6	15.2	3.6	30.9
Idaho	7.5	12.0	4.5	59.7
Illinois	6.5	9.3	2.7	41.9
Indiana	5.1	8.3	3.2	63.6
Iowa	0.9	0.1	-0.7	-84.9
Kansas	12.1	12.5	0.4	3.4
Kentucky	13.9	17.8	3.9	27.7
Louisiana	11.0	12.6	1.6	14.9
Maine	13.6	19.2	5.6	41.4
Maryland	11.9	16.9	5.0	42.1
Massachusetts	4.7	8.4	3.7	79.5
Michigan	5.8	9.4	3.6	61.6
Minnesota	11.2	14.6	3.5	31.0
Mississippi	5.5	10.9	5.5	99.5
Missouri	10.2	15.6	5.5	54.0
Montana	9.1	11.2	2.1	23.3
Nebraska	10.5	13.3	2.8	26.8
Nevada	6.2	7.8	1.6	26.0
New Hampshire	16.0	18.2	2.2	14.0
New Jersey	8.8	15.0	6.2	70.5
New Mexico	6.7	8.1	1.4	21.4
New York	10.5	14.0	3.5	33.4
North Carolina	13.5	17.8	4.3	31.7
North Dakota	9.1	13.5	4.4	47.9
Ohio	6.8	11.7	4.9	72.1

See notes at end of exhibit.

Exhibit 56. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2004 and fall 2009—Continued

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
Oklahoma	7.4	11.6	4.2	56.1
Oregon	10.1	13.3	3.2	31.5
Pennsylvania	3.5	8.0	4.5	130.1
Puerto Rico	4.5	7.5	2.9	64.2
Rhode Island	14.5	16.8	2.3	15.9
South Carolina	6.7	10.4	3.6	54.1
South Dakota	8.2	11.0	2.8	33.7
Tennessee	10.1	11.3	1.3	12.7
Texas	11.2	12.8	1.7	14.9
Utah	5.0	7.1	2.1	42.3
Vermont	14.5	16.4	1.9	13.3
Virginia	15.3	18.6	3.3	21.7
Washington	18.0	19.6	1.6	8.7
West Virginia	9.0	12.3	3.3	36.8
Wisconsin	10.2	15.2	5.1	49.8
Wyoming	11.9	14.9	3.0	25.0

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *other health impairments* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *other health impairments* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2004 and 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 11.5 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *other health impairments*. However, less than 7 percent of the students served in the following three of the 52 states were reported under the category of *other health impairments*: the District of Columbia (6.5 percent), BIE schools (6.4 percent), and Iowa (0.1 percent). In contrast, more than 18 percent of the students served in the following five states were reported under the category of *other health impairments*: Washington (19.6 percent), Maine (19.2 percent), Connecticut (18.9 percent), Virginia (18.6 percent), and New Hampshire (18.2 percent).
- In 2004, 8.4 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*.

- In each of the 51 states for which data were available for both years, except Iowa, the percentage of students reported under the category of *other health impairments* was larger in 2009 than in 2004. In 2009, only 0.1 percent of the students ages 6 through 21 served under *IDEA*, Part B, in Iowa were reported under the category of *other health impairments*; the comparable value for 2004 was 0.9 percent.
- The percent changes observed for the states for which an increase was found varied greatly. For example, an increase of less than 10 percent was observed for Washington (8.7 percent) and Kansas (3.4 percent). Yet an increase of more than 79 percent was observed for five states, including Pennsylvania (130.1 percent), Alaska (121.7 percent), the District of Columbia (121.4 percent), Mississippi (99.5 percent), and Massachusetts (79.5 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disabilities in 2009, and how did the percentages change between 2004 and 2009?

Exhibit 57. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2009

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
All states	46.4	42.3	-4.1	-8.9
Alabama	48.9	49.4	0.5	0.9
Alaska	50.2	47.1	-3.1	-6.2
Arizona	55.1	49.6	-5.5	-10.1
Arkansas	39.8	37.0	-2.8	-7.1
BIE schools	62.2	53.9	-8.3	-13.3
California	53.0	47.0	-6.0	-11.3
Colorado	42.7	42.0	-0.7	-1.7
Connecticut	39.8	35.6	-4.1	-10.4
Delaware	55.0	53.5	-1.4	-2.6
District of Columbia	47.7	43.5	-4.3	-9.0
Florida	49.3	46.6	-2.7	-5.5
Georgia	30.4	32.3	1.9	6.3
Hawaii	48.1	48.0	-0.1	-0.3
Idaho	47.8	34.9	-12.9	-27.0
Illinois	49.1	45.0	-4.1	-8.3
Indiana	40.3	37.1	-3.2	-8.0
Iowa	55.4	60.4	4.9	8.9
Kansas	42.7	41.5	-1.2	-2.7
Kentucky	19.5	15.9	-3.6	-18.3
Louisiana	37.6	32.4	-5.2	-13.7
Maine	36.6	32.9	-3.8	-10.3
Maryland	38.5	36.3	-2.1	-5.6
Massachusetts	46.7	36.8	-9.9	-21.2
Michigan	44.2	40.4	-3.9	-8.7
Minnesota	34.2	28.7	-5.5	-16.1
Mississippi	51.2	36.1	-15.2	-29.6
Missouri	43.5	32.6	-10.9	-25.1
Montana	52.7	45.7	-7.0	-13.2
Nebraska	37.0	35.0	-2.0	-5.5
Nevada	60.5	56.1	-4.4	-7.2
New Hampshire	46.2	42.8	-3.3	-7.2
New Jersey	46.9	40.7	-6.1	-13.1
New Mexico	53.5	45.4	-8.1	-15.2
New York	46.1	41.1	-5.0	-10.8
North Carolina	38.7	37.9	-0.8	-2.2
North Dakota	37.8	35.8	-2.0	-5.2
Ohio	40.7	42.5	1.9	4.6

See notes at end of exhibit.

Exhibit 57. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2009—Continued

State	2004 percent	2009 percent	Change between 2004 and 2009 ^a	Percent change between 2004 and 2009 ^b
Oklahoma	53.7	46.5	-7.2	-13.4
Oregon	44.9	38.9	-6.0	-13.3
Pennsylvania	55.4	50.9	-4.5	-8.2
Puerto Rico	57.9	59.1	1.2	2.0
Rhode Island	46.2	41.1	-5.1	-11.0
South Carolina	47.8	48.1	0.2	0.5
South Dakota	45.8	40.4	-5.4	-11.8
Tennessee	43.5	40.7	-2.9	-6.6
Texas	53.3	46.3	-6.9	-13.0
Utah	54.1	48.9	-5.2	-9.6
Vermont	34.4	33.2	-1.2	-3.4
Virginia	42.8	38.9	-3.9	-9.1
Washington	43.0	39.6	-3.5	-8.0
West Virginia	37.6	31.8	-5.8	-15.4
Wisconsin	41.4	34.2	-7.2	-17.4
Wyoming	43.7	36.9	-6.7	-15.4

^aChange between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2009 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2009, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *specific learning disabilities* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *specific learning disabilities* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2004 and 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 42.3 percent of students ages 6 through 21 served in “All states” under *IDEA*, Part B, were reported under the category of *specific learning disabilities*. The percentages of students reported under the category of *specific learning disabilities* in the 53 states ranged from 15.9 percent to 60.4 percent. The percentages for the following six states were larger than 50 percent: Iowa (60.4 percent), Puerto Rico (59.1 percent), Nevada (56.1 percent), BIE schools (53.9 percent), Delaware (53.5 percent), and Pennsylvania (50.9 percent).
- A larger percentage (46.4 percent) of the students ages 6 through 21 served in “All states” under *IDEA*, Part B, were reported under the category of *specific learning disabilities* in 2004 than 2009. The percentage of students was larger in 2004 than in 2009 in all but six states. For each of these six states, the difference between 2004 and 2009 was less than 5 percentage points and represented a percent change increase of no more than 9 percent. The differences were 4.9 percent for Iowa, 1.9 percent for Georgia, 1.9 percent for Ohio, 1.2 percent for Puerto Rico, 0.5 percent for Alabama, and 0.2 percent for South Carolina. In contrast, double-

digit decreases were found for Mississippi (-15.2 percent), Idaho (-12.9 percent), and Missouri (-10.9 percent). Moreover, these decreases represented a -29.6 percent change for Mississippi, -27 percent change for Idaho, and a -25.1 percent change for Missouri.

Part B Educational Environments

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment in 2009?

Exhibit 58. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2009

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	59.4	20.7	14.6	3.0	0.4	0.4	0.4	1.2
Alabama	82.3	8.2	6.1	1.2	1.1	0.3	0.3	0.4
Alaska	56.9	27.8	12.8	1.4	0.5	0.3	0.3	0.1
Arizona	58.1	24.1	14.6	2.4	0.1	0.2	0.4	0.2
Arkansas	53.1	30.7	12.5	1.1	1.1	0.5	0.3	0.6
BIE schools	71.2	20.5	7.3	x	0.6	0.3	x	0.0
California	51.4	20.6	22.7	3.9	0.3	0.3	0.4	0.4
Colorado	70.0	17.1	9.2	2.1	0.7	0.3	0.4	0.1
Connecticut	70.4	15.3	5.4	5.5	1.4	0.3	0.6	1.0
Delaware	58.2	19.0	16.8	5.1	0.1	0.5	#	0.2
District of Columbia	35.5	22.8	11.9	27.5	1.4	x	0.7	x
Florida	66.2	13.0	15.5	2.6	0.2	0.7	1.4	0.4
Georgia	61.7	19.7	15.6	1.6	0.5	0.3	0.4	0.2
Hawaii	16.6	55.1	26.5	0.9	0.3	0.3	0.1	0.3
Idaho	62.8	25.7	9.3	1.1	0.2	0.2	0.6	0.2
Illinois	50.5	25.1	17.0	5.3	0.4	0.1	0.2	1.4
Indiana	64.9	16.8	12.5	1.1	0.8	0.7	0.3	3.1
Iowa	61.7	25.4	8.4	1.6	0.6	0.2	0.6	1.5
Kansas	62.8	25.0	7.4	1.9	0.4	0.3	0.6	1.6
Kentucky	70.8	17.0	9.5	0.7	0.3	0.8	0.3	0.6
Louisiana	60.8	20.0	14.1	0.4	0.2	0.9	0.4	3.2
Maine	55.7	30.0	10.6	2.5	0.5	0.2	0.1	0.4
Maryland	64.8	11.9	14.6	6.9	0.2	0.2	0.3	1.1
Massachusetts	56.7	20.7	15.3	5.8	0.7	0.1	0.1	0.6
Michigan	60.0	19.6	13.8	4.5	0.1	0.2	0.6	1.2
Minnesota	61.4	24.0	10.3	3.9	0.1	0.3	—	—
Mississippi	66.4	18.1	12.1	0.7	0.8	0.7	0.2	1.0
Missouri	58.4	25.7	9.6	3.0	x	x	0.8	1.9
Montana	51.4	34.9	11.1	1.0	0.8	0.1	0.1	0.6
Nebraska	72.1	16.1	6.7	2.3	0.4	0.3	0.1	2.1
Nevada	63.8	20.6	13.2	1.5	x	0.3	0.4	x
New Hampshire	48.7	29.1	19.2	1.8	0.8	0.2	#	0.2
New Jersey	44.8	26.4	14.8	7.0	0.2	0.3	0.1	6.4
New Mexico	54.9	22.9	20.2	0.6	0.3	0.5	0.2	0.4
New York	55.2	11.6	23.0	5.3	0.7	0.4	0.3	3.5
North Carolina	63.1	18.8	15.6	1.3	0.3	0.7	0.1	0.1
North Dakota	76.4	16.4	4.1	0.5	0.9	0.1	0.1	1.6

See notes at end of exhibit.

Exhibit 58. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2009—Continued

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Ohio	55.8	25.0	12.0	3.4	0.3	0.6	0.1	2.8
Oklahoma	61.9	26.6	9.8	0.4	0.5	0.6	0.1	0.2
Oregon	70.1	16.6	10.6	1.2	0.1	0.2	0.4	0.7
Pennsylvania	57.5	27.4	10.5	3.8	0.4	0.2	0.2	#
Puerto Rico	79.3	5.3	9.3	2.0	#	0.8	0.1	3.2
Rhode Island	73.1	7.2	12.8	4.2	0.7	0.1	0.3	1.7
South Carolina	56.2	21.4	20.0	0.7	0.4	0.7	0.3	0.4
South Dakota	67.4	22.1	5.3	1.5	2.3	0.2	0.2	0.9
Tennessee	62.3	22.5	12.7	0.8	0.2	0.7	0.1	0.7
Texas	67.1	18.9	12.5	0.5	0.2	0.6	0.2	0.1
Utah	53.6	27.7	15.1	2.7	0.1	0.3	0.5	0.1
Vermont	71.7	13.3	8.1	4.9	1.1	x	x	0.7
Virginia	59.7	22.8	12.9	2.3	0.4	0.7	0.5	0.6
Washington	50.1	34.7	13.6	0.7	0.2	0.2	0.2	0.5
West Virginia	68.1	21.1	8.0	x	0.5	1.0	x	0.9
Wisconsin	54.6	31.3	11.0	0.8	0.2	0.2	0.4	1.6
Wyoming	58.8	30.1	8.4	0.5	1.4	0.2	0.1	0.5

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

^d*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

^f*Parentally placed in private school* is a category that includes 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 education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 100. The percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 59.4 percent of students ages 6 through 21 served under *IDEA*, Part B, in “All states” were educated *inside the regular class 80% or more of the day*. In 52 of the 53 individual states, this category accounted for a larger percentage of students than any other category of educational environment. Moreover, for 49 of the 53 states for which data were available, a majority of such students were *inside the regular class 80% or more of the day*. For three of those states, this category accounted for more than 75 percent of such students. The three states were Alabama (82.3 percent), Puerto Rico (79.3 percent), and North Dakota (76.4 percent). The only state that deviated from this pattern was Hawaii. In Hawaii, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for 55.1 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment in 2009?

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2009

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	56.2	22.9	18.5	1.6	0.1	0.2	0.2	0.3
Alabama	82.3	10.6	5.6	0.4	0.9	x	0.0	x
Alaska	56.5	33.0	9.1	0.6	0.2	0.2	0.4	0.0
Arizona	62.4	29.5	7.7	0.2	x	x	x	0.0
Arkansas	56.2	28.6	13.8	0.9	x	x	x	0.0
BIE schools	66.5	24.4	8.8	x	0.0	x	x	—
California	49.3	23.3	24.1	2.7	0.1	0.2	0.3	0.1
Colorado	71.0	19.1	8.9	0.5	0.1	x	x	x
Connecticut	75.0	18.7	4.4	1.1	0.5	x	x	x
Delaware	56.5	23.7	16.9	x	0.0	x	x	0.0
District of Columbia	62.3	21.7	12.5	3.5	0.0	x	0.0	x
Florida	68.8	14.6	15.3	0.5	0.1	0.4	0.1	0.2
Georgia	68.1	23.8	7.7	0.2	x	x	0.0	x
Hawaii	13.2	60.0	24.8	1.7	x	0.0	0.0	x
Idaho	56.1	33.7	9.2	0.6	x	x	x	0.0
Illinois	53.0	23.7	20.9	2.0	0.1	x	x	0.1
Indiana	65.5	20.6	11.0	x	1.5	x	x	0.5
Iowa	62.0	32.1	4.5	0.4	x	0.0	x	0.8
Kansas	63.5	31.2	4.7	x	0.0	x	0.2	x
Kentucky	69.3	20.7	9.2	0.4	0.0	x	x	0.0
Louisiana	64.4	20.6	14.7	x	0.0	x	0.0	0.0
Maine	49.9	35.3	12.0	1.7	0.0	x	0.0	x
Maryland	68.6	12.7	15.3	2.9	x	x	x	0.2
Massachusetts	45.5	25.5	26.4	2.4	x	x	x	0.1
Michigan	63.0	18.9	14.7	3.1	x	0.0	x	x
Minnesota	62.2	27.7	8.5	1.5	x	x	—	—
Mississippi	70.4	21.2	x	0.0	0.0	x	x	0.0
Missouri	58.6	30.5	9.8	0.7	x	x	0.0	x
Montana	41.0	40.0	18.2	0.0	x	x	x	0.0
Nebraska	74.3	20.4	3.7	x	0.0	x	x	1.2
Nevada	60.7	30.1	8.5	0.4	x	0.1	0.2	x
New Hampshire	50.0	29.9	18.1	x	x	0.0	x	0.0
New Jersey	35.8	20.2	21.2	0.9	x	x	x	21.7
New Mexico	52.8	26.2	19.9	0.4	0.1	0.2	0.3	0.1
New York	50.3	8.5	38.1	2.7	x	x	x	0.3
North Carolina	62.7	23.4	12.9	0.6	0.1	0.3	x	x
North Dakota	66.9	27.4	x	0.0	x	x	0.0	0.0
Ohio	50.8	33.8	13.5	1.2	0.0	0.2	0.0	0.5
Oklahoma	50.6	39.2	9.5	0.3	x	0.2	x	0.0

See notes at end of exhibit.

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2009—Continued

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Oregon	73.2	19.3	6.6	0.3	x	0.4	x	x
Pennsylvania	44.1	38.8	14.2	2.2	0.2	x	0.3	x
Puerto Rico	80.5	8.1	9.4	x	0.0	0.0	0.0	x
Rhode Island	82.1	6.0	11.9	0.0	0.0	0.0	0.0	0.0
South Carolina	56.9	22.8	19.0	0.5	0.6	x	0.0	x
South Dakota	66.9	27.0	4.2	1.1	x	x	x	x
Tennessee	59.6	25.3	13.5	x	0.0	0.7	x	0.7
Texas	67.3	21.9	10.2	0.1	#	0.4	0.1	#
Utah	47.5	37.0	14.7	0.5	x	x	0.1	0.1
Vermont	73.6	17.6	x	x	0.0	x	x	0.0
Virginia	64.6	19.7	13.6	1.5	0.1	0.3	0.1	0.1
Washington	48.1	42.8	9.0	x	0.0	x	0.0	x
West Virginia	66.7	24.6	x	x	0.0	0.0	x	0.0
Wisconsin	57.1	33.9	8.1	0.2	x	x	0.1	0.4
Wyoming	62.2	32.0	4.2	x	0.0	x	0.0	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

^d*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

^f*Parentally placed in private school* is a category that includes 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 education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were limited English proficient and reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were limited English proficient, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were limited English proficient and reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were limited English proficient, then multiplying the result by 100. Percentage for “All states” includes suppressed data. In the case of PR, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, 56.2 percent of the students ages 6 through 21 who were limited English proficient and served under *IDEA*, Part B, in “All states” were educated *inside the regular class 80% or more of the day*. Moreover, in 52 of the 53 individual states, this educational environment accounted for the largest percentage of the students. In 43 of the 52 states, a majority of such students were educated *inside the regular class 80% or more of the day*. In four of those states, 75 percent or more of such students were in this environment. The states were: Alabama (82.3 percent), Rhode Island (82.1 percent), Puerto Rico (80.5 percent), and Connecticut (75.0 percent). The only state that deviated from this pattern was Hawaii. In Hawaii, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for 60 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment in 2009?

Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2009

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	40.6	18.8	22.2	13.2	2.0	1.1	2.0	0.2
Alabama	70.4	6.9	7.9	5.1	7.9	1.1	x	x
Alaska	34.5	24.6	18.1	16.0	3.7	1.4	1.8	0.0
Arizona	37.9	18.4	24.7	15.3	0.9	x	2.2	x
Arkansas	30.6	30.7	18.7	9.2	5.2	2.9	x	x
BIE schools	67.5	18.8	10.2	x	1.9	x	x	0.0
California	23.0	15.5	30.9	22.4	4.9	1.0	2.2	0.1
Colorado	52.7	15.8	15.4	8.5	4.1	0.7	2.7	0.0
Connecticut	40.0	11.5	17.4	19.2	7.5	1.4	2.9	0.2
Delaware	40.7	13.5	24.7	18.1	1.3	1.0	x	x
District of Columbia	15.0	9.9	15.5	52.0	5.4	x	x	0.0
Florida	37.6	14.8	27.5	12.0	0.2	0.3	7.5	0.1
Georgia	51.8	19.3	16.0	8.7	2.1	x	1.6	x
Hawaii	16.2	43.5	33.1	3.0	2.2	1.1	0.6	0.5
Idaho	47.5	21.7	16.5	7.2	1.0	0.6	5.6	0.0
Illinois	27.6	20.4	21.2	27.2	2.2	0.4	1.0	0.1
Indiana	45.0	17.7	24.2	4.9	3.3	2.1	1.8	0.9
Iowa	61.7	25.4	8.3	1.6	0.5	0.1	0.7	1.6
Kansas	43.2	24.6	13.1	11.7	2.0	0.7	4.5	0.2
Kentucky	46.3	18.9	23.9	4.2	x	3.3	2.0	x
Louisiana	45.7	22.9	22.6	1.2	0.4	2.6	4.2	0.4
Maine	42.8	25.6	17.9	10.9	2.2	0.3	x	x
Maryland	34.7	12.1	23.1	27.6	0.4	0.5	1.5	0.1
Massachusetts	31.9	13.0	25.1	27.1	1.9	0.3	0.6	0.1
Michigan	46.6	19.2	19.3	9.4	0.8	0.3	4.0	0.3
Minnesota	54.9	20.3	13.4	10.8	0.1	0.4	—	—
Mississippi	45.6	24.0	16.8	5.0	4.6	3.8	x	x
Missouri	41.2	26.9	15.5	10.1	x	2.5	3.4	x
Montana	32.9	33.3	19.3	6.8	6.4	x	0.9	x
Nebraska	62.3	13.2	9.0	9.4	2.2	0.5	0.4	3.0
Nevada	46.4	18.2	25.0	8.2	x	0.4	1.7	x
New Hampshire	32.1	27.7	27.9	8.0	4.0	x	x	0.0
New Jersey	34.1	20.9	19.5	21.5	1.1	1.4	1.2	0.4
New Mexico	42.2	15.8	36.3	x	2.2	1.4	1.3	x
New York	25.9	9.1	38.9	18.2	3.7	1.9	1.7	0.7
North Carolina	45.7	21.5	24.5	4.7	0.2	2.7	0.7	0.0
North Dakota	73.0	15.4	4.6	2.5	3.5	x	0.5	x
Ohio	33.7	21.1	22.7	18.0	1.8	2.1	0.4	0.2

See notes at end of exhibit.

Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2009—Continued

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^e	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Oklahoma	45.3	27.6	20.0	1.6	2.5	2.5	x	x
Oregon	53.0	16.3	19.7	7.3	0.2	0.8	2.4	0.3
Pennsylvania	40.6	23.5	16.8	15.4	2.0	0.2	1.4	#
Puerto Rico	79.7	5.0	9.2	1.4	x	1.8	x	2.3
Rhode Island	43.6	6.5	25.7	17.8	4.4	0.3	1.4	0.5
South Carolina	28.7	22.9	38.2	3.8	x	3.2	2.2	x
South Dakota	49.6	22.5	12.1	5.5	9.4	x	x	0.0
Tennessee	41.8	21.1	26.0	8.5	0.3	1.7	0.4	0.2
Texas	60.4	19.5	15.7	2.2	0.1	1.1	1.0	#
Utah	36.1	24.9	30.5	3.1	0.3	2.3	2.9	0.0
Vermont	54.1	12.0	11.8	17.9	3.6	x	x	x
Virginia	41.4	20.7	15.0	15.5	2.4	1.9	3.0	0.1
Washington	32.6	33.2	26.1	5.1	0.8	0.3	1.9	0.1
West Virginia	49.4	29.1	13.4	x	x	3.8	2.8	0.0
Wisconsin	51.0	28.4	15.7	2.0	0.6	0.5	1.6	0.2
Wyoming	43.0	27.3	15.8	2.4	10.3	x	x	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

^d*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

^f*Parentally placed in private school* is a category that includes 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 education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 100. The percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, the educational environment category of *inside the regular class for 80% or more of the day* accounted for a larger percentage of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in “All states” (40.6 percent) than any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 45 of the 53 states. The percentage exceeded 50 percent in 13 states, including the following three states, in which the percentage exceeded 70 percent: Puerto Rico (79.7 percent), North Dakota (73.0 percent), and Alabama (70.4 percent).
- In the following four states, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance*: Hawaii (43.5 percent), Montana (33.3 percent), Washington (33.2 percent), and Arkansas (30.7 percent).
- In three states, the category of *inside the regular class less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance*. The three states were New York (38.9 percent), South Carolina (38.2 percent), and California (30.9 percent).
- The category of a *separate school* accounted for the largest percentage of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the District of Columbia (52.0 percent).

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of intellectual disabilities, by educational environment in 2009?

Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2009

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	17.4	26.7	48.2	6.3	0.4	0.5	0.3	0.3
Alabama	45.7	23.2	25.9	3.2	1.5	0.3	x	x
Alaska	12.4	23.2	62.5	1.3	0.0	x	x	0.0
Arizona	8.2	15.6	72.2	3.4	x	0.4	x	0.0
Arkansas	14.1	42.0	39.1	1.5	2.3	0.6	0.4	0.1
BIE schools	24.8	35.4	38.3	0.0	x	x	0.0	0.0
California	7.2	13.9	67.1	11.0	0.3	0.4	0.1	0.1
Colorado	20.7	37.0	38.9	2.7	0.4	x	x	0.0
Connecticut	49.3	35.9	5.9	6.8	1.5	x	0.2	x
Delaware	14.6	20.2	53.0	11.1	0.5	0.4	x	x
District of Columbia	9.5	11.5	39.9	37.1	1.4	x	x	0.0
Florida	12.3	16.2	57.2	12.0	0.2	0.5	1.5	0.2
Georgia	21.0	22.8	53.4	1.2	0.6	0.7	x	x
Hawaii	4.4	31.7	63.3	x	0.0	x	0.0	x
Idaho	18.2	36.6	42.7	2.0	x	x	0.3	x
Illinois	5.2	21.7	60.2	12.1	0.4	0.2	0.1	0.1
Indiana	22.9	29.9	43.9	1.1	0.4	0.7	0.3	0.8
Iowa	61.7	25.4	8.4	1.6	0.6	0.2	0.6	1.5
Kansas	13.8	44.9	36.0	3.8	0.4	0.1	0.5	0.5
Kentucky	41.7	34.5	21.9	0.6	0.2	0.9	0.1	0.1
Louisiana	19.8	27.8	48.4	0.2	0.6	1.5	0.4	1.4
Maine	7.3	37.3	51.6	3.3	x	x	0.0	x
Maryland	11.1	19.8	58.2	10.2	0.4	0.1	x	x
Massachusetts	14.9	22.6	55.1	6.0	1.1	0.1	0.1	0.2
Michigan	12.2	22.5	46.9	17.4	0.2	0.1	0.5	0.3
Minnesota	9.0	39.7	41.6	9.0	0.1	0.5	—	—
Mississippi	15.9	26.8	54.0	0.6	2.0	0.6	x	x
Missouri	8.5	41.4	39.0	9.6	0.0	0.6	0.9	0.1
Montana	11.5	35.9	50.9	x	0.6	x	x	x
Nebraska	34.1	33.1	28.4	3.3	0.3	x	x	0.5
Nevada	5.7	18.6	71.5	3.5	x	0.6	x	x
New Hampshire	11.8	15.0	66.8	3.5	2.1	0.6	x	x
New Jersey	6.7	23.0	52.8	16.3	0.3	x	x	0.7
New Mexico	16.2	19.1	63.5	x	0.4	0.4	x	0.0
New York	5.7	11.7	60.5	19.7	0.9	0.3	0.1	1.1
North Carolina	12.1	26.2	56.5	3.8	0.3	0.8	0.2	#
North Dakota	16.8	53.6	26.3	x	1.8	x	0.0	0.0

See notes at end of exhibit.

Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2009—Continued

State	Percent time inside regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Ohio	29.3	44.8	23.4	1.3	0.2	0.4	0.1	0.5
Oklahoma	13.6	42.3	42.7	0.4	0.4	0.6	0.2	0.0
Oregon	13.8	29.9	53.2	2.2	x	0.5	x	0.2
Pennsylvania	12.9	35.1	43.0	8.2	0.6	0.2	x	x
Puerto Rico	72.5	4.8	9.6	11.3	0.1	1.0	0.1	0.6
Rhode Island	27.1	17.1	49.9	4.9	0.7	x	0.0	x
South Carolina	7.0	16.7	70.7	3.3	0.5	1.3	0.5	0.1
South Dakota	16.9	54.0	21.1	x	4.1	x	0.0	0.0
Tennessee	16.1	23.3	58.0	1.2	0.1	0.8	0.3	0.3
Texas	8.4	25.6	63.8	1.6	0.1	0.5	#	#
Utah	8.7	21.2	59.1	10.2	x	0.3	0.4	x
Vermont	32.4	32.9	28.5	4.8	0.9	x	x	x
Virginia	12.6	29.6	52.5	2.8	0.6	1.3	0.5	0.1
Washington	4.3	34.4	59.8	1.2	x	0.1	x	x
West Virginia	26.2	43.3	28.1	x	0.3	1.7	x	x
Wisconsin	8.7	40.2	47.4	2.4	0.3	0.4	0.4	0.2
Wyoming	5.2	37.4	51.0	2.9	2.7	x	0.0	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aPercentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

^d*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

^f*Parentally placed in private school* is a category that includes 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 education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities*, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities*, then multiplying the result by 100. Percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, the educational environment category of *inside the regular class less than 40% of the day* accounted for a larger percentage of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in “All states” (48.2 percent) than any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 39 of the 53 states. The percentage exceeded 50 percent in 27 states, including the following three states in which the percentage exceeded 70 percent: Arizona (72.2 percent), Nevada (71.5 percent), and South Carolina (70.7 percent).
- The educational environment category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the following eight states: South Dakota (54.0 percent), North Dakota (53.6 percent), Kansas (44.9 percent), Ohio (44.8 percent), Arkansas (42.0 percent), Missouri (41.4 percent), West Virginia (43.3 percent), and Vermont (32.9 percent).
- In six states, the category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities*. The six states were: Puerto Rico (72.5 percent), Iowa (61.7 percent), Connecticut (49.3 percent), Alabama (45.7 percent), Kentucky (41.7 percent), and Nebraska (34.1 percent).

Part B Participation on Assessments

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type in school year 2008–09?

Exhibit 62. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2008–09

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	83.6	82.5	80.1	0.4	0.8	#	7.0	5.8	4.8	8.0	8.4	9.8
Alabama	91.5	89.9	88.7	—	—	—	—	—	—	7.7	8.7	9.6
Alaska	94.5	90.8	87.0	—	—	—	—	—	—	3.7	6.1	6.4
Arizona	91.1	89.2	86.3	—	—	—	—	—	—	7.0	7.7	8.7
Arkansas	88.5	87.1	63.3	—	—	—	—	—	—	10.3	11.4	32.0
BIE schools	90.5	89.2	81.8	2.3	0.7	4.6	0.2	0.7	4.6	4.3	5.9	3.0
California	60.0	85.9	73.6	—	—	—	29.7	—	—	8.5	8.7	9.7
Colorado	89.4	88.4	85.9	—	—	—	—	—	—	9.1	9.0	9.3
Connecticut	89.6	89.4	82.3	—	—	—	—	—	—	10.0	8.7	8.7
Delaware	92.8	90.7	86.3	—	—	—	—	—	—	6.4	7.4	10.7
District of Columbia	88.8	83.7	66.4	—	—	—	—	—	—	8.3	9.1	7.9
Florida	91.8	87.4	80.9	—	—	—	—	—	—	7.0	9.0	10.2
Georgia	93.1	88.8	83.9	—	—	—	—	—	—	6.2	10.5	12.9
Hawaii	90.5	90.3	89.7	—	—	—	—	—	—	5.9	4.3	3.6
Idaho	89.8	88.6	87.4	—	—	—	—	—	—	9.1	9.8	9.3
Illinois	90.3	89.3	81.4	—	—	—	—	—	—	8.6	8.6	10.9
Indiana	94.0	90.3	84.1	—	—	—	—	—	—	4.5	6.6	7.3
Iowa	93.9	92.0	93.2	—	—	—	—	—	—	5.5	4.8	5.2
Kansas	71.2	67.8	63.2	—	—	—	20.5	22.3	25.2	7.5	8.3	9.6
Kentucky	93.2	89.1	86.9	—	—	—	—	—	—	6.4	9.8	11.7
Louisiana	82.7	65.7	59.8	—	—	—	11.6	24.7	20.6	5.1	8.6	16.8
Maine	93.5	90.1	84.4	—	—	—	—	—	—	5.7	7.3	9.6
Maryland	92.5	64.9	60.2	—	—	—	—	24.3	20.8	7.1	8.8	17.7

See notes at end of exhibit.

Exhibit 62. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2008–09—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Massachusetts	89.1	89.2	88.4	0.2	0.3	0.2	—	—	—	9.9	8.0	6.5
Michigan	81.9	79.9	72.5	—	—	—	—	—	—	17.0	18.5	20.0
Minnesota	89.3	86.4	81.8	—	—	—	—	—	—	9.3	11.3	11.6
Mississippi	87.3	84.1	91.8	—	—	—	—	—	—	10.1	12.2	—
Missouri	92.1	91.5	89.3	—	—	—	—	—	—	7.7	8.0	10.2
Montana	89.4	87.0	82.1	—	—	—	—	—	—	7.9	7.8	10.6
Nebraska	93.0	87.8	82.5	—	—	—	—	—	—	5.7	9.0	10.8
Nevada	92.4	92.6	88.2	—	—	—	—	—	—	7.0	6.5	5.4
New Hampshire	91.3	92.4	90.4	—	—	—	—	—	—	7.5	6.0	4.2
New Jersey	93.2	92.2	89.9	—	—	—	—	—	—	6.1	6.1	7.2
New Mexico	91.8	90.6	78.2	—	—	—	—	—	—	6.8	6.6	14.5
New York	91.8	89.9	107.6	—	—	—	—	—	—	7.2	7.1	14.9
North Carolina	75.3	69.6	68.7	0.3	0.3	0.3	18.3	22.4	0.0	6.0	6.8	7.1
North Dakota	75.0	66.7	60.7	—	—	—	16.1	19.9	21.9	8.3	10.9	11.4
Ohio	86.8	86.6	85.8	—	—	—	—	—	—	12.5	11.8	11.0
Oklahoma	49.5	38.6	31.9	—	—	—	41.9	49.3	60.1	7.5	6.6	7.2
Oregon	87.9	89.8	85.3	—	—	—	—	—	—	11.4	8.6	8.9
Pennsylvania	90.9	89.8	87.4	—	—	—	—	—	—	8.3	8.2	9.2
Puerto Rico	95.4	93.0	91.0	—	—	—	—	—	—	3.2	3.6	4.9
Rhode Island	93.1	93.0	88.2	—	—	—	—	—	—	3.8	3.3	3.0
South Carolina	93.2	92.3	91.2	—	—	—	—	—	—	6.2	3.1	5.3
South Dakota	91.8	90.2	85.5	—	—	—	—	—	—	7.8	9.0	12.3
Tennessee	92.2	89.9	92.2	—	—	—	—	—	—	7.5	9.2	6.2
Texas	55.4	48.1	47.5	—	—	—	35.8	44.4	42.9	8.1	6.9	6.9
Utah	92.5	84.5	62.3	—	—	—	—	—	—	7.2	13.6	36.4
Vermont	92.0	93.6	88.4	—	—	—	—	—	—	6.8	5.5	6.0
Virginia	75.2	60.9	94.8	16.0	30.5	—	—	—	—	8.3	7.2	3.9

See notes at end of exhibit.

Exhibit 62. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2008–09—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Washington	91.6	88.5	74.3	—	—	—	—	—	—	5.4	5.1	5.8
West Virginia	89.3	87.3	81.2	—	—	—	—	—	—	8.3	8.7	10.5
Wisconsin	90.5	90.2	89.1	—	—	—	—	—	—	8.9	9.1	8.4
Wyoming	95.9	92.5	92.9	—	—	—	—	—	—	3.9	7.2	6.9

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student’s individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

^dAlternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Math assessment data for 2008–09 were available for all 53 states. Every state reported administering a *regular assessment based on grade-level academic achievement standards* to some students in grades 4, 8, and high school as well as an *alternate assessment based on alternate academic achievement standards* to some students in grades 4 and 8. All states except Mississippi reported administering an *alternate assessment based on alternate academic achievement standards* to some students in high school. In contrast, few states reported assessing any student with each of the other types of alternate assessment tests. Specifically, 49 states did not report assessing any student in grades 4 or 8 with an *alternate assessment based on grade-level academic achievement standards*, and 50 states did not report assessing any student in high school with this type of test. Forty-five states did not report assessing any student in grade 4, grade 8, or high school with an *alternate assessment based on modified academic achievement standards*.
- Of the four types of state math assessment tests, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All states” in grade 4 (83.6 percent), grade 8 (82.5 percent), and high school (80.1 percent).
- Compared to the other types of assessment tests, a *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of students with disabilities in grade 4 in 53 individual states and a larger percentage of students with disabilities in grade 8 and in high school in 52 states.
- An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment test taken by students with disabilities in grade 8 and in high school in Oklahoma. This type of test accounted for 49.3 percent of the students in Oklahoma who were assessed in the eighth grade and 60.1 percent of students assessed in high school.

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and student grade level in 2008–09?

Exhibit 63. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2008–09

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	82.2	80.7	81.2	0.6	0.7	#	7.9	8.0	4.3	8.1	8.4	9.2
Alabama	91.6	89.9	88.8	—	—	—	—	—	—	7.7	8.7	9.7
Alaska	94.3	90.9	87.5	—	—	—	—	—	—	3.7	6.1	6.4
Arizona	91.2	89.1	85.9	—	—	—	—	—	—	7.0	7.7	8.6
Arkansas	88.5	87.1	82.7	—	—	—	—	—	—	10.3	11.4	14.6
BIE schools	90.8	89.7	82.9	2.4	0.9	4.2	0.2	0.7	2.8	4.5	5.9	1.9
California	53.8	61.7	79.7	—	—	—	35.0	26.5	—	8.6	8.8	9.7
Colorado	88.8	88.0	85.3	—	—	—	—	—	—	9.5	9.1	9.2
Connecticut	89.1	88.7	82.4	—	—	—	—	—	—	10.0	8.7	8.7
Delaware	92.6	90.9	85.7	—	—	—	—	—	—	6.5	7.6	10.4
District of Columbia	88.5	84.2	66.4	—	—	—	—	—	—	8.3	9.1	7.9
Florida	91.8	87.7	81.8	—	—	—	—	—	—	7.0	9.0	10.1
Georgia	93.1	88.8	84.2	—	—	—	—	—	—	6.2	10.5	12.8
Hawaii	91.8	90.1	90.0	—	—	—	—	—	—	5.7	4.2	3.5
Idaho	89.5	88.8	87.2	—	—	—	—	—	—	9.4	9.8	9.3
Illinois	90.5	89.4	81.2	—	—	—	—	—	—	8.7	8.6	10.9
Indiana	93.8	90.1	83.5	—	—	—	—	—	—	4.5	6.6	7.3
Iowa	94.0	94.5	93.0	—	—	—	—	—	—	5.5	4.9	5.3
Kansas	67.2	68.4	64.5	—	—	—	24.3	22.2	24.9	7.8	7.9	8.6
Kentucky	93.2	89.1	88.6	—	—	—	—	—	—	6.4	9.8	10.3
Louisiana	82.7	66.0	59.7	—	—	—	11.7	24.7	21.2	5.2	8.6	16.7
Maine	92.8	90.6	80.6	—	—	—	—	—	—	6.5	7.2	9.7
Maryland	92.6	66.0	57.6	—	—	—	—	23.6	22.9	7.1	8.8	18.2
Massachusetts	88.8	90.0	88.4	0.3	0.1	0.1	—	—	—	9.8	7.5	6.6
Michigan	78.9	78.8	72.7	—	—	—	—	—	—	19.6	18.8	20.1

See notes at end of exhibit.

Exhibit 63. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2008–09—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
	Grade 4	Grade 8	High school	Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
				Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Minnesota	88.7	86.1	84.7	—	—	—	—	—	—	9.8	11.4	10.5
Mississippi	86.6	82.9	92.4	—	—	—	—	—	—	10.2	12.4	—
Missouri	92.1	91.5	90.1	—	—	—	—	—	—	7.7	8.0	9.1
Montana	87.2	87.9	82.5	—	—	—	—	—	—	7.9	7.8	10.6
Nebraska	92.9	89.5	86.4	—	—	—	—	—	—	5.6	8.6	9.8
Nevada	92.2	92.6	88.3	—	—	—	—	—	—	7.0	6.5	6.3
New Hampshire	91.5	92.4	91.3	—	—	—	—	—	—	7.5	6.0	4.2
New Jersey	93.1	92.8	90.7	—	—	—	—	—	—	6.1	6.1	7.2
New Mexico	91.3	90.6	78.4	—	—	—	—	—	—	6.8	7.3	15.0
New York	91.7	90.1	101.5	—	—	—	—	—	—	7.1	7.1	7.6
North Carolina	71.6	68.3	70.2	0.4	0.3	0.6	21.9	23.6	0.0	6.0	6.8	6.8
North Dakota	68.2	64.1	62.8	—	—	—	22.2	22.1	20.6	8.3	10.9	11.5
Ohio	86.8	86.7	85.8	—	—	—	—	—	—	12.5	11.8	11.0
Oklahoma	43.3	38.5	31.6	—	—	—	47.7	49.7	51.8	7.5	6.6	6.5
Oregon	86.2	89.8	86.4	—	—	—	—	—	—	12.9	8.5	8.7
Pennsylvania	90.8	89.6	87.0	—	—	—	—	—	—	8.3	8.2	9.2
Puerto Rico	95.8	93.3	91.3	—	—	—	—	—	—	3.2	3.5	4.9
Rhode Island	93.4	92.8	88.0	—	—	—	—	—	—	4.1	3.0	2.9
South Carolina	93.2	92.2	91.7	—	—	—	—	—	—	6.2	3.1	5.3
South Dakota	91.8	90.2	85.3	—	—	—	—	—	—	7.8	9.0	12.3
Tennessee	92.1	90.2	90.7	—	—	—	—	—	—	7.5	9.1	7.0
Texas	53.4	53.5	55.1	—	—	—	37.3	38.8	35.4	8.1	6.9	6.8
Utah	92.6	89.1	87.7	—	—	—	—	—	—	7.1	10.1	10.7
Vermont	91.7	93.7	90.2	—	—	—	—	—	—	6.9	5.5	5.9
Virginia	68.9	67.0	90.2	22.4	25.1	—	—	—	—	8.3	7.2	8.8
Washington	91.1	88.7	77.9	—	—	—	—	—	—	5.4	5.2	5.9
West Virginia	89.4	87.1	81.3	—	—	—	—	—	—	8.3	8.7	10.5

See notes at end of exhibit.

Exhibit 63. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2008–09—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Wisconsin	90.2	90.0	89.0	—	—	—	—	—	—	8.9	9.0	8.4
Wyoming	95.9	92.5	93.0	—	—	—	—	—	—	3.9	7.2	6.9

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student’s individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

^dAlternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under *IDEA*, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students served under *IDEA*, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100. The students who participated in the regular reading assessments include students with limited English proficiency served under *IDEA*, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of PR, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students With Disabilities on State Assessments,” 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- All 53 states reported administering both a *regular assessment based on grade-level academic achievement standards* in reading and an *alternate assessment based on alternate academic achievement standards* in reading to some students in grade 4 and grade 8. All 53 states also reported administering a *regular assessment based on grade-level academic achievement standards* to some students in high school, and all but one state, Mississippi, reported administering an *alternate assessment based on alternate academic achievement standards* to some students in high school.
- Few states used each of the two other types of alternate assessment tests in reading. Specifically, 49 states did not report assessing any student in the fourth grade or the eighth grade with an *alternate assessment based on grade-level academic achievement standards*, and 50 states did not report testing any student in high school with this type of test. An *alternate assessment based on modified academic achievement standards* was not reported as having been used for any student in grade 4 and high school by 45 states and for any student in grade 8 by 44 states.
- Of the four types of reading assessment tests, the *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of the students with disabilities in “All states” in grade 4 (82.2 percent), grade 8 (80.7 percent), and high school (81.2 percent). In addition, a *regular assessment based on grade-level academic achievement standards* was the most prevalent type of assessment used for the students with disabilities in grade 4, grade 8, and in high school in every state except Oklahoma. In Oklahoma, an *alternate assessment based on modified academic achievement standards* was the most common type of assessment test, accounting for 47.7 percent of the students assessed in fourth grade, 49.7 percent of students assessed in eighth grade, and 51.8 percent of students assessed in high school.

Part B Exiting

How did the states compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, exiting IDEA, Part B, and school by graduating or dropping out in 2008–09, and how did the percentages change between 2006–07 and 2008–09?

Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2006–07 and 2008–09

State	2006–07		2008–09		Change between 2006–07 and 2008–09 ^a		Percent change between 2006–07 and 2008–09 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All states	56.0	25.7	60.6	22.4	4.6	-3.3	8.2	-12.8
Alabama	25.4	30.0	33.5	12.7	8.1	-17.3	31.7	-57.6
Alaska	46.0	36.2	52.6	31.7	6.6	-4.4	14.3	-12.3
Arizona	47.4	49.8	78.2	21.0	30.8	-28.8	64.9	-57.8
Arkansas	78.4	19.3	81.2	16.2	2.9	-3.1	3.7	-16.2
BIE schools	52.6	38.9	35.6	53.3	-17.1	14.3	-32.4	36.8
California	55.2	20.8	49.4	23.1	-5.8	2.2	-10.6	10.6
Colorado	60.3	32.9	60.1	33.0	-0.2	0.1	-0.3	0.4
Connecticut	81.6	14.9	75.8	18.7	-5.8	3.8	-7.1	25.8
Delaware	56.8	34.7	59.0	33.4	2.2	-1.3	3.9	-3.7
District of Columbia	73.0	7.8	44.2	48.2	-28.8	40.4	-39.4	514.2
Florida	41.6	28.9	49.8	24.0	8.3	-4.8	19.9	-16.8
Georgia	32.2	29.9	40.5	27.9	8.4	-2.0	26.0	-6.5
Hawaii	75.3	6.9	80.5	2.8	5.2	-4.2	6.9	-60.2
Idaho	47.3	28.2	43.5	20.4	-3.8	-7.7	-8.0	-27.5
Illinois	75.4	22.6	77.9	19.1	2.6	-3.6	3.4	-15.8
Indiana	54.4	32.2	58.5	26.8	4.1	-5.4	7.6	-16.9
Iowa	67.8	28.8	67.0	28.8	-0.8	-0.1	-1.1	-0.3
Kansas	71.7	26.8	74.2	23.5	2.4	-3.2	3.4	-12.1
Kentucky	64.3	26.8	72.1	18.7	7.8	-8.1	12.1	-30.3
Louisiana	28.0	44.7	27.2	43.5	-0.9	-1.2	-3.1	-2.7
Maine	67.3	27.1	73.9	23.6	6.5	-3.6	9.7	-13.2

See notes at end of exhibit.

Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2006–07 and 2008–09—Continued

State	2006–07		2008–09		Change between 2006–07 and 2008–09 ^a		Percent change between 2006–07 and 2008–09 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Maryland	60.8	27.4	62.3	24.8	1.5	-2.5	2.5	-9.3
Massachusetts	62.9	29.3	70.7	21.6	7.8	-7.6	12.4	-26.1
Michigan	69.0	28.9	66.2	31.4	-2.8	2.5	-4.0	8.5
Minnesota	76.5	22.7	89.0	10.7	12.5	-12.0	16.3	-52.7
Mississippi	22.9	17.9	24.3	13.4	1.4	-4.5	6.2	-25.1
Missouri	71.1	26.5	74.6	24.1	3.5	-2.4	4.9	-9.0
Montana	70.8	28.3	73.6	24.6	2.9	-3.7	4.0	-13.1
Nebraska	73.8	21.2	79.9	15.4	6.1	-5.8	8.3	-27.5
Nevada	16.9	40.9	28.3	35.0	11.5	-5.9	68.0	-14.4
New Hampshire	66.1	28.8	72.1	20.9	6.0	-7.9	9.1	-27.4
New Jersey	76.6	21.5	79.5	18.3	2.9	-3.2	3.8	-14.8
New Mexico	45.2	20.1	63.9	13.8	18.7	-6.2	41.4	-31.1
New York	47.5	28.7	52.4	25.6	5.0	-3.1	10.5	-10.7
North Carolina	51.2	38.0	58.2	31.9	7.0	-6.0	13.7	-15.9
North Dakota	71.2	23.5	68.3	27.4	-2.9	3.9	-4.0	16.8
Ohio	44.7	14.6	47.1	11.3	2.4	-3.3	5.5	-22.9
Oklahoma	71.8	27.7	77.1	22.2	5.3	-5.5	7.4	-19.7
Oregon	45.0	31.9	46.7	25.4	1.7	-6.5	3.8	-20.3
Pennsylvania	84.5	14.2	87.3	11.1	2.8	-3.0	3.3	-21.4
Puerto Rico	65.2	23.5	59.4	33.0	-5.8	9.4	-8.9	40.0
Rhode Island	72.6	23.2	71.4	22.4	-1.2	-0.8	-1.6	-3.4
South Carolina	31.8	40.2	40.4	52.5	8.6	12.4	26.9	30.8
South Dakota	71.1	25.0	78.2	18.7	7.1	-6.3	10.0	-25.3
Tennessee	55.1	16.3	66.0	12.3	11.0	-4.0	19.9	-24.4
Texas	38.4	26.3	47.5	20.7	9.1	-5.6	23.8	-21.4
Utah	67.1	24.6	68.5	21.8	1.5	-2.8	2.2	-11.3
Vermont	—	—	—	—	—	—	—	—
Virginia	41.0	16.7	47.3	14.2	6.3	-2.5	15.3	-14.8

See notes at end of exhibit.

Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2006–07 and 2008–09—Continued

State	2006–07		2008–09		Change between 2006–07 and 2008–09 ^a		Percent change between 2006–07 and 2008–09 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Washington	—	—	68.7	27.3	—	—	—	—
West Virginia	65.7	27.5	65.9	25.5	0.2	-2.0	0.4	-7.1
Wisconsin	69.1	23.5	75.3	20.5	6.2	-3.0	8.9	-12.7
Wyoming	59.3	34.7	54.8	35.6	-4.6	0.8	-7.7	2.4

— Percentage cannot be calculated because data were not available.

^aChange between 2006–07 and 2008–09 was calculated for each state and “All states” by subtracting the percentage for 2006–07 from the percentage for 2008–09. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2006–07 and 2008–09 was calculated for each state and “All states” by subtracting the percentage for 2006–07 from the percentage for 2008–09, dividing the difference by the percentage for 2006–07, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

^c*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities.

^d*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis, such as *moved, known to be continuing* (see seven exit reason categories described below).

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma and dropped out*). For data on all seven categories of exiters, see exhibit 65. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2006–07, data are from the reporting period between July 1, 2006, and June 30, 2007. For 2008–09, data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2006–07 and 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, 60.6 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *graduated with a regular high school diploma*. Less than 34 percent of the students who exited services under *IDEA*, Part B, and school in the following four states, *graduated with a regular high school diploma*: Alabama (33.5 percent), Nevada (28.3 percent), Louisiana (27.2 percent), and Mississippi (24.3 percent). In contrast, more than 80 percent of such students *graduated with a regular high school diploma* in the following four states: Minnesota (89.0 percent), Pennsylvania (87.3 percent), Arkansas (81.2 percent), and Hawaii (80.5 percent).
- In 2006–07, 56 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in “All states” *graduated with a regular high school diploma*. The percent changes between 2006–07 and 2008–09 of students ages 14 through 21 exiting services under *IDEA*, Part B, and school who *graduated with a regular high school diploma* varied considerably for the 51 states for which data were available for both time periods. For example, an increase larger than 30 percent was found for the following four states: Nevada (68.0 percent), Arizona (64.9 percent), New Mexico (41.4 percent), and Alabama (31.7 percent). Yet the following three states were associated with a decrease of more than 10 percent: the District of Columbia (-39.4 percent), BIE schools (-32.4 percent), and California (-10.6 percent).
- In 2008–09, 22.4 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *dropped out*. The percentages for the individual states ranged from 2.8 percent to 53.3 percent. In the following nine states, the measure was less than 15 percent: Virginia (14.2 percent), New Mexico (13.8 percent), Mississippi (13.4 percent), Alabama (12.7 percent), Tennessee (12.3 percent), Ohio (11.3 percent), Pennsylvania (11.1 percent), Minnesota (10.7 percent), and Hawaii (2.8 percent). Yet in the following six states, the measure was larger than 35 percent: BIE schools (53.3 percent), South Carolina (52.5 percent), the District of Columbia (48.2 percent), Louisiana (43.5 percent), Wyoming (35.6 percent), and Nevada (35.0 percent).
- In 41 of the 51 states for which data were available for 2006–07 and 2008–09, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 41 states, the following four were associated with a percent change decrease of more than 35 percent: Hawaii (-60.2 percent), Arizona (-57.8 percent), Alabama (-57.6 percent), and Minnesota (-52.7 percent). A percent change increase of more than 25 percent was found for the following five states: the District of Columbia (514.2 percent), Puerto Rico (40.0 percent), BIE schools (36.8 percent), South Carolina (30.8 percent), and Connecticut (25.8 percent).

How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2008–09?

Exhibit 65. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2008–09

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All states	35.7	8.9	13.2	0.9	0.2	9.6	31.6
Alabama	21.7	29.8	8.2	4.7	0.3	7.1	28.1
Alaska	32.7	8.8	19.7	0.6	0.3	12.3	25.4
Arizona	42.5	—	11.4	0.2	0.2	8.4	37.2
Arkansas	38.3	0.9	7.6	0.1	0.2	5.5	47.3
BIE schools	18.4	x	27.5	x	0.0	5.7	42.7
California	23.2	11.4	10.8	1.3	0.2	11.3	41.8
Colorado	30.4	2.0	16.7	0.9	0.5	9.2	40.2
Connecticut	55.8	1.5	13.8	2.3	0.2	16.3	10.2
Delaware	27.5	2.7	15.6	x	x	7.8	45.6
District of Columbia	42.0	6.7	45.8	x	x	2.9	2.1
Florida	23.9	12.3	11.5	—	0.2	5.9	46.1
Georgia	24.0	18.5	16.5	—	0.2	8.1	32.7
Hawaii	56.5	1.1	1.9	10.2	0.4	20.9	9.0
Idaho	23.4	17.0	11.0	2.1	0.3	15.3	30.9
Illinois	40.4	0.4	9.9	1.0	0.2	8.3	39.8
Indiana	32.4	7.3	14.8	0.5	0.4	7.1	37.5
Iowa	47.1	2.2	20.2	0.5	0.3	18.2	11.4
Kansas	42.4	—	13.4	1.1	0.2	13.3	29.5
Kentucky	41.3	4.7	10.7	0.3	0.3	10.9	31.8
Louisiana	19.3	20.0	30.9	0.5	0.4	17.9	10.9
Maine	52.4	1.0	16.7	0.6	0.2	15.6	13.5
Maryland	36.7	6.5	14.6	0.8	0.3	10.5	30.7
Massachusetts	59.5	3.3	18.2	2.9	0.2	0.1	15.8
Michigan	37.2	1.1	17.6	—	0.3	8.7	35.1
Minnesota	68.1	—	8.2	0.1	0.2	5.6	17.9
Mississippi	18.4	46.2	10.1	0.5	0.4	3.9	20.5
Missouri	49.1	0.1	15.9	0.6	0.2	11.0	23.1
Montana	44.9	0.8	15.0	0.0	0.3	11.1	28.0
Nebraska	60.6	0.8	11.7	2.4	0.5	21.8	2.3
Nevada	17.3	20.7	21.4	1.3	0.4	10.2	28.8
New Hampshire	52.5	4.3	15.3	0.6	0.2	18.7	8.5
New Jersey	54.6	—	12.5	1.3	0.2	4.6	26.8
New Mexico	44.7	15.3	9.6	x	x	11.3	18.8
New York	29.6	11.6	14.5	0.5	0.2	5.4	38.2
North Carolina	34.7	5.5	19.0	0.2	0.3	12.0	28.4
North Dakota	39.3	x	15.8	1.6	x	12.4	30.0
Ohio	27.3	19.5	6.5	4.3	0.2	2.4	39.7

See notes at end of exhibit.

Exhibit 65. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2008–09—Continued

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
Oklahoma	42.9	—	12.4	0.1	0.3	5.7	38.7
Oregon	24.7	11.7	13.4	2.9	0.2	12.6	34.5
Pennsylvania	55.3	0.4	7.1	0.4	0.2	6.0	30.6
Puerto Rico	44.5	5.3	24.7	0.0	0.5	13.3	11.7
Rhode Island	35.0	1.1	11.0	1.7	0.2	13.8	37.1
South Carolina	25.6	0.7	33.3	3.4	0.4	6.8	29.9
South Dakota	40.0	—	9.6	1.2	0.3	19.4	29.5
Tennessee	35.3	11.0	6.6	0.2	0.3	6.4	40.2
Texas	31.8	21.0	13.8	0.1	0.3	17.7	15.3
Utah	43.7	4.7	13.9	1.2	0.2	7.6	28.7
Vermont	—	—	—	—	—	—	—
Virginia	28.4	22.8	8.5	#	0.2	22.8	17.2
Washington	37.7	2.0	15.0	—	0.2	—	45.0
West Virginia	47.0	5.8	18.2	0.1	0.2	6.9	21.8
Wisconsin	51.3	1.7	14.0	1.0	0.2	27.6	4.3
Wyoming	27.2	3.1	17.7	x	x	15.6	34.7

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” includes suppressed data. Data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, 35.7 percent of students ages 14 through 21 exiting *IDEA*, Part B, in “All states” *graduated with a regular high school diploma*. The percentage for this exit reason category was larger than that for each of the other exit reason categories. The prevalence of this category is underscored by the finding that in 30 of the 52 states for which data were available, this category was associated with the largest percentage of students who exited special education. In the following 10 of those states, a majority of the students who exited special education was associated with this exit reason: Minnesota (68.1 percent), Nebraska (60.6 percent), Massachusetts (59.5 percent), Hawaii (56.5 percent), Connecticut (55.8 percent), Pennsylvania (55.3 percent), New Jersey (54.6 percent), New Hampshire (52.5 percent), Maine (52.4 percent), and Wisconsin (51.3 percent).

- The second most prevalent exit reason, accounting for 31.6 percent of students who exited special education in “All states” in 2008–09, was *moved, known to be continuing in education*. In 17 of the 52 states for which data were available, this category was associated with the largest percentage of students who exited special education. Yet in no state was a majority of students who exited special education associated with this category.
- Five states presented somewhat distinct distributions of exit reasons for students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2008–09. In Alabama and Mississippi, the largest percentage of the students exiting special education, representing 29.8 and 46.2 percent, respectively, was classified as *received a certificate*. In the District of Columbia, Louisiana, and South Carolina, the largest percentage of the students, representing 45.8 percent, 30.9 percent, and 33.3 percent, respectively, was associated with the category of *dropped out*.

How did the states that used exit exams for students with disabilities and states that did not use exit exams in 2008–09 compare with respect to the following measurements:

1. the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by graduating with a regular high school diploma;
2. the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by receiving a certificate of completion;
3. the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by dropping out of school; and
4. the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by reaching the maximum age for services?

Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities, and state: 2008–09

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Used exit exams ^a	Alabama	33.5	46.1	12.7	7.3	0.4
	Alaska	52.6	14.2	31.7	1.0	0.5
	Arizona	78.2	—	21.0	0.4	0.4
	California	49.4	24.4	23.1	2.7	0.5
	Florida	49.8	25.7	24.0	—	0.5
	Georgia	40.5	31.2	27.9	—	0.3
	Idaho	43.5	31.6	20.4	3.9	0.5
	Indiana	58.5	13.2	26.8	0.8	0.7
	Louisiana	27.2	28.2	43.5	0.7	0.5
	Massachusetts	70.7	3.9	21.6	3.5	0.3
	Mississippi	24.3	61.1	13.4	0.7	0.5
	Nevada	28.3	33.9	35.0	2.1	0.7
	New Jersey	79.5	—	18.3	1.9	0.2
	New Mexico	63.9	21.9	13.8	x	x
	New York	52.4	20.7	25.6	0.9	0.3
	North Carolina	58.2	9.2	31.9	0.3	0.4
	Ohio	47.1	33.7	11.3	7.5	0.4
	South Carolina	40.4	1.1	52.5	5.4	0.6
	Tennessee	66.0	20.7	12.3	0.4	0.6
	Texas	47.5	31.3	20.7	0.1	0.4
Virginia	47.3	38.1	14.2	0.1	0.4	
Washington	68.7	3.7	27.3	—	0.3	
Did not use exit exams ^a	Arkansas	81.2	1.9	16.2	0.3	0.4
	Colorado	60.1	4.0	33.0	1.8	1.0
	Connecticut	75.8	2.0	18.7	3.2	0.3
	Delaware	59.0	5.8	33.4	x	x
	District of Columbia	44.2	7.0	48.2	x	x

See notes at end of exhibit.

Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities, and state: 2008–09—Continued

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
	Hawaii	80.5	1.6	2.8	14.5	0.6
	Illinois	77.9	0.8	19.1	1.9	0.4
	Iowa	67.0	3.1	28.8	0.8	0.4
	Kansas	74.2	—	23.5	1.9	0.4
	Kentucky	72.1	8.2	18.7	0.5	0.5
	Maine	73.9	1.5	23.6	0.9	0.2
	Maryland	62.3	11.0	24.8	1.3	0.5
	Michigan	66.2	2.0	31.4	—	0.4
	Minnesota	89.0	—	10.7	0.1	0.2
	Missouri	74.6	0.1	24.1	1.0	0.3
	Montana	73.6	1.3	24.6	0.0	0.4
	Nebraska	79.9	1.0	15.4	3.1	0.6
	New Hampshire	72.1	5.9	20.9	0.8	0.2
	North Dakota	68.3	x	27.4	2.8	x
	Oklahoma	77.1	—	22.2	0.2	0.5
	Oregon	46.7	22.1	25.4	5.5	0.3
	Pennsylvania	87.3	0.6	11.1	0.7	0.3
	Rhode Island	71.4	2.3	22.4	3.6	0.4
	South Dakota	78.2	—	18.7	2.4	0.7
	Utah	68.5	7.4	21.8	1.9	0.4
	Vermont	—	—	—	—	—
	West Virginia	65.9	8.1	25.5	0.2	0.3
	Wisconsin	75.3	2.5	20.5	1.5	0.3
	Wyoming	54.8	6.3	35.6	x	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

^aExit exams are state exams that high school students must pass to receive a high school diploma. These exams are minimum competency tests that ensure that students graduate from high school with the knowledge and skills needed to succeed in postsecondary education programs, employment, and as citizens.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for the five categories of exiters from both special education and school. For data on all seven categories of exiters, see exhibit 65. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories, then multiplying the result by 100. Information about PR and BIE schools was not available in the data source used to classify states regarding the use of exit exams. Exiting data are from the reporting period between July 1, 2008, and June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>. Thurlow, M., Vang, M., & Cormier, D. (2010). *Earning a High School Diploma Through Alternative Routes* (Synthesis Report 76). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Table 1, <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis76/Synthesis76.pdf> (accessed Feb. 2011).

- In 2008–09, 22 of the 51 states for which data were available used exit exams for students with disabilities. The distribution of exit reasons for students ages 14 through 21 served under *IDEA*, Part B, who exited special education and school in 2008–09 was generally different for the group of states that used exit exams and the group of states that did not use exit exams. The most notable differences concerned the percentages of students associated with two categories: *graduated with a regular high school diploma* and *received a certificate*.
- On average, 70.6 percent of the students with disabilities who exited special education and school in 2008–09 in the 28 states that did not use exams and for which data were available were reported in the category of *graduated with a regular high school diploma*. The comparable value for students with disabilities who exited special education and school in the 22 states that used exams was 51.3 percent. Of all of the exit reason categories, *graduated with a regular high school diploma* was associated with the largest percentage of exiting students in 27 of the 28 of the states that did not use exit exams and for which data were available, but only in 17 of the 22 states that did use exit exams. Moreover, in 26 of the 28 states that did not use exit exams and for which data were available, the percentage of the exiting students who *graduated with a regular high school diploma* represented a majority. In 17 of those states, this percentage represented between 71 percent and 80 percent of the exiting students. In the following four states, the percentage was larger than 80 percent: Minnesota (89.0 percent), Pennsylvania (87.3 percent), Arkansas (81.2 percent), and Hawaii (80.5 percent). The percentage of students reported in the category of *graduated with a regular high school diploma* represented a majority of exiting students with disabilities in 2008–09 in only 10 of 22 states that used exit exams. The percentage exceeded 70 percent of the exiting students in the following three of those states: New Jersey (79.5 percent), Arizona (78.2 percent), and Massachusetts (70.7 percent).
- On average, 4.6 percent of the students with disabilities who exited special education and school in 2008–09 in the 23 states that did not use exams and for which data were available were reported in the category of *received a certificate*. The comparable value for students with disabilities who exited special education and school in the 20 states that used exams and for which data were available was 24.7 percent. In two states that used exit exams during 2008–09, the largest percentage of exiters was associated with the category *received a certificate*. Specifically, in Alabama and Mississippi, 46.1 percent and 61.1 percent of the exiters *received a certificate*, respectively.
- On average, 23.2 percent of the students with disabilities who exited special education and school in 2008–09 in the 28 states that did not use exams and for which data were available were reported in the category of *dropped out*. The comparable value for students with disabilities who exited special education and school in the 22 states that used exams was 24.1 percent. For the following three states that used exit exams during 2008–09, the largest percentage of exiters was associated with the category of *dropped out*: South Carolina (52.5 percent), Louisiana (43.5 percent), and Nevada (35.0 percent). The category of *dropped out* also accounted for the largest percentage of exiters in one of the states that did not use exit exams during 2008–09: the District of Columbia (48.2 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2008:

1. the number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B;
2. the number of FTE highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B; and
3. the number of FTE not highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B?

Exhibit 67. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2008

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
All states	6.5	6.0	0.6
Alabama	6.7	6.4	0.4
Alaska	6.4	5.4	1.1
Arizona	5.7	4.9	0.7
Arkansas	7.3	6.8	0.6
BIE schools	7.8	7.3	0.5
California	3.4	3.2	0.2
Colorado	6.7	5.7	1.0
Connecticut	8.7	8.6	0.1
Delaware	9.9	5.0	4.9
District of Columbia	1.8	1.5	0.3
Florida	4.3	2.7	1.6
Georgia	10.3	9.3	0.9
Hawaii	10.7	7.9	2.8
Idaho	4.0	3.8	0.2
Illinois	7.3	7.2	#
Indiana	4.3	4.2	0.2
Iowa	9.4	9.4	0.0
Kansas	7.4	5.2	2.3
Kentucky	7.5	7.3	0.2
Louisiana	8.3	6.5	1.8
Maine	8.9	8.4	0.5
Maryland	9.6	7.5	2.1
Massachusetts	5.6	5.3	0.3
Michigan	6.4	6.1	0.3

See notes at end of exhibit.

Exhibit 67. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2008—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
Minnesota	7.2	6.8	0.4
Mississippi	1.8	1.3	0.5
Missouri	6.8	6.5	0.2
Montana	5.6	5.5	0.1
Nebraska	5.9	5.6	0.3
Nevada	6.5	5.6	0.9
New Hampshire	9.9	9.9	0.0
New Jersey	—	—	—
New Mexico	5.7	5.2	0.5
New York	11.0	9.9	1.2
North Carolina	6.4	6.2	0.2
North Dakota	6.4	6.3	0.1
Ohio	7.5	7.1	0.4
Oklahoma	4.9	4.8	0.1
Oregon	4.5	4.2	0.3
Pennsylvania	7.8	7.5	0.3
Puerto Rico	5.3	5.0	0.4
Rhode Island	6.7	6.6	0.1
South Carolina	6.5	6.1	0.3
South Dakota	4.4	4.3	0.1
Tennessee	6.9	6.3	0.6
Texas	4.9	4.8	0.1
Utah	4.9	4.2	0.8
Vermont	—	—	—
Virginia	9.3	8.1	1.2
Washington	4.7	4.6	0.1
West Virginia	6.7	6.0	0.7
Wisconsin	7.1	6.9	0.2
Wyoming	5.1	4.9	0.2

Ratio was non-zero, but smaller than 5 per 10,000 students.

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA* by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)].

NOTE: Ratio for each state was calculated by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 by the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Ratio for “All states” was calculated for all states with available data by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 by

- In 2008, there were 6.5 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by “All states” to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 9 or more FTE *special education teachers* per 100 students was found for the following 8 of the 51 states for which data were available: New York (11.0 FTEs per 100 students), Hawaii (10.7 FTEs per 100 students), Georgia (10.3 FTEs per 100 students), Delaware (9.9 FTEs per 100 students), New Hampshire (9.9 FTEs per 100 students), Maryland (9.6 FTEs per 100 students), Iowa (9.4 FTEs per 100 students), and Virginia (9.3 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students was found for the following three states: California (3.4 FTEs per 100 students), the District of Columbia (1.8 FTEs per 100 students), and Mississippi (1.8 FTEs per 100 students).
- In 2008, there were 6 FTE highly qualified *special education teachers* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 students was found for the following seven states: New Hampshire (9.9 FTEs per 100 students), New York (9.9 FTEs per 100 students), Iowa (9.4 FTEs per 100 students), Georgia (9.3 FTEs per 100 students), Connecticut (8.6 FTEs per 100 students), Maine (8.4 FTEs per 100 students), and Virginia (8.1 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE highly qualified *special education teachers* per 100 students was found for the following five states: Idaho (3.8 FTEs per 100 students), California (3.2 FTEs per 100 students), Florida (2.7 FTEs per 100 students), the District of Columbia (1.5 FTEs per 100 students), and Mississippi (1.3 FTEs per 100 students).
- In 2008, there was 0.6 FTE not highly qualified *special education teacher* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students for all but four of the 51 states for which data were available. The four states were: Delaware (4.9 FTEs per 100 students), Hawaii (2.8 FTEs per 100 students), Kansas (2.3 FTEs per 100 students), and Maryland (2.1 FTEs per 100 students).

all states by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2008. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

Part B Discipline

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during the 2008–09 school year?

Exhibit 68. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2008–09

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All states	15
Alabama	11
Alaska	0
Arizona	41
Arkansas	5
BIE schools	x
California	3
Colorado	21
Connecticut	1
Delaware	12
District of Columbia	x
Florida	2
Georgia	10
Hawaii	0
Idaho	13
Illinois	3
Indiana	48
Iowa	1
Kansas	80
Kentucky	3
Louisiana	20
Maine	x
Maryland	3
Massachusetts	2
Michigan	14
Minnesota	2
Mississippi	10
Missouri	14
Montana	29
Nebraska	2
Nevada	12

See notes at end of exhibit.

Exhibit 68. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2008–09—Continued

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
New Hampshire	x
Nevada	12
New Hampshire	x
New Jersey	2
New Mexico	9
New York	9
North Carolina	10
North Dakota	x
Ohio	3
Oklahoma	12
Oregon	2
Pennsylvania	29
Puerto Rico	13
Rhode Island	x
South Carolina	18
South Dakota	18
Tennessee	35
Texas	52
Utah	45
Vermont	—
Virginia	4
Washington	49
West Virginia	x
Wisconsin	1
Wyoming	14

x Ratio cannot be calculated because data were suppressed to limit disclosure.

— Ratio cannot be calculated because data were not available.

^aAn appropriate setting determined by the child’s/student’s individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’s/student’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

^bInstances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2008–09 school year, whereas the denominator is based on point-in-time data from fall 2008.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008 by the 52 states (“All states”) for which data were available, 15 were removed unilaterally to an interim alternative educational setting (IAES) by school personnel for offenses involving drugs, weapons, or serious bodily injury to others in school year 2008–09.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed unilaterally to an IAES by school personnel for drug, weapons, or serious bodily injury offenses during school year 2008–09 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008 in the 45 states for which data were available and not suppressed, ranged from zero to 80. In five states, fewer than 2 children and students were removed to an IAES by school personnel for every 10,000 children and students served. The states were Connecticut (1 per 10,000 children and students), Iowa (1 per 10,000 children and students), Wisconsin (1 per 10,000 children and students), Alaska (0 per 10,000 children and students), and Hawaii (0 per 10,000 children and students). More than 50 children and students were removed to an IAES by school personnel for every 10,000 children and students served in Kansas (80 per 10,000 children and students) and Texas (52 per 10,000 children and students).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2008–09. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the 2008–09 school year?

Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2008–09

State	Number suspended out-of-school or expelled for more than 10 days per 10,000 children and students served ^a
All states	115
Alabama	77
Alaska	143
Arizona	90
Arkansas	98
BIE schools	235
California	73
Colorado	113
Connecticut	217
Delaware	227
District of Columbia	64
Florida	178
Georgia	95
Hawaii	134
Idaho	17
Illinois	104
Indiana	113
Iowa	27
Kansas	63
Kentucky	23
Louisiana	154
Maine	3
Maryland	126
Massachusetts	84
Michigan	221
Minnesota	80
Mississippi	463
Missouri	231
Montana	45
Nebraska	142
Nevada	260
New Hampshire	97
New Jersey	52
New Mexico	29
New York	120
North Carolina	225

See notes at end of exhibit.

Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2008–09—Continued

State	Number suspended out-of-school or expelled for more than 10 days per 10,000 children and students served ^a
North Dakota	x
Ohio	149
Oklahoma	113
Oregon	61
Pennsylvania	68
Puerto Rico	x
Rhode Island	98
South Carolina	258
South Dakota	23
Tennessee	13
Texas	6
Utah	43
Vermont	—
Virginia	258
Washington	178
West Virginia	176
Wisconsin	159
Wyoming	54

x Ratio cannot be calculated because data were suppressed to limit disclosure.

— Ratio cannot be calculated because data were not available.

^aThe children and students reported in this category comprise those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2008–09 school year, whereas the denominator is based on point-in-time data from fall 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2008–09. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008 by the 52 states (“All states”) for which data were available, 115 were suspended out of school or expelled for more than 10 days during the 2008–09 school year.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 days during school year 2008–09 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2008 in the 50 states for which data were available and not suppressed ranged from 3 to 463. In the following four states, the ratios were smaller than 20 per 10,000 children and students: Idaho (17 per 10,000 children and students), Tennessee (13 per 10,000 children and students), Texas (6 per 10,000 children and students), and Maine (3 per 10,000 children and students). In the following four states, the ratios were larger than 250 per 10,000 children and students: Mississippi (463 per 10,000 children and students), Nevada (260 per 10,000 children and students), South Carolina (258 per 10,000 children and students), and Virginia (258 per 10,000 children and students).

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of emotional disturbance who were suspended out of school or expelled for more than 10 days during the 2008–09 school year?

Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2008–09

State	Number suspended out-of-school or expelled for more than 10 days per 10,000 children and students served ^a
All states	440
Alabama	—
Alaska	676
Arizona	329
Arkansas	—
BIE schools	—
California	300
Colorado	448
Connecticut	731
Delaware	1056
District of Columbia	80
Florida	735
Georgia	283
Hawaii	446
Idaho	—
Illinois	354
Indiana	496
Iowa	26
Kansas	246
Kentucky	147
Louisiana	—
Maine	x
Maryland	447
Massachusetts	268
Michigan	766
Minnesota	338
Mississippi	—
Missouri	988
Montana	—
Nebraska	691
Nevada	843
New Hampshire	—
New Jersey	264
New Mexico	112
New York	516

See notes at end of exhibit.

Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2008–09—Continued

State	Number suspended out-of-school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	—
North Dakota	x
Ohio	597
Oklahoma	418
Oregon	238
Pennsylvania	243
Puerto Rico	0
Rhode Island	293
South Carolina	1095
South Dakota	89
Tennessee	—
Texas	16
Utah	242
Vermont	—
Virginia	847
Washington	923
West Virginia	973
Wisconsin	439
Wyoming	257

x Ratio cannot be calculated because data were suppressed to limit disclosure.

— Ratio cannot be calculated because data were not available.

^aThe children and students reported in this category comprise those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2008–09 school year, whereas the denominator is based on point-in-time data from fall 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2008–09. Data Analysis System (DANS), OMB #1820-0043, “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2008 by “All states,” 440 were suspended out of school or expelled for more than 10 days during school year 2008–09.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during school year 2008–09 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2008, in the 40 states for which data were available and not suppressed ranged from zero to 1,095. In the following seven states, fewer than 200 such children and students were suspended or expelled for every 10,000 children and students served: Kentucky (147 per 10,000 children and students), New Mexico (112 per 10,000 children and students), South Dakota (89 per 10,000 children and students), the District of Columbia (80 per 10,000 children and students), Iowa (26 per 10,000 children and students), Texas (16 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students). In the following seven states, more than 800 such children and students were suspended out-of-school or expelled for every 10,000 children and students who were served: South Carolina (1,095 per 10,000 children and students), Delaware (1,056 per 10,000 children and students), Missouri (988 per 10,000 children and students), West Virginia (973 per 10,000 children and students), Washington (923 per 10,000 children and students), Virginia (847 per 10,000 children and students), and Nevada (843 per 10,000 children and students).

Part B Dispute Resolution

Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as states have the option of serving students 22 years of age and older. The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected. Nevertheless, since children and students ages 3 through 21 served under *IDEA*, Part B, account for nearly all of the participants in Part B in all states, the count for children and students ages 3 through 21 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part B disputes that occurred in the individual states during the year. For an overview of the Part B dispute resolution process, see the Section I discussion of these same data at the national level.

How did the states compare with regard to the following ratios in 2008–09:

1. *the number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
3. *the number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

Exhibit 71. Numbers of written, signed complaints; due process complaints; and mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2008–09

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All states	8	27	13
Alabama	8	12	8
Alaska	8	14	2
Arizona	10	5	4
Arkansas	3	4	3
BIE schools	1	4	1
California	12	40	40
Colorado	2	3	5
Connecticut	22	35	39
Delaware	4	8	3
District of Columbia	8	1,870	22
Florida	3	4	3

See notes at end of exhibit.

Exhibit 71. Numbers of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2008–09—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Georgia	3	6	5
Hawaii	6	59	7
Idaho	6	3	1
Illinois	4	11	5
Indiana	7	4	2
Iowa	1	2	4
Kansas	6	3	4
Kentucky	3	2	2
Louisiana	2	3	1
Maine	14	8	29
Maryland	10	25	30
Massachusetts	16	36	50
Michigan	10	3	7
Minnesota	7	2	6
Mississippi	2	4	3
Missouri	7	6	3
Montana	3	2	2
Nebraska	1	1	2
Nevada	3	13	1
New Hampshire	24	18	8
New Jersey	13	38	30
New Mexico	10	7	9
New York	7	136	8
North Carolina	5	3	3
North Dakota	1	0	1
Ohio	7	7	7
Oklahoma	4	2	4
Oregon	6	3	8
Pennsylvania	10	27	14
Puerto Rico	8	193	86
Rhode Island	12	9	22
South Carolina	7	1	1
South Dakota	2	1	1
Tennessee	7	4	2
Texas	8	7	7
Utah	2	#	2
Vermont	—	—	—
Virginia	7	5	6
Washington	5	10	6

See notes at end of exhibit.

Exhibit 71. Numbers of *written, signed complaints; due process complaints; and mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2008–09—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
West Virginia	8	4	4
Wisconsin	7	3	6
Wyoming	3	0	1

Ratio was non-zero, but smaller than 5 per 100,000 students.

— Ratio cannot be calculated because data were not available.

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2008–09 was 4,983.

^bA *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or to the provision of free appropriate public education to the child. The total number of *due process complaints* in 2008–09 was 18,009.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2008–09 was 8,763.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2008, and June 30, 2009, whereas the denominator is based on point-in-time data from fall 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2008–09. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008–09, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratios in the states ranged from a value of 1 in BIE schools, Iowa, Nebraska, and North Dakota to a value of more than 20 in New Hampshire (24 per 10,000 children and students) and Connecticut (22 per 10,000 children and students).
- In 2008–09, there were 27 *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was 50 or more *due process complaints* per 10,000 children and students in the following four states: the District of Columbia (1,870 per 10,000 children and students), Puerto Rico (193 per 10,000 children and students), New York (136 per 10,000 children and students), and Hawaii (59 per 10,000 children and students). In contrast, the ratio was zero in North Dakota and Wyoming.
- In 2008–09, there were 13 *mediation requests* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. A ratio of 40 or more *mediation requests* per 10,000 children and students was found in the following three states: Puerto Rico (86 per 10,000 children and students), Massachusetts (50 per 10,000 children and students), and California (40 per 10,000 children and students). Yet the ratio was no more than 1 request per 10,000 children and students in BIE schools, Idaho, Louisiana, Nevada, North Dakota, South Carolina, South Dakota, and Wyoming.

How did the states compare with regard to the following ratios in 2008–09:

1. the number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
2. the number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
3. the number of due process complaints that resulted in hearings (fully adjudicated) for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and
4. the number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?

Exhibit 72. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2008–09

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without hearing ^d
All states	5	2	4	19
Alabama	6	2	1	8
Alaska	8	0	4	7
Arizona	8	3	#	5
Arkansas	2	1	#	4
BIE schools	0	0	0	4
California	10	2	2	35
Colorado	1	#	#	2
Connecticut	14	8	1	32
Delaware	4	0	1	7
District of Columbia	0	4	812	818
Florida	2	1	#	3
Georgia	2	1	#	5
Hawaii	5	#	19	24
Idaho	5	2	#	#
Illinois	3	1	1	7
Indiana	5	2	1	4
Iowa	#	1	0	1
Kansas	4	2	#	2
Kentucky	1	1	0	1
Louisiana	#	1	#	3
Maine	4	10	2	5
Maryland	7	3	1	23
Massachusetts	11	3	1	28
Michigan	9	1	#	2
Minnesota	4	3	#	1

See notes at end of exhibit.

Exhibit 72. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2008–09—Continued

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without hearing ^d
Mississippi	1	1	#	3
Missouri	5	1	#	4
Montana	1	2	0	2
Nebraska	1	0	#	#
Nevada	3	0	0	10
New Hampshire	15	7	2	5
New Jersey	6	6	2	34
New Mexico	4	6	#	5
New York	6	#	12	98
North Carolina	4	1	#	2
North Dakota	1	0	0	0
Ohio	3	5	#	6
Oklahoma	3	1	0	2
Oregon	3	3	#	2
Pennsylvania	5	4	2	17
Puerto Rico	6	1	98	90
Rhode Island	10	1	3	4
South Carolina	6	1	#	1
South Dakota	2	0	0	1
Tennessee	5	1	#	3
Texas	3	4	1	6
Utah	2	#	#	#
Vermont	—	—	—	—
Virginia	5	2	1	4
Washington	4	1	#	7
West Virginia	4	4	1	3
Wisconsin	5	2	#	1
Wyoming	3	1	0	0

— Ratio cannot be calculated because data were not available.

Ratio was non-zero, but smaller than 5 per 100,000 children and students.

^aA *complaint with report issued* refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of complaints with reports issued in 2008–09 was 3,379.

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the state education agency to be resolved by the complainant and the public agency through mediation or other dispute resolution means and no further action by the state education agency was required to resolve the complaint. The total number of complaints withdrawn or dismissed in 2008–09 was 1,454.

^cA *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated *due process complaints* in 2008–09 was 2,901.

^dA *due process complaint* resolved without a hearing is a *due process complaint* that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *due process complaints* resolved without a hearing in 2008–09 was 12,507.

- In 2008–09, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. In the following four states, the ratio was at least 10 per 10,000 children and students: New Hampshire (15 per 10,000 children and students), Connecticut (14 per 10,000 children and students), Massachusetts (11 per 10,000 children and students), and California (10 per 10,000 children and students). Yet in the following four states, the ratio was smaller than 1 per 100,000 children and students: BIE schools, the District of Columbia, Iowa, and Louisiana.
- In 2008–09, there were 2 *written, signed complaints withdrawn or dismissed* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. While the ratio was zero in seven states (i.e., Alaska, BIE schools, Delaware, Nebraska, Nevada, North Dakota, and South Dakota), it was larger than 5 per 10,000 children and students in the following five states: Maine (10 per 10,000 children and students), Connecticut (8 per 10,000 children and students), New Hampshire (7 per 10,000 children and students), New Jersey (6 per 10,000 children and students), and New Mexico (6 per 10,000 children and students).
- In 2008–09, there were 4 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. While the ratio was zero in nine states (i.e., BIE schools, Iowa, Kentucky, Montana, Nevada, North Dakota, Oklahoma, South Dakota, and Wyoming), it was larger than 10 per 10,000 children and students in the following four states: the District of Columbia (812 per 10,000 children and students), Puerto Rico (98 per 10,000 children and students), Hawaii (19 per 10,000 children and students), and New York (12 per 10,000 children and students).
- In 2008–09, there were 19 *due process complaints resolved without a hearing* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. In North Dakota and Wyoming, the ratio was zero, yet it was larger than 30 per 10,000 children and students in the following six states: the District of Columbia (818 per 10,000 children and students), New York (98 per 10,000 children and students), Puerto Rico (90 per 10,000 children and students), California (35 per 10,000 children and students), New Jersey (34 per 10,000 children and students), and Connecticut (32 per 10,000 children and students).

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of free appropriate public education to such child. Ratio for each state was calculated by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due processes complaints, or due process complaints resolved without a hearing* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2008, and June 30, 2009, whereas the denominator is based on point-in-time data from fall 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2008–09. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Section III

Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Section 616(a)(1)(A) of *IDEA* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA* through oversight of general supervision by the states and through the State Performance Plans (SPP) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) and other publicly available information to make an annual determination of the extent to which the state is meeting the requirements and purposes of Parts B and C of *IDEA*. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

The SPP and APR

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements and purposes of *IDEA* and describing how the state will improve its implementation of *IDEA*. The SPP is made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the secretary under sections 616(a)(3) and 642 of *IDEA*, which measure either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were first submitted in December 2005 by each state education agency under Part B and by each state lead agency under Part C. Each SPP includes measurable and rigorous targets and improvement activities for each indicator.

Every February, pursuant to sections 616(b)(2)(C)(ii)(II) and 642 of *IDEA*, each state must submit an APR that documents its progress or slippage toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific federal fiscal year (FFY). In February 2010, each state submitted an APR to OSEP for the FFY 2008 reporting period (i.e., July 1, 2008, through June 30, 2009). This section examines and summarizes the states' performance during FFY 2008 under both Parts B and C of the *IDEA*.

Please note that throughout this section, the term "states" is used to reference all of the jurisdictions that submitted FFY 2008 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia (DC), Puerto Rico (PR), and the outlying areas (i.e., American Samoa, Guam, the Northern

Mariana Islands, and the Virgin Islands), all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE) schools submitted SPPs/APRs as did the Marshall Islands, Micronesia, and Palau. Thus, unless stated otherwise, the discussion and exhibits in this section concern the 56 states for Part C and 60 states for Part B.

Indicators

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators and 11 results indicators) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Exhibit 73 and 74 explain the measurement that was in place during the FFY 2008 reporting period for each Part B and Part C indicator on which states were required to report on for FFY 2008 and identify whether each indicator is a compliance or a results indicator. States were not required to report the following Part B indicators for FFY 2008: B4 B, B6, and B14.

Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2008

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) graduating from high school with a regular diploma.	Results
B2 – Dropout	Percent of youths with IEPs dropping out of high school.	Results
B3 – Assessment	Participation and performance of children in grades 3 through 8 and high school with IEPs on statewide assessments: (a) percent of districts with a disability subgroup that met the state’s minimum “n” size that met the state’s annual yearly progress (AYP) targets for the disability subgroup; (b) participation rate for children with IEPs; and (c) proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards.	Results
B4 A – Suspension / Expulsion	Rates of suspension and expulsion: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	Results
B5 – School Age Least Restrictive Environment (LRE)	Percent of children with IEPs ages 6 through 21 served (a) inside the regular class 80 percent or more of the day; (b) inside the regular class less than 40 percent of the day; and (c) in separate schools, residential facilities, or homebound or hospital placements.	Results

See notes at end of exhibit.

Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2008—Continued

Indicator	Measurement	Type of indicator
B7 – Preschool Outcomes	Percent of preschool children ages 3 through 5 with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Eligibility Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who had an IEP developed and implemented by their third birthday.	Compliance
B13 – Secondary Transition	Percent of youths with IEPs ages 16 and above with an IEP that included appropriate measurable postsecondary goals that were annually updated and based on an age appropriate transition assessment; transition services, including courses of study, that would reasonably enable the students to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must have been evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance

See notes at end of exhibit.

Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2008—Continued

Indicator	Measurement	Type of indicator
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B16 – Complaint Timelines	Percent of written, signed complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agreed to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.	Compliance
B17 – Due Process Timelines	Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.	Compliance
B18 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B19 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B20 – State-Reported Data	State-reported data (618 and SPP and APR) were timely and accurate.	Compliance

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: “Part B State Performance Plan (Part B–SPP) and Annual Performance Report (Part B–APR): Part B Indicator Measurement Table,” 2008–09. Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2009/index.html> (accessed Dec. 6, 2012).

Exhibit 74. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2008

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication), and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthday, including (a) IFSPs with transition steps and services; (b) notification to the local education agency, if child was potentially eligible for Part B; and (c) transition conference, if child was potentially eligible for Part B.	Compliance
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
C10 – Complaint Timelines	Percent of written, signed complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance

See notes at end of exhibit.

Exhibit 74. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2008—Continued

Indicator	Measurement	Type of indicator
C11 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.	Compliance
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and SPP and APR) were timely and accurate.	Compliance

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (Part C–SPP) and Annual Performance Report (Part C–APR): Part C Indicator Measurement Table,” 2008–09. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2009/index.html> (accessed Dec. 6, 2012).

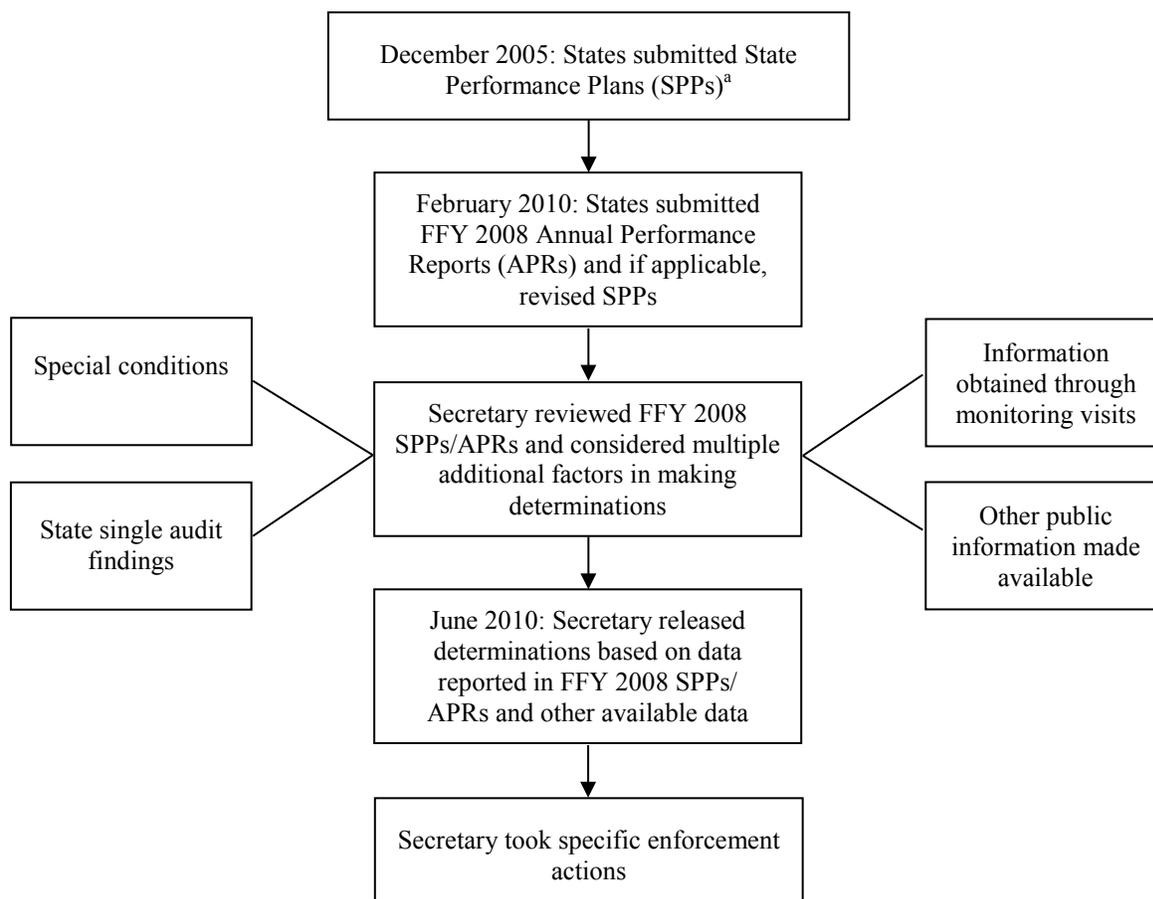
The Determination Process

Sections 616(d)(2)(A) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state is meeting the requirements of Parts B and C of *IDEA*. The secretary determines if a state:

- Meets the requirements and purposes of *IDEA*,
- Needs assistance in implementing the requirements of *IDEA*,
- Needs intervention in implementing the requirements of *IDEA*, or
- Needs substantial intervention in implementing the requirements of *IDEA*.

Exhibit 75 presents the key components in the determination process.

Exhibit 75. Process for determining the extent to which each state met IDEA, Part B and Part C requirements: Federal fiscal year 2008



^aIn December 2005, each state submitted an SPP that covered a period of six years. Section 616(b)(1)(C) requires each state to review its SPP at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once.
 NOTE: In June 2009, the secretary issued determinations based on data reported in the FFY 2007 APR and other available data. A discussion of those determinations is found in the *32nd Annual Report to Congress, 2010*.
 SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP 10-3 Memorandum: Part B State Performance Plan (Part B – SPP) and Part B Annual Performance Report (Part B – APR),” 2009. Available at <http://www2.ed.gov/policy/speced/guid/idea/bapr/2010/baprmemo12309.pdf> (accessed Dec. 6, 2012); “OSEP 10-4 Memorandum: Part C State Performance Plan (Part C – SPP) and Part C Annual Performance Report (Part C – APR),” 2009. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2010/caprmemo12309.pdf> (accessed Dec. 6, 2012).

A state’s determination is based on the totality of the state’s data in its SPP/APR and other publicly available information, including any compliance issues. The factors in a state’s FFY 2008 SPP (original or revised) and APR submissions that affected the Department’s 2010 determination (based in part on the FFY 2008 SPP/APRs) for each state under Parts B and C were: (1) whether the state provided valid and reliable FFY 2008 data that reflected the measurement for each compliance or results indicator and, if not, whether the state provided a plan to collect the missing or deficient data and (2) for each compliance indicator that was not new, whether the state (a) demonstrated compliance or timely corrected

noncompliance and (b) in instances where it did not demonstrate compliance, had nonetheless made progress in ensuring compliance over prior performance in that area. In making the determination, the Department also considered whether the state had other *IDEA* compliance issues that were identified previously through the Department's monitoring, audit, or other activities and the state's progress in resolving those problems.

Enforcement

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take action when the Department has determined that a state: (1) needs assistance for two or more consecutive years, (2) needs intervention for three or more consecutive years, or (3) needs substantial intervention in implementing the requirements of *IDEA* or that there is a substantial failure to comply with any condition of a state's eligibility under *IDEA* as determined by the secretary at any time.

Determination Status

In June 2010, the secretary issued determination letters on the implementation of *IDEA* to each state education agency (SEA) for Part B and to each state lead agency for Part C. Exhibit 76 shows the results of the FFY 2008 determinations by state for Part B; Exhibit 77 shows the results for Part C.

**Exhibit 76. States determined to have met IDEA, Part B, requirements, by determination status:
Federal fiscal year 2008**

Determination status					
Meets requirements	Needs assistance	Needs assistance: two or more consecutive years	Needs intervention	Needs intervention: two consecutive years	Needs intervention: three or more consecutive years
Alabama	Arizona	American Samoa	Ohio		District of Columbia
Alaska	Arkansas	Federated States of Micronesia			
California	Bureau of Indian Education	Guam			
Connecticut	Colorado	Illinois			
Delaware	Indiana	Louisiana			
Florida	Montana	Maine			
Georgia	North Carolina	Massachusetts			
Hawaii	Rhode Island	New Hampshire			
Idaho	Virginia	New Mexico			
Iowa	Washington	New York			
Kansas	Wyoming	Puerto Rico			
Kentucky		South Carolina			
Maryland		Tennessee			
Michigan		Texas			
Minnesota		Vermont			
Mississippi		Virgin Islands			
Missouri					
Nebraska					
Nevada					
New Jersey					
North Dakota					
Northern Mariana Islands					
Oklahoma					
Oregon					
Palau					
Pennsylvania					
Republic of the Marshall Islands					
South Dakota					
Utah					
West Virginia					
Wisconsin					

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2010. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Dec. 6, 2012).

**Exhibit 77. States determined to have met IDEA, Part C, requirements, by determination status:
Federal fiscal year 2008**

Determination status					
Meets requirements	Needs assistance	Needs assistance: two consecutive years	Needs intervention	Needs intervention: two consecutive years	Needs intervention: three or more consecutive years
Alabama	Arkansas	Alaska	North Dakota	Kentucky	District of Columbia
Colorado	Idaho	American Samoa			Georgia
Connecticut	Nevada	Arizona			
Delaware	New Mexico	California			
Illinois	Oklahoma	Florida			
Indiana	Rhode Island	Guam			
Iowa	Wisconsin	Hawaii			
Kansas		Louisiana			
Maryland		Maine			
Massachusetts		Mississippi			
Michigan		New York			
Minnesota		Ohio			
Missouri		Puerto Rico			
Montana		South Carolina			
Nebraska		Texas			
New Hampshire		Virgin Islands			
New Jersey					
North Carolina					
Northern Mariana Islands					
Oregon					
Pennsylvania					
South Dakota					
Tennessee					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wyoming					

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2010. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Dec. 6, 2012).

The results of an examination of the states' Part B and Part C determinations for FFY 2007 and FFY 2008 are presented in exhibits 78 and 79. A summation of the numbers presented in exhibit 78 shows that 31 states met the requirements for Part B in FFY 2008. In addition, this exhibit shows that

between FFY 2007 and FFY 2008, 13 states had a more positive determination or made progress; eight states received a more negative determination or slipped; and 39 states received the same determination for both years. Of the 13 states that showed progress, nine states made sufficient progress to meet the requirements in FFY 2008. Of the 39 states that received the same determination status in both years, 22 met the requirements in both years; 16 were found to be in need of assistance for another year; and one was determined to be in need of intervention for another year.

Exhibit 78. Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2007 and 2008

Determination status FFY 2008	Change in determination status since FFY 2007			Total
	Progress	Slippage	No change	
Total	13	8	39	60
Meets requirements	9		22	31
Needs assistance	4	7		11
Needs assistance two or more consecutive years			16	16
Needs intervention		1		1
Needs intervention two consecutive years				0
Needs intervention three or more consecutive years			1	1

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009. The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010. The 50 states, DC, PR, BIE, American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Federated States of Micronesia, Palau, and Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2009 and 2010. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Dec. 6, 2012).

A summation of the numbers presented in exhibit 79 shows that 29 states met the requirements for Part C in FFY 2008. In addition, this exhibit shows that between FFY 2007 and FFY 2008, 10 states had a more positive determination or made progress; six states received a more negative determination or slipped; and 40 states received the same determination for both years. Of the 10 states that showed progress, eight states made sufficient progress to meet the requirements in FFY 2008. Of the 40 states that received the same determination status in both years, 21 met the requirements in both years; 16 were found to be in need of assistance for another year; and three were determined to be in need of intervention for another year.

Exhibit 79. Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2007 and 2008

Determination status FFY 2008	Change in determination status since FFY 2007			Total
	Progress	Slippage	No change	
Total	10	6	40	56
Meets requirements	8		21	29
Needs assistance	2	5		7
Needs assistance two or more consecutive years			16	16
Needs intervention		1		1
Needs intervention two consecutive years			1	1
Needs intervention three or more consecutive years			2	2

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009. The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010. The 50 states, DC, PR, American Samoa, Guam, Northern Mariana Islands, and Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2009 and 2010. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Dec. 6, 2012).

As a result of the determinations for Part B and Part C issued to states for FFY 2007 and FFY 2008, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and those determined to need intervention for three or more consecutive years. Subject to the provisions in section 616(e)(1)(A), the secretary advised each of these states of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <http://therightidea.tadnet.org/technicalassistance> for additional information about the type of TA activities that are available and have been used in the past.

Status of Selected Indicators

This section summarizes the results of a 2010 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2008 APRs. In the APRs, states reported actual performance data from FFY 2008 on the indicators. States also discussed how the FFY 2008 actual performance data compared to FFY 2007 actual performance data on the indicators. The four indicators focus on early childhood transition and general supervision and include Part B Indicators 12 (Early Childhood Transition) and 15 (General Supervision) and Part C Indicators 8 (Early Childhood Transition) and 9 (General Supervision). These indicators, along with other indicators not examined in this section, were used for the 2010 determinations. The two early childhood transition and the two general supervision indicators were chosen for examination in this section because their data and the results of

their analyses in 2010 were sufficiently complete to show how states performed on related Part B and C indicators. This section summarizes states' FFY 2008 actual performances on each indicator, how states' FFY 2008 actual performances compare to states' FFY 2007 actual performances, and states' explanations for changes in performance. Two documents published by OSEP in 2010, entitled "2010 Part B SPP/APR Analysis Document" and "2010 Part C SPP/APR Analysis Document" were used as the sources for the summaries of the results of the analysis of the indicators presented in this section. Both are available at <http://therightidea.tadnet.org> and were accessed on Dec. 6, 2012.

Early Childhood Transition: Part B Indicator 12

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had individualized education programs (IEPs) developed and implemented by their third birthdays. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 80 displays the results of a 2010 analysis of FFY 2008 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Exhibit 80. Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays: Federal fiscal year 2008

Percentage of children ^a	Number of states
Total	56
100	11
95 to 99	26
90 to 94	8
85 to 89	4
< 85	6
Data not provided	1

^a"Percentage of children" measures a state's performance on Part B Indicator 12, for which the target is 100 percent.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "2010 Part B SPP/APR Analysis Document," 2010. Available at http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

For Indicator 12, a total of 11 states reported full compliance at 100 percent of the target, and 26 states reported substantial compliance (i.e., from 95 to 99 percent of the target). Of the 19 states that did not report full or substantial compliance, eight states reported percentages that ranged from 90 to 94 percent of the target; four states reported percentages that ranged from 85 to 89 percent of the target; and

six states reported percentages that were less than 85 percent of the target. One state did not report performance data for FFY 2008.

Exhibit 81 presents the results of a 2010 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2008 actual performance data to FFY 2007 actual performance data on Indicator 12 from the 56 states. This exhibit reveals 32 states showed progress, while 13 states showed slippage. Six states reported no change in their performance from FFY 2007 to FFY 2008. For each of these six states, the performance level was 99 percent or more. Of the 13 states reporting slippage, four reported slippage of 1 percent or less; five reported slippage between 1 and 5 percent; and four states reported slippage of 11 percent or more. It was not possible to calculate progress or slippage for five states due to lack of data.

Exhibit 81. Number of states, by change in performance status on IDEA, Part B, Indicator 12: Federal fiscal year 2008

Change in status ^a	Number of states
Total	56
Progress	32
Slippage	13
No change	6
Actual performance data not adequate or provided for FFY 2007 or FFY 2008, or both	5

^a“Change in status” was determined by whether a state’s FFY 2008 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of children referred to *IDEA*, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays, compared to the same percentage reported by the state in its FFY 2007 performance data.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part B SPP/APR Analysis Document,” 2010. Available at http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

The following three basic areas were cited by the states as factors that contributed to progress by the states with improved performance: procedural analysis and updates, training and technical assistance, and monitoring and data verification. The most frequently cited reasons for improvement were associated with the following three general themes: (1) improved clarification, understanding, and/or analysis of procedures (including comparing Part C data to Part B data); (2) report tracking and examining Indicator 12 data elements and the corresponding implementation of system procedures; and (3) the ability to collect needed data. Training and TA, at times in conjunction with updated or clarified policy/guidance, in the form collaborative meetings and/or targeted TA emerged as another theme credited for progress.

States experiencing significant slippage most often cited district capacity or procedural issues, namely: staff changes, shortages or lack of staff availability, issues with contracted providers, staff reorganization, increased numbers of referrals, scheduling and completing evaluations due to varying combinations of staff shortages and process difficulties, and meeting timelines for children who transition during the summer.

Early Childhood Transition: Part C Indicator 8

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition to preschool and other appropriate community services by their third birthdays. Timely transition planning is measured by the following sub-indicators: (1) individualized family services plans (IFSPs) with transition steps and services; (2) notification to the LEA, if the child is potentially eligible for Part B; and (3) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator and its three sub-indicators, 8a, 8b, and 8c, have performance targets of 100 percent. These sub-indicators apply to the 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 82 displays the results of a 2010 analysis of FFY 2008 actual performance data on the three sub-indicators from the 56 states for which Indicator 8 applies.

Exhibit 82. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthdays, by sub-indicators of Part C Indicator 8: Federal fiscal year 2008

Percentage of children ^a	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
	Number of states	Number of states	Number of states
Total	56	56	56
100	20	31	14
95 to 99	23	15	18
90 to 94	9	4	11
80 to 89	2	5	8
70 to 79	1	0	1
60 to 69	0	1	2
50 to 59	0	0	2
40 to 49	1	0	0

^a“Percentage of children” measures a state’s performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part C SPP/APR Analysis Document,” 2010. Available at

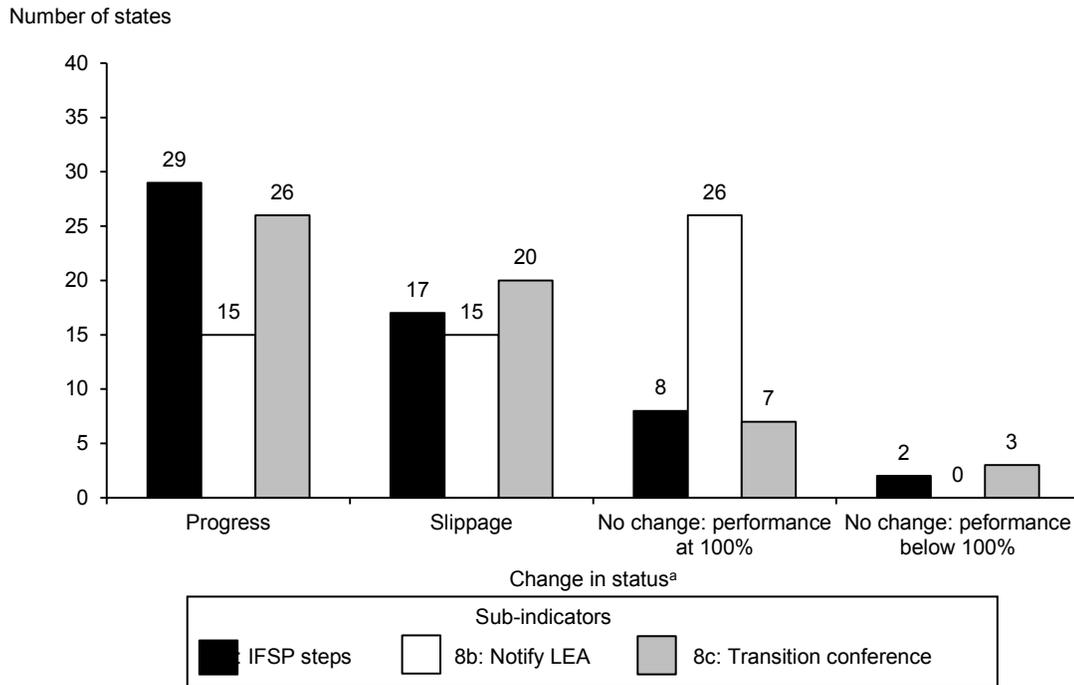
http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

As shown in exhibit 82, more states were in full compliance for their notifications to the LEA (8b) than for either of the other two sub-indicators. For 8b, 31 of the 56 states met the target of 100 percent compliance. Of the 25 states that did not attain this target, 15 reported performance at substantial compliance of 95 to 99 percent of the target. IFSPs with transition steps and services (8a) had the second highest level of compliance, as 20 states reported full compliance. Of the 36 states that did not reach 100 percent compliance for 8a, 23 states reported performance at substantial compliance (i.e., 95 to 99 percent of the target). The sub-indicator regarding the transition conference (8c) was associated with the lowest level of compliance, with 14 states reporting full compliance and 18 states reporting substantial compliance.

Exhibit 83 shows the results of a 2010 analysis of descriptions of state-reported changes in performance status based on comparisons of FFY 2008 actual performance data to FFY 2007 actual performance data on the three sub-indicators from the 56 states. At least 50 percent of states that were not 100 percent compliant in both FFY 2007 and FFY 2008 made progress on all three sub-indicators. Specifically, progress was made by 29 of the 48 states that were not 100 percent compliant on 8a (IFSP steps and services), 15 of the 30 states that were not 100 percent compliant on 8b (notification to LEA), and 26 of the 49 states that were not 100 percent compliant on 8c (transition conference). More states reported slippage from FFY 2007 for sub-indicator 8c (20 states) than for sub-indicators 8a (17 states) and

8b (15 states). Nevertheless, 15 of the 20 states that reported slippage on sub-indicator 8c reported compliance of 90 percent or more of the target.

Exhibit 83. Number of states, by change in performance status on sub-indicators of IDEA, Part C, Indicator 8: Federal fiscal year 2008



^a“Change in status” was determined by whether a state’s FFY 2008 actual performance data showed an increase (progress) or decrease (slippage) in the percentages of children exiting *IDEA*, Part C, who received timely transition planning by their third birthdays, broken out by sub-indicators (i.e., by percentages of (1) children who had IFSPs with transition steps and services; (2) those for whom notification had been given to the LEA, if the child was potentially eligible for Part B; and (3) those for whom a transition conference had been held, if the child was potentially eligible for Part B), compared to the same percentages reported by the state in its FFY 2007 actual performance data.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part C SPP/APR Analysis Document,” 2010. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

Of the 56 states, 26 reported no change on sub-indicator 8b whereas only 10 states reported no change on sub-indicators 8a and 8c, respectively. Nevertheless, across all three sub-indicators, the majority of the states that reported no change achieved 100 percent of the target in both time periods. Specifically, the 100 percent target was achieved in both years by all 26 of the 26 states that reported no change regarding sub-indicator 8b, eight of the 10 states that reported no change regarding sub-indicator 8a, and seven of the 10 states that reported no change regarding sub-indicator 8c.

The 2010 analysis of the states' explanations for changes in performance included a review of information about each Part C sub-indicator, i.e., 8a, 8b, and 8c, in the states' FFY 2008 APRs. However, it was noted that a few states provided general explanations that applied to all sub-indicators collectively. Specific explanations for progress regarding sub-indicator 8a were offered by 15 states. The following themes were identified in those explanations: the positive impact of specific types of training and TA; clarifying requirements for documenting transition steps and services on the IFSP; and modifying the IFSP form to include sections designed to address transition outcomes, steps, and services. A few states also ascribed progress to data systems that ensured the documentation of completed transition steps and services. The explanations of one or more of the 12 states that reported slippage regarding sub-indicator 8a mentioned the following factors: specific programs requiring policy clarification and TA, incorrect or missing documentation of transition steps and services on IFSPs, and personnel shortages.

Regarding sub-indicator 8b, 13 of the states that made progress provided some explanations for their improvements. The following themes were identified in those explanations: improvements in data systems, data management, and interagency communication. Other strategies mentioned included the development of guidance materials, promotion of local collaboration, and the provision of targeted training for service coordinators and data managers. A few states also mentioned targeted training and TA to personnel to clarify the use of new or existing opt-out policies. The factors cited in the explanations offered by seven of the states reporting slippage included factors related to data capacity issues and the need to clarify notification requirements with new staff or specific programs.

Explanations for progress regarding sub-indicator 8c were reported by 18 of the states that reported improvement. The following themes were identified in those explanations: the utilization of targeted monitoring activities, a statewide focus on the transition conference requirement, improved data system capacity to alert staff of impending conference dates, linking training and TA to policy clarification and monitoring processes, and focusing on strategies such as memorandums of understanding to improve collaboration and coordination with LEAs. Many of these states also noted that they used training, TA, and monitoring resources to work with programs on compliance issues. Factors such as improper or missing documentation, late referrals, staff vacancies, staff turnover, LEA staff not attending conferences, and changes in state interpretation of exceptional family circumstances were identified as contributing to slippage by one or more of the 15 states that reported slippage regarding sub-indicator 8c.

General Supervision: Part B Indicator 15

The SEA is responsible for ensuring the general supervision of all educational programs for children and students ages 3 through 21 served under *IDEA*, Part B, including all such programs administered by any other state agency or local agency. Part B Indicator 15 measures whether the state's general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, BIE schools, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau, and the Republic of the Marshall Islands. Exhibit 84 displays the results of a 2010 analysis of FFY 2008 actual performance data on Indicator 15 for the 60 states for which this indicator applies.

Exhibit 84. Number of states, by percentage of IDEA, Part B, noncompliance findings corrected within one year of identification: Federal fiscal year 2008

Percentage of noncompliance findings corrected ^a	Number of states
Total	60
90 to 100	44
80 to 89	11
70 to 79	2
Data not available	3

^a“Percentage of noncompliance findings corrected” measures a state’s performance on Part B Indicator 15, for which the target is 100 percent.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part B SPP/APR Analysis Document,” 2010. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

For Indicator 15, there were 44 states that reported achieving 90 percent or more of the target, 11 states that reported achieving between 80 and 89 percent of the target, and two states that reported achieving between 73 and 79 percent of the target. Data were not available for three states.

Exhibit 85 presents the results of a 2010 analysis that compared FFY 2008 actual performance data to FFY 2007 actual performance data on Indicator 15 from the 60 states. Overall, 30 states showed progress, and 19 states showed slippage.

Exhibit 85. Number of states, by change in performance status on IDEA, Part B, Indicator 15: Federal fiscal year 2008

Change in status ^a	Number of states
Total	60
Progress	30
Slippage	19
No change	11

^a“Change in status” was determined by whether a state’s FFY 2008 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part B noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2007 actual performance data.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part B SPP/APR Analysis Document,” 2010. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

Nearly half of the states associated with a change in performance did not provide any explanation for their progress or slippage. The following were among the factors offered by the states that did describe progress: implementing the improvement activities outlined in the APR; continuing to outline a general supervision system, including a monitoring system; assigning district monitoring liaisons; setting clear expectations with local districts that noncompliance must be corrected as soon as possible but in no case later than one year; conducting follow-up visits; conducting regular follow-ups with the local district to determine progress in correcting noncompliance; receiving support from national TA centers; creating data systems that track correction of noncompliance; and creating strict adherence to timelines. The reasons mentioned by the states that explained their slippage included: noncompliance concerning a particular LEA, an increase in the number of LEAs monitored in one year, and changes in defining “findings” as individual student findings rather than systemic findings.

General Supervision: Part C Indicator 9

The state lead agency is responsible for ensuring the general supervision of all early intervention service programs for infants and toddlers birth through age 2 served under *IDEA*, Part C. Part C Indicator 9 measures whether the state lead agency’s general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance

findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the total number of findings of noncompliance and then multiplied by 100. The target for this compliance indicator is 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 86 displays the results of a 2010 analysis of FFY 2008 actual performance data on Indicator 9 from the 56 states for which this indicator applies.

Exhibit 86. Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2008

Percentage of noncompliance findings corrected ^a	Number of states
Total	56
100	23
90 to 99	15
80 to 89	5
70 to 79	3
< 70	8
Data not provided	2

^a“Percentage of noncompliance findings corrected” measures a state’s performance on Part C Indicator 9, for which the target is 100 percent.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part C SPP/APR Analysis Document,” 2010. Available at http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

For Indicator 9, there were 23 states that reported full compliance at 100 percent of the target. In addition, 15 states reported percentages of noncompliance findings corrected within one year that ranged from 90 to 99 percent of the target; eight states reported percentages that ranged from 70 to 89 percent of the target; and eight states reported percentages below 70 percent of the target. Performance data were not available for two states.

Exhibit 87 shows the results of a 2010 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2008 actual performance data to FFY 2007 actual performance data on Indicator 9 from the 56 states. This exhibit reveals 22 states reported improvement, while 20 states reported slippage, and 14 states reported the same performance in FFY 2007 and FFY 2008.

**Exhibit 87. Number of states, by change in performance status on IDEA, Part C, Indicator 9:
Federal fiscal year 2008**

Change in status ^a	Number of states
Total	56
Progress	22
Slippage	20
No change	14

^a“Change in status” is determined by whether a state’s FFY 2008 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part C noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2007 actual performance data.

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2010 Part C SPP/APR Analysis Document,” 2010. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Dec. 6, 2012).

The narratives about progress or slippage on Part C Indicator 9 provided by the states in their APRs were quite varied and often did not include the terms “progress” or “slippage.” Nevertheless, 34 of the 42 states that reported either progress or slippage did provide some discussion that could be characterized as a description of progress or slippage. In general, the factors cited in those discussions as contributing to progress were related to: (1) revisions to the state general supervision system, including revisions to the schedule and timing of monitoring activities as well as the process for issuing findings and verifying correction; (2) revisions to the corrective action process, including requiring more frequent progress data from locals, new corrective action plan formats, and increasing state response to progress data; and (3) development and implementation of new or enhanced enforcement systems. The following factors were identified in the descriptions as contributing to the slippage: (1) time and resources spent on revisions to the general supervision system, resulting in less time for correction activities; (2) fewer findings issued, resulting in each finding not corrected having greater impact on percentage of correction; (3) an increase in the number of findings needing verification of correction within a 12-month period because some findings identified for FFY 2006 were added to those identified in FFY 2007; and (4) the adverse impact on the state’s overall performance by specific local programs that had not made timely corrections.

Section IV

Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002*

Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002*

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* and, in doing so, amended the *Education Sciences Reform Act of 2002*, 20 U.S.C. 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of *IDEA*, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, *IDEA*; and
- Evaluate the implementation and effectiveness of *IDEA* in coordination with the National Center for Education Evaluation and Regional Assistance.

In federal fiscal year 2010 (i.e., Oct. 1, 2009, through Sept. 30, 2010), NCSER awarded 34 new research grants and one postdoctoral research training grant under Part E of the *Education Sciences Reform Act of 2002*. Descriptions of these projects follow. The descriptions summarize the proposed purposes of the projects based on information taken from the IES database of funded research and research training grants. The descriptions are organized and presented in terms of the following categories that are used to classify the projects in the database: Autism Spectrum Disorders; Early Intervention and Early Learning in Special Education; Mathematics and Science Education; Postdoctoral Research Training Program in Special Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; Special Education Research and Development Centers; and Transition Outcomes for Secondary Students With Disabilities. Additional information on these projects, including updates, as well as new and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed Dec. 6, 2012).

Autism Spectrum Disorders

Award Number: R324A100174

Institution: Florida State University

Principal Investigator: Amy Wetherby

Description: *A Randomized Trial of the SCERTS Curriculum for Students with Autism Spectrum Disorders in Early Elementary School Classrooms.* Over the past two decades, the prevalence of children diagnosed with an autism spectrum disorder has risen significantly. Current prevalence rates indicate that one in every 110 children has an autism spectrum disorder. Few studies to date have evaluated comprehensive interventions in early elementary school for students with autism. Schools are left with the significant challenge of meeting the educational needs of students with autism spectrum disorders and resource allocation. Researchers in this study are evaluating the Social Communication/Emotional Regulation/Transactional Support (SCERTS) Curriculum, a fully developed and comprehensive treatment model that targets individualized intervention goals and objectives for students with autism in the domains of social communication and emotional regulation. Environmental and interpersonal supports are also provided to optimize learning in the classroom. The purpose of this study is to evaluate the intervention against a typical classroom service model serving students with autism spectrum disorders.

Amount: \$2,999,364

Period of Performance: 3/1/2010–2/28/2014

Early Intervention and Early Learning in Special Education

Award Number: R324A100100

Institution: Northeastern University

Principal Investigator: Karin Lifter

Description: *Assessment of Natural Play for Instructional Planning.* Play is a natural activity that young children use to explore and learn about their world and how to function in it. Young children with delays in cognition, language, and social interaction show delays and limitations in their play activities that correspond to their other delays and therefore do not benefit in the same way as children without disabilities. The central premise of the Developmental Play Assessment (DPA) instrument is that instructional goals for infants, toddlers, and young children with disabilities, or at risk for disabilities, should include attention to developments in play as well as to developments in other domains. The DPA was designed as a tool to generate a profile of a child's skills in play for the purposes of guiding instructional planning. This project seeks to (1) adapt the research version of the DPA–Research into a user-friendly version for practitioners (DPA–Practitioners) and (2) evaluate the psychometric properties and practical feasibility of the DPA–Practitioners.

Amount: \$1,579,549

Period of Performance: 5/1/2010–4/30/2014

Award Number: R324A100239

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Eva Horn

Description: *Children's School Success Curriculum–Plus: Supporting All Children's Progress in the General Curriculum.* Curricula that incorporate universal design for learning (UDL) features provide educators with instructional goals, methods, and materials to accommodate multiple learner differences and may improve the participation and progress of children with or most at risk for disabilities. These features provide diverse groups of learners with a variety of formats that may improve their use of resources and materials and may increase their opportunities to engage in classroom activities, express ideas, and demonstrate knowledge. Despite the general theoretical support for UDL, few commercially available preschool curricula incorporate its principles and features. The purpose of this project is to modify an existing preschool curriculum, *Children's School Success*, incorporating the principles of

UDL. *Children's School Success* is a comprehensive curriculum that integrates activities targeting social, literacy, science, and math skills. The researchers will refine the *Children's School Success* curriculum and test its potential for improving preschoolers' education outcomes.

Amount: \$1,499,852

Period of Performance: 7/1/2010–6/30/2013

Award Number: R324A100305

Institution: University of North Carolina, Chapel Hill

Principal Investigator: Linda Watson

Description: *Efficacy of a Parent-Mediated Intervention for One-Year-Olds at Risk for Autism.* Early intervention for children with autism may promote better long-term outcomes and preempt more serious consequences associated with this disorder. There is little research about the efficacy of interventions with infants and toddlers who, at this point, have not yet demonstrated all of their autism diagnostic symptoms. The purpose of this project is to assess the efficacy of an early intervention program called *Adaptive Responsive Teaching* with 1-year-olds most at risk for autism spectrum disorder. The intervention is intended to improve developmental outcomes and ameliorate symptom severity.

Amount: \$2,515,897

Period of Performance: 7/1/2010–6/30/2014

Award Number: R324A100215

Institution: University of Virginia

Principal Investigator: Amanda Williford

Description: *Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention To Improve Children's Emotional and Behavioral Development.* Strong and supportive relationships between teachers and their students can be important to academic and social development. Children with significant problem behaviors are less likely to develop close, positive, high-quality relationships with their teachers. The purpose of this project is to assess the efficacy of a preschool program called *Banking Time* with preschoolers most at risk for developing a disruptive behavior disorder and receipt of special education services due to serious emotional disturbance. The intervention is intended to strengthen teachers' interactions with their students, reduce problem behaviors, and improve the students' behavioral and social emotional skills.

Amount: \$2,688,025

Period of Performance: 7/1/2010–6/30/2014

Award Number: R324A100041

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Kathleen Baggett

Description: *Expanding the Reach of Evidence-Based Interventions for Improving Social-Emotional Outcomes for Infants in Child Care.* Social-emotional competence and development are central to children's overall school readiness and school success. However, knowledge about infant social-emotional development and about evidence-based practices for supporting positive social-emotional outcomes are often lacking among child care teachers. The goal of this project is to create and test a professional development program aimed at increasing responsive child care teacher interactions to promote infant social-emotional development. Specifically, this project will develop and test *Infant Net for Child Care Teachers*: a program that integrates evidence-based components of the *Play and Language Strategies* program, a cognitive-behavioral skills based intervention, with a web-based delivery technology that can help address barriers that hinder teacher access to effective evidence-based professional development programs.

Amount: \$1,389,897

Period of Performance: 3/1/2010–2/28/2013

Award Number: R324A100104

Institution: South Carolina Research Foundation

Principal Investigator: Christine DiStefano

Description: *Validation of the Behavioral and Emotional Screening System for Early Identification for Social-Emotional and Behavioral Problems in Preschoolers.* During the last four decades, the number of preschoolers served in center-based programs (e.g., child care centers, Head Start Programs, publicly funded prekindergarten programs, private preschools) has increased dramatically. Concurrent with the expansion of services to young children has been the fact that many young children who are enrolling in preschools exhibit emerging behavioral and social emotional difficulties that are severe enough to impede their social development and educational progress. The purpose of this study is to validate the Behavioral and Emotional Screening System (BESS) teacher rating form for preschool-aged children to determine the plausibility of the instrument as part of a universal screening system. There is limited information on screening systems for use with preschoolers. This project will examine the BESS to determine its: (1) psychometric properties, (2) accuracy in predicting children's behavior over time, and (3) implementation feasibility.

Amount: \$1,372,484

Period of Performance: 7/1/2010–6/30/2014

Mathematics and Science Education

Award Number: R324A100026

Institution: University of Oregon

Principal Investigator: Gerald Tindal

Description: *Developing Middle School Mathematics Progress-Monitoring Measures.* Continued poor performance in mathematics has indicated a need for more sensitive progress measures that can assist with the early identification of struggling students. Currently, there is a lack of high-quality progress measures that are readily available, technically adequate, and aligned to appropriate content. More robust progress-monitoring measures, independent of curriculum, could more objectively measure student progress on critical mathematics content. In addition, such measures need to be efficient to use to allow for cost-effective monitoring of student performance over time. The purpose of this project is to develop and validate a set of online middle school mathematics progress-monitoring measures aligned with critical content standards. As part of the development activities, the research team will use an existing web-based infrastructure to alleviate the constraints of time and logistics associated with test administration, scoring, and record keeping.

Amount: \$1,631,403

Period of Performance: 6/15/2010–6/14/2014

Award Number: R324A100068

Institution: SRI International

Principal Investigator: Kavita Seeratan

Description: *Learning Progressions: Developing an Embedded Formative and Summative Assessment System to Assess and Improve Learning Outcomes for Elementary and Middle School Students with Learning Disabilities in Mathematics.* Students with learning disabilities are among those most likely to have difficulties in mathematics. Knowledge of how such students learn and meaningful assessments of their math performance are lacking. This project will study how young children with and without learning disabilities think about and learn important concepts in mathematics. The researchers will use the findings to develop and validate a formative and summative classroom math assessment system for evaluating and promoting conceptual understanding of pre-algebra constructs for elementary and early middle school students with mathematics learning disabilities. Drawing on key principles of the Berkeley Evaluation and Assessment Research Assessment System, the researchers will develop a progression of how students with math learning disabilities learn constructs important to number sense and operations for whole

numbers and elementary fractions. This will guide the development of tasks and items to assess their knowledge and understanding relative to the learning progression. The study will also measure qualitatively and quantitatively the reliability and validity of the assessment to ensure high-quality evidence.

Amount: \$1,658,705

Period of Performance: 3/1/2010–2/28/2014

Postdoctoral Research Training Program in Special Education

Award Number: R324B100004

Institution: University of Kansas, Center for Research, Inc.

Principal Investigator: Debra Kamps

Description: *Post-Doctoral Special Education Research Training in Urban Communities: A Research to Practice Model.* The University of Kansas Post-Doctoral in Special Education Research Training in Urban Communities provides postdoctoral fellows with field experience and methodological training in primarily two areas of research—children and adolescents with serious behavior disorders and children with autism spectrum disorders. The program will be housed at the Juniper Gardens Children’s Project and the Kansas Center for Autism Research and Training. The Juniper Gardens Children’s Project is a university, community-based research facility with a focus on improving academic and social outcomes for children. The Kansas Center for Autism Research and Training is a multidisciplinary research center with the goal of improving the lives of persons with autism through intervention research and training. Research experiences will be designed to build fellows’ capacity to conduct quality special education intervention research, apply and increase knowledge of experimental design methodology, and use assessment tools to design learning and behavioral interventions. The focus of the training program will be on intervention research, both development and evaluation. Fellows will receive training in randomized control trials and single-subject designs. Research opportunities for fellows include (1) an evaluation of a classroom-wide intervention for students with and at risk for serious behavior disorders, (2) evaluation of a comprehensive intervention for young children with autism, (3) evaluation of an intervention package for secondary students with serious behavior disorders, and (4) the development of a professional development curriculum to improve instructional and classroom management practices.

Amount: \$654,125

Period of Performance: 3/1/2010–2/28/2014

Professional Development for Teachers and Related Services Providers

Award Number: R324A100225

Institution: Vanderbilt University

Principal Investigator: Paul Yoder

Description: *Efficacy of Broad Target Speech Recasts on Students with Down Syndrome.* Over 95 percent of parents of children with Down Syndrome report that their children have difficulty being understood by persons outside of their immediate family or social circle. This difficulty tends to persist into adulthood. Problems with speech comprehensibility can have negative consequences on educational achievement and postschool outcomes. There is a widely held belief that improving speech accuracy (e.g., producing particular speech sounds) will lead to improved speech comprehensibility, yet traditional speech services in schools that focus on speech accuracy have not led to improvements in speech comprehensibility. The goal of this project is to evaluate the efficacy of a promising speech therapy compared to traditional speech therapy. The research team will test the efficacy of Broad Target Speech Recasts (BTSR) compared to the Easy Does It for Articulation program in improving speech comprehensibility of elementary school students with Down Syndrome. BTSR focuses on the speech context through speech recasts (i.e., adult repeats words child is attempting to say, providing a model of correct pronunciation, pitch, stress, and intonation). The comparison program emphasizes drill and

practice of individual sounds and sound combinations, reflecting typical services provided in school settings.

Amount: \$2,856,880

Period of Performance: 9/1/2010–8/31/2014

Award Number: R324A100196

Institution: University of Florida

Principal Investigator: Cynthia Griffin

Description: *Prime Online: Teacher Pedagogical Content Knowledge and Research-based Practice in Inclusive Elementary Mathematics Classrooms.* According to the National Assessment of Educational Progress, 85 percent of students without disabilities in fourth grade scored above *Basic* in mathematics in 2007. However, only 60 percent of students with disabilities achieved this minimal standard. Strong research evidence reveals that a substantial part of the variability in student achievement gains is due to the effectiveness of a given teacher. This finding could be explained in part by differences in teachers' mathematical content knowledge or an underestimation of the skill required for teachers to deliver effective instruction for students with disabilities. To address this need, the research team will develop an online professional development intervention, PRIME Online, intended to improve the content and pedagogical knowledge of in-service regular and special education teachers of mathematics in grades 3–5. This intervention will be aligned with National Council for Teachers of Mathematics standards, and it will emphasize instructional practices for students struggling in mathematics. Additionally, the intervention will incorporate progress-monitoring strategies intended to improve mathematics outcomes for students.

Amount: \$1,457,085

Period of Performance: 8/16/2010–8/15/2013

Award Number: R324A100051

Institution: University of Connecticut

Principal Investigator: Lisa Sanetti

Description: *Project PRIME: Planning Realistic Intervention Implementation and Maintenance by Educators.* Increased standards and high demands for accountability in education have led to a focus on implementing education practices that are empirically based. The field of education has made progress in the development of assessment-driven intervention plans and identifying evidence-based interventions, but it remains difficult for such interventions to be implemented with high levels of integrity (i.e., the intervention is implemented as planned). Research has shown that a majority of teachers show declining levels of implementation integrity within 1 to 10 days after a professional development training. The purpose of this project is to develop an intervention to assist teachers in planning, implementing, and maintaining school-based behavior interventions with a high degree of integrity. More specifically, the project will develop a pre-implementation program, Planning Realistic Intervention Implementation and Maintenance by Educators (PRIME), to help prevent the decline of school-based practitioners' treatment integrity.

Amount: \$1,413,597

Period of Performance: 7/1/2010–6/30/2013

Award Number: R324A100080

Institution: Georgia Tech Research Corporation

Principal Investigator: Thad Starner

Description: *SmartSign: Learning Sign Language via Mobile Phone.* Almost 95 percent of deaf children are born to hearing parents who may not know sign language or who have low levels of proficiency in sign language. Although 75 percent of hearing parents eventually decide to use sign language with their deaf children, they typically struggle to learn a second language in a visual modality. The deaf children of hearing parents remain significantly delayed in language development throughout their lives when compared to hearing children or deaf children of deaf parents. This is due in part to a lack of language

exposure at home. Because of these delays in language development, deaf children of hearing parents are at considerable risk for poor educational outcomes. What is needed is the development and evaluation of effective interventions to promote sign language learning and use among hearing parents of deaf children. To address this need, researchers are developing and conducting an initial evaluation of SmartSignAlert and SmartSignExpress. These interventions are designed to help hearing parents of deaf children learn sign language through the video delivery of signing on mobile phones. The SmartSignExpress portion of the program will enable parents' quick in situ access to signs that they might need to communicate with their children. SmartSignAlert will make available American Sign Language mini-lessons on their cellular phones as needed throughout the day. The intervention, which ultimately will be unified into one SmartSign Application, is intended to promote sign language learning among parents and improve students' use of sign language.

Amount: \$1,500,000

Period of Performance: 3/1/2010–2/28/2013

Reading, Writing, and Language Development

Award Number: R324A100176

Institution: Boston University

Principal Investigator: Robert Hoffmeister

Description: *Assessing ASL Knowledge and its Relationship to Reading English in Deaf Children.*

Although there are many assessments for evaluating the language skills of hearing children, no comparable assessments of American Sign Language (ASL) for educational use are currently available for deaf children, whose language input is often impoverished and inconsistent. The purpose of this project is to develop a test of sign language, the American Sign Language Assessment Instrument (ASLAI), modeled on tests for spoken language development and tests of reading achievement. The ASLAI is intended to measure conversational abilities, academic language knowledge, and metalinguistic skills. Deaf educators will be able to use the test to determine which students are proceeding along a normal developmental path in their acquisition of language knowledge as well as those who are above or below the expected level of ability. Educators may also be able to identify those deaf students who may have a language problem affecting their ability to learn to read.

Amount: \$1,566,200

Period of Performance: 9/1/2010–8/31/2014

Award Number: R324A100063

Institution: Utah State University

Principal Investigator: Sandra Laing Gillam

Description: *Developing a Narrative Intervention.* Oral language development provides the foundation for learning, reading, and academic success in early childhood. Children with language impairments and English language learners who are at-risk for oral language deficits are at a disadvantage in educational and social settings. The purpose of this project is to develop a robust program to foster oral language proficiency through instruction in story comprehension and storytelling (narration).

Amount: \$1,446,527

Period of Performance: 7/1/2010–6/30/2013

Award Number: R324A100129

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Carolyn Denton

Description: *First Grade Super-Readers: Intervention for the Prevention of Reading Comprehension and Decoding Difficulties in Young Children At-Risk for Reading Disabilities.* First Grade Super Readers is intended to be an integrated, systematic reading intervention for first-grade children who are at risk of serious difficulties and disabilities in word reading and reading comprehension. This research team will

develop First Grade Super Readers as a Tier 2 intervention within a Response-to-Intervention model to provide supplemental intervention to students who do not benefit sufficiently from quality classroom reading instruction. The intervention differs from existing first-grade Tier 2 interventions in that it (1) builds both word-level processes and listening and reading comprehension through systematic and explicit instruction from easier to more complex skills and strategies, (2) guides application of skills and strategies while reading connected text, and (3) includes daily written response to text.

Amount: \$1,611,325

Period of Performance: 8/1/2010–7/31/2013

Award Number: R324A100022

Institution: University of Texas at Austin

Principal Investigator: Greg Roberts

Description: *Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention.* This project will provide an improved knowledge base about experimentally derived practices for schools to both enhance literacy outcomes and reduce dropout for students with reading difficulties, who are also at risk for dropping out of school. The effects for adolescent struggling readers of an individualized reading intervention and a dropout prevention intervention will be evaluated both separately and in combination for adolescent struggling readers who are at high risk for dropping out of school.

Amount: \$2,017,289

Period of Performance: 3/1/2010–2/28/2014

Award Number: R324A100322

Institution: University of Oregon

Principal Investigator: Lynne Anderson-Inman

Description: *Project SAIL: Strategies for Academic Internet Learning.* Comprehension of textbooks and other reading materials assigned in class is fundamental to success at the secondary level. More and more, these materials are being accessed online or through other digital media. Reading and learning online materials can pose a set of challenges for students. Skills and strategies that are important for reading traditional print materials are not necessarily the same skills needed for online reading and learning. Online materials may be particularly problematic for students with specific learning disabilities, who often have ineffective or inefficient strategies for approaching text, regardless of its mode of presentation. The goal of this project is to develop a set of strategies and materials that will improve the online reading skills of secondary students with specific learning disabilities.

Amount: \$1,347,553

Period of Performance: 7/1/2010–6/30/2013

Award Number: R324A100014

Institution: University of Oregon

Principal Investigator: Gerald Tindal

Description: *Reliability and Validity Evidence for Progress Measures in Reading.* This research is designed to validate decisionmaking based on use of *easyCBM*, a free online curriculum-based benchmark and progress monitoring assessment system that documents early literacy acquisition. Developed in 2006, *easyCBM* currently has registered users from all 50 states using the system as part of their Response to Intervention (RtI) programming, yet the technical adequacy of the system has not yet been sufficiently studied. Researchers plan to collect reliability and content, criterion, and construct validity evidence of *easyCBM*. They plan to follow students over time to establish the validity of interpretations made from reading progress measures. National norms will also be established so students' relative performance may be interpreted.

Amount: \$1,596,640

Period of Performance: 6/15/2010–6/14/2014

Award Number: R324A100354

Institution: Western Michigan University

Principal Investigator: Nickola Nelson

Description: *Test of Integrated Language and Literacy Skills Validation Research.* This project is designed to complete validation research on the *Test of Integrated Language and Literacy Skills* for identifying whether a student has a primary language impairment or language-based learning disability and to develop profiles of students' language and literacy strengths and weaknesses. Unlike existing measures, the *Test of Integrated Language and Literacy Skills* will assess both spoken and written language, be curriculum related and inform instruction, be easy and efficient to administer, and reliably and accurately identify students with language difficulties.

Amount: \$1,971,979

Period of Performance: 9/1/2010–8/31/2014

Social and Behavioral Outcomes to Support Learning

Award Number: R324A100115

Institution: Board of Regents, University of Nebraska, University of Nebraska-Lincoln

Principal Investigator: Susan Sheridan

Description: *A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students With Disruptive Behaviors.* The purpose of this project is to test the efficacy of CBC in rural Nebraska elementary schools. Students with social-behavioral problems early in their school careers are at high risk of developing long-term pervasive behavioral and academic problems. CBC is an indirect intervention that allows for individuation of parent- and teacher-delivered behavior plans that are grounded in ecological-behavioral theory, supported by empirical evidence, and implemented across multiple settings (e.g., home and school). Evidence for the efficacy of CBC exists, including small-*n* experimental designs and randomized trials in urban and suburban school settings. However, the CBC intervention has never been tested for efficacy in rural settings, where schools struggle to access specialized services, including consultation and parent involvement programs.

Amount: \$2,999,994

Period of Performance: 4/1/2010–3/31/2014

Award Number: R324A100020

Institution: University of Florida

Principal Investigator: Ann Daunic

Description: *Development of a Social-Emotional Learning Curriculum for Children at Risk for Emotional or Behavioral Disorders.* Students with social-behavioral problems early in their school careers are at high risk of developing long-term pervasive behavioral and academic problems, and early school success depends on successful social-emotional development. Given increasing demands to demonstrate accountability for academic achievement, however, educators maximize academic instruction time, often at the expense of social-emotional learning. To address this problem, this research group will develop and preliminarily evaluate a social-emotional learning curriculum, SELF (Social-Emotional Learning Foundations), to promote emotional and behavioral self-regulation for children in kindergarten and first grade who are at risk for emotional and behavioral disorders. The intervention is designed to be implemented during supplementary, small-group reading instruction.

Amount: \$1,494,228

Period of Performance: 5/16/2010–5/15/2013

Award Number: R324A100286

Institution: University of Oregon

Principal Investigator: Jeffrey Sprague

Description: *Implementing Positive Behavior Supports in Juvenile Correction Settings.* Schoolwide positive behavior support (PBS) practices are implemented in more than 10,000 schools across the United States. Schools report that these practices have led to a reduction in office discipline referral rates, increased instructional time for students formerly removed for disciplinary reasons, and improved academic performance. There are children and youths with disabilities or at risk for disabilities, however, who receive educational and other services every day in alternative schools, mental health settings, or juvenile justice settings. Researchers have argued that PBS can effectively address the educational, behavioral, safety, and security needs of youth in juvenile justice programs, but to date little research has been completed on the modifications and adjustments to the PBS model that will be needed to be successfully implemented in juvenile justice settings. This research team will adapt and further develop a facility-wide PBS program implemented in juvenile justice settings, where an estimated 50 percent to 80 percent of incarcerated youths are reported to have educational disabilities or diagnosed mental health conditions.

Amount: \$1,448,782

Period of Performance: 7/1/10–6/30/13

Award Number: R324A100160

Institution: Virginia Commonwealth University

Principal Investigator: Terri Sullivan

Description: *Promoting Social, Emotional, and Behavioral Competence in Adolescents with Disabilities: A School-wide Inclusive Violence Prevention Model.* Although many schools in the United States implement violence prevention programs, the vast majority of these interventions were developed with typically developing youths in mind. Generally, programs are either assumed to generalize to youths with disabilities, or they exclude these youths because programs were not designed to meet their needs. Unfortunately, prior research indicates that youths with disabilities are at higher risk than their typically developing peers for experiencing victimization and/or engaging in aggressive behavior. Peer victimization and aggressive behavior are associated with a host of negative consequences that affect not only behavioral adjustment but also academic outcomes. The aim of this research is to develop a comprehensive school-based violence prevention program that combines individual-level skill-building curricula with school-level components to promote social, emotional, and behavioral competence in adolescents with disabilities. The research team will modify existing evidence-based individual and school-level violence prevention programs to meet the needs of adolescents with disabilities and help bridge the gap between prevention and special education research by incorporating components of effective instructional practices for youths with disabilities into the development of this intervention.

Amount: \$1,500,000

Period of Performance: 3/1/2010–2/28/2013

Special Education Policy, Finance, and Systems

Award Number: R324A100065

Institution: Education Testing Service

Principal Investigator: Cara Cahalan Laitusis

Description: *Feedback-and-Revision on Alternate Assessment based on Modified Achievement Standards in Mathematics.* Alternate assessments based on modified academic achievement standards are designed to be challenging for eligible students and measure mastery of grade-level content but are less difficult than regular grade-level assessments. Many alternate assessments have been created by modifying existing grade-level assessments, where modifications include simplifying the language, decomposing subskills, and eliminating a distractor for multiple-choice items. However empirical research supporting

these test changes is scarce. This research team will develop a new test administration format for alternate assessment based on modified achievement standards in mathematics that allow students to receive immediate feedback on their answers to test items and revise their answers for partial credit. The research team will examine whether providing immediate feedback and opportunity to revise their responses to test items to students with disabilities will improve the psychometric quality of the assessment.

Amount: \$1,284,995

Period of Performance: 6/1/2010–5/31/2014

Award Number: R324A100344

Institution: Ohio Department of Education

Principal Investigator: Louis Danielson

Description: *Methods to Improve Accessibility of Tests for Persistently Low-Performing Students with Disabilities.* Students with disabilities pursuing grade-level academic content standards and attending general education classes can be hindered by their disabilities and other cognitive limitations in demonstrating what they know in regular grade-level state assessments. For these students, the regular grade-level state assessments may not provide reliable and valid information about their academic achievements. This project will identify specific cognitive barriers in grade-level reading and mathematics state assessment items that may impede the performances of persistently low-performing students with disabilities and will then develop methods to remove these barriers.

Amount: \$1,247,994

Period of Performance: 7/1/2010–6/30/2013

Special Education Research and Development Centers

Award Number: R324C100004

Institution: University of Delaware

Principal Investigator: Nancy Jordan

Description: *National Research and Development Center on Improving Mathematics Instruction for Students with Mathematics Difficulties.* The purpose of the National Center on Mathematics Instruction for Students with Mathematics Difficulties is to increase knowledge of how children acquire and fail to acquire an understanding of rational numbers (i.e., fractions) and how children with math difficulties can be taught to understand and operate fluently with rational numbers. The new center will conduct exploratory research, including both small-scale experimental and longitudinal studies, to examine the cognitive processes, such as working memory and inhibition, that impede understanding and operating with fractions. Findings from these studies will be used to inform the design of an intervention package intended to improve fraction skills in students with math difficulties.

Amount: \$9,896,532

Period of Performance: 7/1/2010–6/30/2015

Transition Outcomes for Secondary Students with Disabilities

Award Number: R324A100275

Institution: University of Kansas

Principal Investigator: Mary Morningstar

Description: *A Secondary Analysis of the National Longitudinal Transition Study-2: Examining the Relationships between Expectations, Access and Postsecondary Life Engagement.* Despite improvements in postschool outcomes for youths with high-incidence disabilities, longitudinal and other research studies demonstrate that successful postschool transitions in the areas of employment, postsecondary education, and engagement in the community continue to elude many youths receiving special education and transition services. In addition, prior research often uses overly simplistic and often dichotomous measures of postschool success that fail to capture the broad range of outcomes that students with high-

incidence disabilities are likely to experience. Furthermore, the field lacks an understanding of important student- and program-level predictors that influence successful transition outcomes for students with high-incidence disabilities. The purpose of this project is to use the National Longitudinal Transition Study-2 (NLTS2) dataset to develop a multidimensional model of postschool success and explore how program- and student-level variables are related to various outcomes, including student and parent expectations and postsecondary outcomes for students with high-incidence disabilities.

Amount: \$656,195

Period of Performance: 7/1/2010–6/30/2012

Award Number: R324A100025

Institution: SRI International

Principal Investigator: Lynn Newman

Description: *Factors Associated with the High School Preparation and Post-High School Outcomes of Youth With Disabilities: Secondary Analysis of Data from the National Longitudinal Transition Study-2.* Identifying promising programs, policies, and interventions that can improve outcomes for students with disabilities during and after high school remains a challenge for researchers and practitioners.

Practitioners, policymakers, and researchers would benefit from an improved understanding of the kinds of instructional programs and settings, learning supports, supplemental and related services, and accommodations that can improve the high school and post-high school academic engagement and achievement of students with disabilities. Therefore, the purpose of this project is to use a national longitudinal dataset focusing on students with disabilities to identify school-based interventions that are associated with academic, social/behavioral, vocational, and functional outcomes experienced by students during and after high school.

Amount: \$779,962

Period of Performance: 3/1/2010–2/28/2012

Award Number: R324A100094

Institution: University of Georgia

Principal Investigator: Kevin Ayres

Description: *iSKILLS: The Audio/Video Guidance Repository for Life Skills.* Students with intellectual disabilities and/or autism often have difficulty acquiring and maintaining the life skills necessary for successful postschool transitions. These students face many challenges that inhibit their ability to actively participate as adults in their communities. Students with severe disabilities may benefit from systematic instruction on functional, social, daily living, leisure, community, and vocational skills necessary for improved postschool outcomes. Currently, there is a lack of research-based interventions designed to provide such systematic instruction to help students prepare for life after school. The purpose of this project is to develop iSkills, a video repository of life skills tutorials for students with intellectual disabilities and autism. Designed to be delivered via handheld electronic devices, iSkills is intended to assist with direct instruction and self-instruction across several domains, including independent living, employment, leisure, community involvement, and community navigation.

Amount: \$1,195,856

Period of Performance: 8/1/2010–7/31/2013

Award Number: R324A100232

Institution: University of Georgia

Principal Investigator: Jay Rojewski

Description: *Modeling Short-Term and Longitudinal Work and Educational Transition Outcomes for Adolescents with High Incidence Disabilities.* The career needs and postsecondary outcomes of youths with high-incidence disabilities have received little attention in prior research. Additionally, promising programs and interventions that can improve career and postsecondary outcomes for students with high-incidence disabilities remain difficult to identify. The purpose of this project is to use three national

longitudinal datasets to examine the career and postsecondary aspirations of students with high-incidence disabilities and to identify school-based interventions that are associated with academic, social/behavioral, vocational, and functional outcomes experienced by students during and after high school.

Amount: \$445,977

Period of Performance: 7/1/2010–6/30/2012

Award Number: R324A100166

Institution: Portland State University

Principal Investigator: Sarah Geenen

Description: *My Life: Evaluation of Self-Determination Enhancement for Transitioning Students in Special Education and Foster Care.* Enhanced self-determination has been shown to be associated with transition success for students with disabilities. Self-determination may be even more important for students with disabilities in foster care settings who are transitioning into adulthood. Although interventions have been developed to address self-determination among students with disabilities, there is a lack of empirical evidence to conclude that such interventions directly lead to better transition outcomes such as employment and educational achievement. The purpose of this project is to determine the efficacy of the *My Life* intervention for improving self-determination, academic achievement, quality of life, employment, and independent living outcomes. The program has been developed to target self-determination among students with disabilities and has shown promise in two randomized studies for improving transition outcomes. Of particular interest in this study is how the *My Life* program functions for foster students, who often face a difficult transition as they age out of foster care and into adulthood.

Amount: \$2,932,504

Period of Performance: 6/1/2010–5/31/2014

Award Number: R324A100391

Institution: Vanderbilt University

Principal Investigator: Erik Carter

Description: *Peer Support and Peer Network Interventions to Improve Peer Relationships and School Engagement.* Secondary students with severe intellectual disabilities often have difficulty gaining access to the social and academic experiences that can better equip them for life after high school. Current research suggests that social interactions between students with intellectual disabilities and their peers without disabilities may promote academic, functional, and social skill development; improve social competence and friendship development; and improve quality of life. Despite the adoption of more inclusive service delivery models to promote social interaction, these efforts have not been informed by empirically validated strategies. Therefore, students' inclusive experiences are often marked by social isolation and limited engagement; opportunities for meaningful peer interactions are often elusive for students with disabilities. The purpose of this project is to evaluate the efficacy of two peer interaction interventions (i.e., peer network and peer support) for improving outcomes for students with severe intellectual disabilities.

Amount: \$2,279,679

Period of Performance: 6/1/2010–5/31/2014

Award Number: RA324A100246

Institution: University of Oklahoma

Principal Investigator: James Martin

Description: *Transition Success Assessment.* The *IDEA* requires that schools use transition assessments to develop postschool and annual transition individualized education program (IEP) goals for each student with an IEP who is of transition age. Practitioners have been developing transition goals for students in the absence of empirically based transition assessments that could help to identify the knowledge and skills that students need to increase their likelihood of attaining postschool goals. Therefore, the purpose

of this project is to develop and validate the Transition Success Assessment, an instrument with multiple versions to be used by students, parents, and teachers to facilitate the development of annual IEP goals.

Amount: \$2,018,249

Period of Performance: 7/1/2010–6/30/2014

Section V

Summary of Studies and Evaluations Under Section 664 of *IDEA*

Summary of Studies and Evaluations Under Section 664 of *IDEA*

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. This section of the annual report describes studies mandated by sections 664(a) and 664(c) of the law; the next section (i.e., Section VI) is about the national assessment of *IDEA* as required by section 664(b).

As specified in section 664(a), IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training, and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies related to students with disabilities who take alternate assessments. In particular, IES is responsible for carrying out a national study or studies that examine: (1) the criteria that states use to determine eligibility for alternate assessments and the number and types of children who take those assessments and are held accountable to alternate achievement standards; (2) the validity and reliability of alternate assessment instruments and procedures; (3) the alignment of alternate assessments and alternate achievement standards to state academic content standards in reading, mathematics, and science; and (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

The National Center for Special Education Research (NCSER) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under sections 664(a), (b), and (c) of *IDEA*. The

following studies and evaluations, authorized by sections 664(a) and (c) of *IDEA* and supported by IES were ongoing during federal fiscal year 2010 (i.e., Oct. 1, 2009, through Sept. 30, 2010):

Contract Number: ED-01-CO-0003

Contractor: SRI International

Principal Investigator: Mary Wagner

Description: *National Longitudinal Transition Study-2 (NLTS2)*. This study provided a national picture of the experiences and achievements of students in special education during high school and as they transitioned from high school to adult life. NLTS2 involved a nationally representative sample of 11,276 students who were 13 to 16 years old and receiving special education services in December 2000. These students were followed into 2010 in an effort to understand their educational, vocational, social, and personal experiences as they transitioned from adolescence to early adulthood. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

Amount: \$23,573,453

Period of Performance: 1/2/2001–8/30/2011

Contract Number: ED-04-CO-0059/0005

Contractor: Westat

Principal Investigator: Elaine Carlson

Description: *Pre-Elementary Education Longitudinal Study (PEELS)*. This study examined the preschool and early elementary school experiences of a nationally representative sample of 3,104 children with disabilities and the outcomes they achieved. It focused on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary school education experiences, and their academic and adaptive skills (as shown in their academic achievement, social development, and participation in the classroom and community). Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

Amount: \$14,198,843

Period of Performance: 9/29/2004–9/28/2011

Contract Number: ED-04-CO-0140

Contractor: Westat

Principal Investigator: William Frey

Description: *A Study of States' Monitoring and Improvement Practices Under the Individuals with Disabilities Education Act*. This study described the nature and extent of the various monitoring activities implemented by states for Parts B and C of *IDEA*. Data on 20 states' monitoring systems were collected during two site visits that took place in school years 2004–05 and 2006–07. The study addressed the contextual factors that may affect states' monitoring systems, states' approaches to monitoring, and how states' monitoring systems and processes mapped onto a framework developed for the study. The final report from this study is available at <http://ies.ed.gov/ncser/pubs/20113001/> (accessed Dec. 6, 2012).

Amount: \$4,078,275

Period of Performance: 9/30/2004–9/29/2010

Contract Number: ED-04-CO-0040/0004

Contractor: SRI International

Principal Investigator: Jose Blackorby

Description: *National Study on Alternate Assessments.* This study was a congressionally mandated study of alternate assessments based on alternate achievement standards. The project developed state and national profiles on the implementation of alternate assessments and conducted surveys to explore the implementation processes at state and local levels. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Dec. 6, 2012).

Amount: \$4,410,960

Period of Performance: 9/27/2005–4/30/2010

Contract Number: ED-04-CO-0059/0023

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Phase I.* The ECLS-K:2011 is the third in a series of longitudinal studies to examine children's early learning and development, transitions into kindergarten and beyond, and progress through school. It currently includes three phases. The overall plan is to follow approximately 18,000 children, selected when in kindergarten, through the 2015–16 school year, when most of them are expected to be in fifth grade. Specifically, data are to be collected in fall 2010 and spring 2011 about mostly children in kindergarten; fall 2011 and spring 2012, about mostly children in first grade; fall 2012 and spring 2013, about mostly children in second grade; spring 2014, about mostly children in third grade; spring 2015, about mostly children in fourth grade; and spring 2016, about mostly children in fifth grade. This particular contract covered the data collections planned for fall 2010, spring 2011, and fall 2011. The following types of data collections were expected to be performed: one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function), computer-assisted parent interviews, physical measures, and surveys of general classroom teachers and school administrators. In addition, the plans for this contract called for surveys of special education teachers of children receiving special education services, surveys of child care providers of children in after-school care, and an assessment of Spanish-speaking children's basic reading skills in Spanish. The report from this study is expected to be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$30,434,468

Period of Performance: 4/18/2008–4/17/2013

Contract Number: ED-IES-10-C-0048

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Phase II.* The ECLS-K:2011 is the third in a series of longitudinal studies to examine children's early learning and development, transitions into kindergarten and beyond, and progress through school. It currently includes three phases. The overall plan is to follow approximately 18,000 children, selected when in kindergarten, through the 2015–16 school year, when most of them are expected to be in fifth grade. Specifically, data are to be collected in fall 2010 and spring 2011 about mostly children in kindergarten; fall 2011 and spring 2012, about mostly children in first grade; fall 2012 and spring 2013, about mostly children in second grade; spring 2014, about mostly children in third grade; spring 2015, about mostly children in fourth grade; and spring 2016, about mostly children in fifth grade. This particular contract covered data collections in spring 2012, fall 2012, and spring 2013. The following types of data collections were expected to be performed: one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function), computer-assisted parent interviews, physical measures, and surveys of general classroom teachers and school administrators. In addition, the plans for this contract called for surveys of special education teachers of

children receiving special education services and an evaluation of children's hearing. The report from this study is expected to be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$30,525,233

Period of Performance: 8/20/2010–8/19/2015

Contract Number: ED-IES-10-C-0073

Contractor: Mathematica Policy Research, Institute on Community Integration (ICI), Decision Information Resources (DIR)

Project Director: John Burghardt

Description: *National Longitudinal Transition Study 2012 (Study of Transition Outcomes for Youth with Disabilities, Phase I)*. This study is the third in a series examining the characteristics, school experiences, and postsecondary outcomes of a nationally representative sample of youths with disabilities. The NLTS 2012 focuses on a group of about 10,000 students ages 13 to 21 (in December 2011), including a small sample of students without disabilities to allow, for the first time, for direct comparisons of students with and without individualized education programs. Data collection will include surveys of youths, parents/guardians, school administrators and teachers, as well as administrative records on youths and their schools. The study team will gather information at baseline (2012 and 2013) to describe the transition experiences of youths and outcomes as they prepare to leave school. A report reviewing evidence on improving post-high school outcomes for youth with disabilities was released in August 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134011/index.asp> (accessed Mar. 3, 2014). More information on NLTS 2012 is available at <http://ies.ed.gov/ncee/nlts/index.asp> (accessed Mar. 3, 2014).

Amount: \$24,093,405

Period of Performance: 9/27/2010–9/26/2015

Contract Number: ED-CFO-10-A-0133/0002

Contractor: SRI International, Westat, RMCE

Project Director: Jose Blackorby

Description: *Study of Early Intervention and Special Education Services and Personnel*. This study is supporting the analysis of extant data to examine early intervention and special education service delivery and the personnel providing services. The study will examine early intervention service delivery across states, special education and related services received by children and youths over time and across states, and changes over time in the distribution of personnel providing special education services. Among the extant data sources the study team will use are cross-sectional data from the Section 618 data states submit to the U.S. Department of Education and from the Schools and Staffing Survey. The report from this study will be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$1,149,233

Period of Performance: 9/17/2010–9/16/2015

Section VI

Extent and Progress of the Assessment of National Activities

Extent and Progress of the Assessment of National Activities

Section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, requires the Institute of Education Sciences (IES) to carry out a “national assessment” of activities supported with federal funds under *IDEA*. IES is carrying out this national assessment to determine the effectiveness of *IDEA* in achieving the law’s purpose and to collect information on how to implement *IDEA* more effectively. Information generated through this national assessment is intended to help federal policymakers and state and local administrators implement the law more effectively and help federal policymakers shape future legislation regarding infants, toddlers, preschoolers, children, and youths with disabilities. The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies related to the national assessment during federal fiscal year 2010 (i.e., Oct. 1, 2009, through Sept. 30, 2010):

Contract Number: ED-04-CO-0040/0007

Contractor: SRI International

Principal Investigator: Jose Blackorby

Description: *Patterns in the Identification of and Outcomes for Children and Youth With Disabilities.*

This study used existing data collected by the U.S. Department of Education and other federal agencies to provide a national description of identification patterns across time and comparisons of the outcomes for children and youths with disabilities with outcomes of samples that included their peers without disabilities. The study found that across age groups there was an increase from 1997 to 2005 in the percentages of children either newly identified or continuing to receive early intervention and special education services. Children identified for services under *IDEA*, while demonstrating growth over time in their performance, had lower skill levels than their same-age peers not identified for *IDEA* services or in the general population across outcomes. The outcomes included developmental skills appropriate for young children, reading and math skills as indicated by National Assessment of Educational Progress scores, and academic skills needed by older school-age youths for school completion. The final report from this study is available at <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20104005> (accessed Dec. 6, 2012).

Amount: \$967,969

Period of Performance: 8/7/2007–2/6/2010

Contract Number: ED-04-CO-0015/0009

Contractor: Abt Associates, Westat, and Windwalker Corporation

Project Director: Alan Werner

Description: *IDEA National Assessment Implementation Study (NAIS).* This study was designed to provide a representative, national picture of state and local implementation of early intervention and special education policies and practices supported under *IDEA*, with a focus on implementation of the new provisions added to *IDEA* in 2004. Topics for the study included the provision of services for young children with disabilities, coordinated early intervening services (CEIS) and Response to Intervention (RtI), developmental and academic standards for children with disabilities, qualified personnel, promoting parent participation, and dispute resolution. Data collection during 2009 included surveys of state administrators of programs for infants and toddlers with disabilities, preschool-age children with disabilities, and school-age children receiving special education services, as well as a survey of a

nationally representative sample of school district special education administrators. The study found that state Part C state lead agencies support the transition of toddlers with disabilities to Part B preschool-age special education programs, but that Part C state lead agencies have not expanded to serve children until kindergarten. At age 3, toddlers receiving Part C services transition to Part B services (if eligible), typically involving a change in state lead agency and often a change in support staff, service settings, and services. The study also found that most school districts (85 percent) do not use *IDEA*, Part B, funds to provide CEIS. *IDEA* permits, and in some cases requires, school districts to use some of their Part B funds to provide CEIS, which are services for students not yet identified as needing special education. Finally, the study found that most school districts implement RtI, use RtI data when determining eligibility for specific learning disabilities (SLD), and support RtI with district general funds. RtI, defined as a range of practices for monitoring student academic and behavioral progress and providing targeted interventions, was added to *IDEA* in 2004 as a way to inform the determination of SLD and implement CEIS. The final report from this study was released in July 2011 and is available at <http://ies.ed.gov/ncee/pubs/20114026/pdf/20114027.pdf> (accessed July 19, 2012).

Contract Number: ED-04-CO-0059/0022

Contractor: Westat, Council for Exceptional Children, and Compass Consulting

Principal Investigator: Thomas Fiore

Description: *Evaluation of the IDEA Personnel Development Program.* This evaluation included two descriptive studies, each focusing on different funding recipients for the *IDEA* Subpart 2 Part D, Personnel Development Program. The first study was of the national centers that are funded under this grant program and that are designed to provide a variety of national capacity-building and scientifically based products and services to a range of audiences that includes researchers, trainers, and education services providers. Panels of experts rated the quality and relevance/usefulness of documented materials and technical assistance provided by the national centers. The second study was of higher education institutions' special education personnel preparation programs funded through this grant program. In addition to examining a number of funded program outcomes (e.g., number of students enrolled in courses and number of students who exited courses of study without completing them), the second component included expert panel ratings of the quality and relevance/usefulness of additions or significant modifications to courses of study during the period of each grant. To determine what became of nonfunded programs, the second study also included a survey of applicants from FY 2006 and FY 2007 who were not funded in those years. The final report from this evaluation is available at <http://ies.ed.gov/ncee/pubs/20144007/> (accessed Mar. 3, 2014).

Amount: \$2,804,871

Period of Performance: 9/19/2007–9/30/2013

Contract Number: ED-04-CO-0025/0013

Contractor: American Institutes for Research and NORC at the University of Chicago

Principal Investigator: Mengli Song

Description: *Study of School Accountability for Students With Disabilities.* This study is describing the extent to which schools are accountable for the students with disabilities (SWD) subgroup under the *Elementary and Secondary Education Act*, how adequate yearly progress and school improvement status of schools vary with school accountability status, and how regular and special education practices for students with disabilities vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the U.S. Department of Education's *EDFacts* database as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. The evaluation is addressing three research questions: (1) To what extent are schools accountable for the performance of the SWD subgroup, and how does this accountability vary across schools and over time? (2) To what extent have schools accountable for the SWD subgroup been identified as needing improvement? (3) How does school accountability for the SWD subgroup relate to regular and special education practices for SWD? An interim report, relying on analysis of *EDFacts* data from 2005–06 to

2008–09 school years from up to 40 states, was released in May 2012 and is available at <http://ies.ed.gov/ncee/pubs/20124056/> (accessed Mar. 1, 2013). An update on the interim report, using data through the 2009–10 school year from up to 44 states, was released in October 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134017/> (accessed Mar. 3, 2014). A third report, relying on analysis of data from *EDFacts* and 2011 surveys of school staff in 12 states, is expected to be released in 2014. Reports from this study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 3, 2014).

Amount: \$3,626,218

Period of Performance: 2/28/2008–2/27/2015

Contract Number: ED-04-CO-0111/0003

Contractor: MDRC, SRI International, Instructional Research Group, and Survey Research Management

Principal Investigator: Fred Doolittle

Description: *Evaluation of Response to Intervention Practices for Elementary School Reading.* This evaluation is investigating the effects on Grade 1-3 reading achievement of providing intensive interventions to children who have been identified as at risk for reading difficulties. This study is also investigating the range of Response to Intervention (RtI) practices for early reading being used by a representative sample of schools in 13 states, and how schools experienced with RtI vary the intensity of reading instruction to children based on student benchmark reading performance. The evaluation is relying on a combination of regression discontinuity methods and descriptive comparisons. Site recruitment and data collection occurred in 2011 and 2012. The report from this study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 3, 2014).

Amount: \$14,204,339

Period of Performance: 3/26/2008–3/25/2015

Contract Number: ED-04-CO-0059/0032

Contractor: Westat and Empatha

Principal Investigator: Tamara Daley

Description: *National Evaluation of the IDEA Technical Assistance and Dissemination Program.* As specified in *IDEA* Part D, the Technical Assistance and Dissemination (TA&D) Program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The National Evaluation of the *IDEA* TA&D Program is designed to describe the products and services provided by the TA&D Program grantees, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting those needs and supporting implementation of *IDEA* 2004. Research questions focus on three topic areas: (1) Description of needs for and uses of TA&D services: What are the areas in which states and local providers report needing and/or receiving technical assistance to support *IDEA* implementation across all education-levels? Which services are seen as most helpful in contributing to the improvement of key student outcomes, and what are the perceived barriers to local level implementation? (2) Description of TA&D grantee services: What are the TA&D Network objectives and provider areas of practice? How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients? (3) Relationship between technical assistance and implementation of practices and policy: To what extent does assistance from TA&D grantees relate to implementation of special education policies and practices that support the implementation of *IDEA*? Data collection, which began in 2011, included administering surveys to TA&D Program grantees, all state *IDEA* Part B and Part C administrators, and a sample of state-level special education program staff. An interim report based on these data was released in October 2013 (<http://ies.ed.gov/ncee/pubs/20144000/>). The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 10, 2014).

Amount: \$2,995,294

Period of Performance: 9/25/2009–9/24/2014

Appendix A

Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State

Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2009

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Alabama	3,098	1.6	7,258	3.9	75,739	7.4	30,090	5.7
Alaska	675	2.0	1,987	6.4	15,906	9.8	5,244	6.2
Arizona	5,372	1.7	14,340	4.7	111,526	7.7	38,640	5.5
Arkansas	2,720	2.2	12,865	10.7	52,174	8.4	19,413	6.2
California	38,338	2.3	71,783	4.5	601,645	7.3	231,376	5.4
Colorado	5,156	2.3	11,327	5.2	72,438	6.8	25,835	4.8
Connecticut	4,743	3.8	8,019	6.2	60,719	8.0	23,750	5.9
Delaware	840	2.3	2,572	7.3	16,776	9.1	6,371	6.6
District of Columbia	331	1.4	683	3.3	10,688	9.6	5,089	7.7
Florida	14,477	2.1	34,944	5.1	341,632	9.5	132,701	7.2
Georgia	5,632	1.2	16,491	3.7	160,579	7.1	59,017	5.3
Hawaii	2,080	3.8	2,455	4.8	17,502	7.0	6,754	5.2
Idaho	1,916	2.5	3,932	5.4	23,855	6.6	7,942	4.4
Illinois	18,266	3.4	36,962	6.9	276,621	9.7	106,768	7.3
Indiana	10,064	3.7	18,602	7.0	153,493	10.7	57,494	7.8
Iowa	3,772	3.1	6,267	5.3	60,369	9.1	23,977	6.8
Kansas	3,563	2.8	10,354	8.7	55,865	8.8	19,725	6.0
Kentucky	5,077	2.9	18,865	11.1	87,180	9.6	26,733	5.8
Louisiana	4,548	2.3	9,952	5.4	75,167	7.5	25,964	5.0
Maine	999	2.4	3,843	8.9	28,923	11.3	10,894	7.9
Maryland	7,178	3.1	12,532	5.6	90,486	7.4	34,587	5.5
Massachusetts	15,132	6.5	16,271	7.0	151,026	11.0	58,160	7.9
Michigan	10,663	2.9	24,245	6.5	203,728	9.3	77,868	6.7
Minnesota	4,749	2.2	14,706	6.8	106,653	9.4	40,824	6.9
Mississippi	2,263	1.7	9,649	7.5	54,339	7.9	19,672	5.6
Missouri	4,200	1.7	15,720	6.6	114,166	8.9	42,278	6.3
Montana	649	1.7	1,722	4.8	15,491	7.6	5,592	5.1
Nebraska	1,534	1.9	3,712	4.7	39,758	9.8	13,198	6.2
Nevada	1,892	1.5	6,872	5.7	41,243	7.3	15,087	5.6
New Hampshire	1,744	4.0	3,090	6.6	27,120	9.7	11,405	7.5
New Jersey	10,505	3.1	16,451	4.9	212,615	11.7	78,961	8.7
New Mexico	4,669	5.1	6,585	7.4	39,197	8.8	14,105	6.3
New York	32,876	4.4	64,903	9.0	396,567	9.7	152,801	7.0
North Carolina	9,971	2.5	18,144	4.6	166,749	8.2	58,901	5.7
North Dakota	909	3.4	1,660	6.8	11,602	8.1	4,238	5.1
Ohio	14,336	3.2	23,336	5.3	240,060	9.7	100,776	7.9
Oklahoma	3,080	1.9	7,808	4.9	87,378	10.8	31,448	7.6
Oregon	2,762	1.8	8,946	6.2	71,116	9.1	24,718	6.2
Pennsylvania	17,160	3.8	30,186	6.8	264,409	10.1	109,678	7.8
Rhode Island	1,871	5.1	2,903	8.0	23,429	10.4	9,756	7.8
South Carolina	4,600	2.4	10,878	6.0	90,161	9.2	33,316	6.6
South Dakota	1,029	2.8	2,688	7.8	15,219	8.5	4,628	4.9
Tennessee	4,257	1.6	12,858	5.2	106,158	8.1	38,635	5.8
Texas	28,574	2.3	40,706	3.3	403,492	6.9	165,801	5.8

See notes at end of exhibit.

Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2009—Continued

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Utah	3,284	2.0	8,679	5.5	59,102	8.1	18,338	5.2
Vermont	776	3.9	1,750	9.0	12,413	9.5	4,986	6.6
Virginia	6,288	1.9	17,057	5.4	147,714	8.8	58,677	6.7
Washington	5,006	1.8	13,858	5.2	112,166	8.1	38,213	5.4
West Virginia	2,472	3.9	5,754	9.0	40,415	11.3	14,118	7.5
Wisconsin	6,000	2.7	15,729	7.3	109,774	9.0	42,530	6.5
Wyoming	1,107	4.5	3,276	14.4	11,822	10.1	3,801	6.2
50 states and District of Columbia	343,203	2.7	716,175	5.7	5,764,365	8.7	2,190,873	6.4
BIE schools ^e	†	†	394 ^f	†	6,353	†	2,094	†
American Samoa	100	2.1	177 ^g	3.9	929	5.2	417	6.4
Guam	160	1.6	182 ^g	1.8	1,906	4.8	865	5.7
Northern Mariana Islands	50	1.4	78 ^g	2.4	792	6.2	325	6.9
Puerto Rico	4940	3.6	14,681	10.1	106,478	11.6	35,245	7.5
Virgin Islands	151	3.0	145 ^g	2.6	1,334	5.0	685	6.4
U.S. and Outlying Areas	348,604	2.7	731,832	5.7	5,882,157	8.7	2,230,504	6.4

† Not applicable.

^aPercentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the estimated resident population birth through age 2, then multiplying the result by 100.

^bPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the estimated resident population ages 3 through 5, then multiplying the result by 100.

^cPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the estimated resident population ages 6 through 21, then multiplying the result by 100.

^dPercentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the estimated resident population ages 14 through 21, then multiplying the result by 100.

^eBIE receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives *IDEA*, Part B, funds under a set-aside process to serve only school-age children who were 5 years old before Dec. 31 of the school year in which they were enrolled in kindergarten. Children and students served through BIE schools are included in the population estimates of the individual states in which they reside.

^fAlthough BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report preschool-aged children who are enrolled in kindergarten in elementary schools for American Indian children operated or funded by the BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

^gThe four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report preschool-aged children who are enrolled in kindergarten in elementary schools and who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2009. OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2009. U.S. Department of Commerce, U.S. Census Bureau, "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Arizona	342	120	238	2,000	2,672
Arkansas	x	x	955	138	1,599
California	96	3,610	2,478	20,786	11,368
Connecticut	19	165	542	1,294	2,723
Delaware	x	x	222	114	476
District of Columbia	0	8	223	58	42
Florida	16	262	3,228	4,359	6,612
Georgia	11	122	2,159	789	2,551
Hawaii	15	1,467	47	101	450
Indiana	11	111	1,089	928	7,925
Kentucky	12	96	559	273	4,137
Maine	9	8	8	5	969
Maryland	16	350	2,321	889	3,602
Massachusetts	27	835	1,424	2,884	9,962
Michigan	121	214	1,918	692	7,718
Minnesota	136	215	535	421	3,442
Mississippi	9	17	1,135	68	1,034
Missouri	6	64	702	193	3,235
Nebraska	22	27	90	203	1,192
New Hampshire	0	55	28	54	1,540
New Mexico	485	47	118	2,917	1,102
New York	45	1,893	4,570	7,931	18,437
Ohio	38	301	2,903	874	10,220
Oklahoma	254	62	322	412	2,030
Oregon	42	104	91	620	1,905
Pennsylvania	23	364	2,411	1,933	12,429
South Dakota	229	16	26	37	721
Tennessee	11	81	899	386	2,880
Texas	60	674	3,172	14,413	10,255
Washington	116	280	194	996	2,721
Wyoming	69	5	24	144	865
American Samoa	0	100	0	0	0
Guam	0	x	0	x	0
Northern Mariana Islands	0	x	0	0	x
Virgin Islands	0	x	119	x	x

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/Latino	White	Two or more races
Alabama	x	22	x	955	230	1,834	51
Alaska	222	17	x	33	45	x	50
Colorado	33	100	13	260	1,652	3,000	98
Idaho	21	12	5	24	320	1,523	11
Illinois	5	473	7	2,788	5,004	9,695	294
Iowa	x	57	x	214	439	2,863	168
Kansas	19	73	11	262	482	2,498	218
Louisiana	15	38	0	1,872	156	2,344	123
Montana	123	x	x	x	x	472	24
Nevada	11	115	5	163	655	910	33
New Jersey	22	588	16	1,148	2,398	6,243	90
North Carolina	106	199	6	2,696	1,819	5,084	61
North Dakota	87	x	0	x	29	722	56
Rhode Island	5	41	0	98	613	1,064	50
South Carolina	x	57	x	1,649	429	2,337	119
Utah	66	24	30	24	623	2,456	61
Vermont	0	x	0	15	x	724	24
Virginia	14	256	6	1,373	746	3,500	393
West Virginia	x	13	x	105	51	2,234	60
Wisconsin	67	116	5	643	838	4,084	247
Puerto Rico	0	x	0	0	4,938	x	0

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-4. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	22	87	2,145	257	4,747
Arizona	850	340	739	5,808	6,603
Colorado	113	309	598	3,424	6,883
Connecticut	32	266	970	1,737	5,014
Delaware	14	74	733	380	1,371
District of Columbia	0	x	524	103	x
Florida	116	688	8,290	9,333	16,517
Hawaii	x	1,810	x	126	446
Illinois	75	1,185	4,910	7,441	23,351
Indiana	37	214	1,817	1,222	15,312
Kentucky	20	174	1,563	574	16,534
Louisiana	75	99	3,962	215	5,601
Maine	51	36	69	43	3,644
Maryland	57	672	4,236	1,276	6,291
Michigan	219	515	3,655	1,247	18,300
Minnesota	475	642	1,582	1,396	10,611
Mississippi	18	63	4,265	188	5,115
Missouri	65	242	2,088	558	12,767
Montana	245	20	34	38	1,385
Nebraska	86	68	238	502	2,818
Nevada	128	241	608	2,220	3,675
New Hampshire	x	83	x	126	2,799
New York	476	2,695	9,982	15,092	36,658
North Carolina	401	289	4,808	1,969	9,870
North Dakota	227	20	45	61	1,307
Ohio	26	352	2,802	768	18,166
Oklahoma	1,347	130	622	627	5,082
Oregon	182	341	286	2,030	6,107
Pennsylvania	70	566	4,493	2,454	22,603
Rhode Island	23	65	252	511	2,052
South Carolina	20	125	3,940	620	6,173
South Dakota	525	32	61	77	1,993
Tennessee	27	172	2,337	681	9,641
Texas	202	1,350	4,980	18,852	15,322
Utah	163	162	81	1,194	7,079
Virginia	33	802	4,097	1,688	10,437
Washington	392	812	679	2,630	9,345
Wisconsin	280	382	1,943	1,750	11,374
Guam	0	x	0	x	x

See notes at end of exhibit.

Exhibit A-4. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2009—Continued

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Northern Mariana Islands	0	x	0	0
Puerto Rico	0	x	x	14,661	x
Virgin Islands	0	0	111	x	x

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-5. Number of children ages 3 through 5 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/Latino	White	Two or more races
Alaska	458	55	22	78	137	1,082	155
Arkansas	55	103	8	3,585	955	8,035	124
California	336	6,250	261	4,243	36,757	22,246	1,690
Georgia	44	340	15	5,426	1,804	8,347	515
Idaho	72	40	8	32	578	3,151	51
Iowa	35	89	7	376	562	5,012	186
Kansas	109	158	24	722	1,462	7,561	318
Massachusetts	27	721	16	1,229	2,838	10,976	464
New Jersey	x	1,176	x	2,056	3,796	9,239	123
New Mexico	755	63	x	132	3,631	1,973	x
Vermont	0	x	x	34	17	1,675	x
West Virginia	x	x	0	213	51	5,413	51
Wyoming	26	127	x	49	368	2,692	x
BIE schools ^a	388	0	0	0	0	6	0
American Samoa	0	x	x	0	0	0	0

x Data suppressed to limit disclosure.

^aAlthough BIE schools do not receive funds under *IDEA*, Part B, Section 619, BIE schools may report five-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with *IDEA*, Part B, Section 611(h)(1)(A) funds.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-6. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	496	367	31,422	1,917	41,537
Arizona	8,179	1,729	8,073	44,550	48,995
Colorado	1,160	1,400	5,948	21,855	42,075
Connecticut	298	1,160	10,142	12,522	36,597
Delaware	x	x	6,741	1,661	8,094
District of Columbia	x	x	9,492	770	x
Florida	1,236	4,221	91,830	82,859	161,486
Hawaii	143	13,605	491	692	2,571
Illinois	533	4,979	65,326	50,648	155,135
Indiana	514	976	20,943	7,507	123,553
Kentucky	145	415	10,847	1,831	73,942
Louisiana	649	464	37,049	1,352	35,653
Maine	375	270	769	427	27,082
Maryland	381	2,425	40,749	7,715	39,216
Michigan	2,184	2,458	45,979	9,658	142,064
Minnesota	3,934	4,289	14,252	7,580	76,598
Mississippi	119	217	27,626	767	25,610
Missouri	636	1,240	23,474	3,202	85,614
Montana	2,362	151	199	467	12,312
Nebraska	1,074	539	3,887	5,034	29,224
Nevada	916	1,697	6,540	13,515	18,575
New Hampshire	64	271	625	867	25,293
New York	2,595	12,715	93,320	97,518	190,419
North Carolina	2,858	1,693	56,345	13,990	85,413
North Dakota	1,328	x	x	346	9,540
Ohio	431	1,494	45,771	6,078	177,006
Oklahoma	15,862	810	11,174	7,239	52,293
Oregon	2,242	2,018	3,231	12,636	50,989
Pennsylvania	497	3,090	48,907	21,211	190,704
Rhode Island	254	378	2,386	4,570	15,841
South Carolina	232	500	39,488	3,496	46,445
South Dakota	2,725	138	442	497	11,417
Tennessee	247	813	28,715	3,889	72,494
Texas	1,863	6,272	74,811	180,208	140,338
Utah	1,374	1,235	1,265	9,580	45,648
Virginia	496	4,261	47,682	13,255	82,020
Washington	4,211	5,557	8,476	18,151	75,771
Wisconsin	2,546	2,561	18,183	8,958	77,526
Guam	x	1,874	x	5	22

See notes at end of exhibit.

Exhibit A-6. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2009—Continued

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Northern Mariana Islands	x	x	0	0	x
Puerto Rico	77	87	x	106,243	x
Virgin Islands	0	x	x	274	x

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-7. Number of students ages 6 through 21 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2009

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Two or more races
Alaska	4,669	513	x	767	985	x	1,084
Arkansas	418	332	146	13,123	3,557	34,079	519
California	4,672	34,639	2,830	65,634	305,503	180,616	7,751
Georgia	481	2,249	99	64,530	14,555	74,581	4,084
Idaho	586	182	85	363	3,415	18,996	228
Iowa	502	544	56	5,433	4,859	47,615	1,360
Kansas	952	663	70	5,806	7,498	38,874	2,002
Massachusetts	503	3,587	201	15,693	27,168	100,676	3,198
New Jersey	337	7,409	288	42,050	40,668	120,966	897
New Mexico	4,696	x	x	1,069	22,645	10,169	376
Vermont	x	63	9	234	x	11,935	36
West Virginia	x	129	x	2,213	329	37,561	130
Wyoming	507	55	8	169	—	9,525	1,558
BIE schools	6,305	0	0	0	x	x	0
American Samoa	0	0	929	0	0	0	0

x Data suppressed to limit disclosure.

— Not available.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Appendix B

Developmental Delay Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under IDEA, Part B

Developmental Delay Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under IDEA, Part B

IDEA allows states flexibility in the use of the *developmental delay* category. Per statute, use of the category is optional. Only children ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although federal law does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information related to children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, it provides information on the numbers of states that reported data on children and students served under *IDEA*, Part B, under the category of *developmental delay*; data on the percentages of resident populations of children and students served under *IDEA*, Part B, who were reported under the category of *developmental delay*; and information on states with different practices in reporting children and students with *developmental delay*.

Exhibit B-1. Number of states reporting children ages 3 through 5 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2000 through fall 2009

Year	Number of states ^a	Percentage of resident population served ^b
2000	46	2.22
2001	47	2.32
2002	47	2.66
2003	47	2.81
2004	48	2.93
2005	49	2.91
2006	49	2.76
2007	49	2.83
2008	49	2.69
2009	50	2.70

^aThese are states that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, PR.

^bPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the states that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report preschool-aged children who are enrolled in kindergarten in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–2009. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex," 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09.

Population data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to

<http://www.ed.gov/about/reports/annual/osep>.

Exhibit B-2. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2000 through fall 2009

Year	Number of states ^a	Percentage of resident population served ^b
2000	25	0.56
2001	29	0.60
2002	30	0.84
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33	1.18
2007	35	1.11
2008	34	1.26
2009	37	1.23

^aThese are states that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, and PR.

^bPercentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. Percentages of the population ages 6 through 9 in this exhibit cannot be compared with percentages of the population ages 6 through 21 reported in exhibit 13.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2000–2009. These data are for the states, DC, BIE schools, and PR that reported students under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau, "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–09.

Population data are for the states, DC, and PR that reported students under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2011. For actual data used, go to

<http://www.ed.gov/about/reports/annual/osep>.

Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2009

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Alabama		X	
Alaska		X	
Arizona		X	
Arkansas			X
BIE schools		X	
California	X		
Colorado			X
Connecticut			X
Delaware		X	
District of Columbia		X	
Florida			X
Georgia		X	
Hawaii		X	
Idaho		X	
Illinois		X	
Indiana			X
Iowa	X		
Kansas		X	
Kentucky		X	
Louisiana		X	
Maine		X	
Maryland		X	
Massachusetts		X	
Michigan		X	
Minnesota		X	
Mississippi		X	
Missouri		X	
Montana			X
Nebraska		X	
Nevada			X
New Hampshire		X	
New Jersey			X
New Mexico		X	
New York			X
North Carolina		X	
North Dakota		X	
Ohio			X
Oklahoma		X	
Oregon			X
Pennsylvania		X	
Puerto Rico		X	

See notes at end of exhibit.

Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2009—Continued

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Rhode Island		X	
South Carolina		X	
South Dakota			X
Tennessee		X	
Texas	X		
Utah		X	
Vermont		X	
Virginia		X	
Washington		X	
West Virginia			X
Wisconsin		X	
Wyoming		X	

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2009. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Appendix C

Differences in State Reporting of *IDEA*, Part B, Disabilities

Differences in State Reporting of *IDEA*, Part B, Disabilities

Exhibit C-1 summarizes how eight states reported children and students ages 3 through 21 served under *IDEA*, Part B, with *other health impairments* and *multiple disabilities* in different disability categories for child count and educational environments data collections in 2009 and for exiting and discipline data collections in 2008–09. In particular, one state reported children and students with *other health impairments* in the *orthopedic impairments* category, while seven states reported children and students with *multiple disabilities* in the primary disability category listed on their individualized education programs (IEPs).

Exhibit C-1. States that reported children and students with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections: Fall 2009; and exiting and discipline data collections: 2008–09

State ^a	IDEA disability categories	
	Other health impairments	Multiple disabilities
Colorado	O	
Delaware		P
Florida		P
Georgia		P
North Dakota		P
Oregon		P
West Virginia		P
Wisconsin		P

O = Children and students with *other health impairments* reported in the *orthopedic impairments* category.

P = Children and students with *multiple disabilities* reported in the primary disability category identified on their IEPs.

^aStates report data according to state law. States do not uniformly categorize children and students with disabilities according to *IDEA* disability categories as defined for purposes of child count, educational environments, exiting, and discipline data collections.

NOTE: For 2008–09, states' exiting data are from the reporting period between July 1, 2008, and June 30, 2009, while states' discipline data are from the entire 2008–09 school year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2009; Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2009; Data Analysis System (DANS), OMB #1820-0521: "Report of Children with Disabilities Exiting Special Education," 2008–09; and Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2008–09. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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