

U.S. Department of Education

**36th Annual Report to Congress on the
Implementation of the
*Individuals with Disabilities Education Act, 2014***

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36th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2014

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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December 2014

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Preface

Since its enactment, the *Education for All Handicapped Children Act of 1975*, Public Law (P.L.) 94-142, requires 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] 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 in 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 the early intervention and educational results and functional outcomes for infants, toddlers, children, and youths with disabilities (collectively this group may be referred to in this report as children with disabilities).

The *36th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2014*[†] describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for all children with disabilities and early intervention services to infants and toddlers with disabilities and their families, (2) ensuring that the rights of these 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

* 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*, as amended, 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 United States Code (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 2011 through December 2012. These data have been available to the public prior to their presentation in this report. Subsequent references to this report and previously published annual reports will be abbreviated: they will not include “on the Implementation of *Individuals with Disabilities Education Act*.”

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 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 *36th Annual Report to Congress, 2014* follows the *35th Annual Report to Congress, 2013* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *35th Annual Report to Congress, 2013*, the *36th Annual Report to Congress, 2014* 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.

The content of this report differs from that of the *35th Annual Report to Congress, 2013* in the following ways: (1) it presents some data concerning *IDEA*, Part B *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS), and (2) data for the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) are considered along with those for the 50 states, the District of Columbia, Bureau of Indian Education (BIE) schools, the Commonwealth of Puerto Rico (Puerto Rico herein), and the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands) when the entirety of the United States is being represented.

A summary of the six sections and four appendices that make up the *36th Annual Report to Congress, 2014* follows.

[‡] 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 resolution information 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.

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 four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. In addition, the exhibits that concern special education and related services provided under *IDEA*, Part B, include data for BIE schools operated or funded by the U.S. Department of the Interior, and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

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*. 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 four 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 *IDEA*. 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 2013, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2011 to 60 state education agencies (SEAs) 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 United States Code (U.S.C.) section 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 2013 (October 1, 2012, through September 30, 2013) 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 2013 (October 1, 2012, through September 30, 2013).

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 supported by 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 (LEAs), and the public on how to implement *IDEA* more effectively; and (3) 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 2013 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, in 2012 in each state, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, the Commonwealth of Mariana Islands, Guam, and the Virgin Islands); children ages 3 through 5 served under *IDEA*, Part B; and students ages 6 through 21 served under *IDEA*, Part B, in 2012 in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). It also presents the number of children served in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states 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 about the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*.[§] Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 states, the District of Columbia, and Puerto Rico 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*, respectively, in each year, 2003 through 2012. Exhibit B-3 identifies whether each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states used the *developmental delay* category for children ages 3 through 5, students ages 6 through 9, or both in 2012.

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 *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections in 2012, and for the exiting and discipline data collections in 2011–12.

Appendix D. *IDEA*, Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services

Appendix D presents state-level information on the number of students who received CEIS and number and percentage of LEAs and educational service agencies (ESAs) that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS. In addition, state-level data are presented on the number and percentage of LEAs and ESAs that met the *IDEA*, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) section 300.600(a)(2) and had an increase in *IDEA* Part B section 611 allocations and took the *MOE reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2011–12.

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

Key Findings at the National Level

The *36th Annual Report to Congress, 2014* 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 Served Under *IDEA*, Part C

- In 2012, there were 333,982 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 329,859 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Exhibit 1).
- From 2003 through 2012, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.3 percent to 2.8 percent. The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2003 through 2012. The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2003 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent. The percentage in 2012 was also 2.6 percent. From 2003 through 2012, approximately 1 percent of the infants and toddlers under 1 year old in the resident population were served under Part C (Exhibit 2).
- White and Native Hawaiian or Other Pacific Islander infants and toddlers had risk ratios of 1.2 and 1.3, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Asian and Hispanic/Latino infants and toddlers as well as infants and toddlers associated with two or more races had risk ratios of 0.8, 0.9, and 0.8, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. American Indian or Alaska Native and Black or African American infants and toddlers, with risk ratios of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 3).
- In 2012, 87.3 percent of infants and toddlers served under Part C received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 7.6 percent of those served under Part C. Consequently, 94.9 percent of infants and toddlers served under *IDEA*, Part C, in 2012 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 4).

- In 2012, *home* was the primary early intervention service setting for more than 84 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native children (10.2 percent), while the smallest percentage served in this setting was associated with White children (6.6 percent) (Exhibit 5).
- Of the Part C exiting statuses in 2011–12, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (38.5 percent). An additional 2.9 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status as it accounted for 13.5 percent of the of infants and toddlers (Exhibit 6).
- In 2011–12, 61.4 percent of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.6 percent of these children were found to be eligible for Part B but continued to receive services under Part C. Slightly more than one-sixth of the children served under *IDEA*, Part C, who had reached age 3 (17.4 percent) exited Part C without having their eligibility for Part B determined. The remaining 16.6 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 (10.9 percent) and those who exited with no referrals (5.7 percent) (Exhibit 7).
- During 2011–12, a total of 132 *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 99 (75.0 percent) of the complaints, while 30 (22.7 percent) of the complaints were withdrawn or dismissed. Only three (2.3 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period (Exhibit 8).
- A total of 133 *due process complaints* were received during 2011–12 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. For 107 (80.5 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 13 (9.8 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining 13 complaints (9.8 percent), a hearing was still pending as of the end of the reporting period (Exhibit 9).
- During 2011–12, a total of 279 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. A mediation was conducted before the end of the reporting period for 142 (50.9 percent) of the *mediation requests* received. The mediation that was held in 14 (5.0 percent) of these cases was related to a *due process complaint*, while the session held in 128 (45.9 percent) of these cases was not related to a *due process complaint*. Of the 137 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 129 (46.2 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining eight (2.9 percent) were still pending at the end of the reporting period (Exhibit 10).

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

- In 2012, 750,131 children ages 3 through 5 were served under Part B. Of these children, 736,195 were served in the states for which data were available, the District of Columbia, and Bureau of Indian Education (BIE) schools. This number represented 6 percent of the resident population ages 3 through 5. Between 2003 and 2012, the number of children ages 3 through 5 served under *IDEA*, Part B, in the states for which data were available increased from 680,142 to 750,131. This addition of 69,989 children represented a 10.3 percent increase in the number of children served. Between 2003 and 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased from 5.8 percent to 5.9 percent. The percentage remained at 5.9 through 2006 but fell to 5.8 percent in 2007. In 2009, the percentage reached 5.9 percent again, and it remained there until 2012, when the percentage reached 6 percent (Exhibit 11).
- In 2012, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (44.7 percent). The next most common disability category was *developmental delay* (37.2 percent), followed by *autism* (7.8 percent). The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 10.3 percent of children served under *IDEA*, Part B (Exhibit 12).
- In 2012, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children as well as children associated with multiple races, ages 3 through 5 had risk ratios above 1.0 (i.e., 1.4, 1.5, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined. Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined. Asian and Hispanic/Latino children, with risk ratios of less than 1.0 (i.e., 0.7, and 0.8, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined (Exhibit 13).
- In 2012, a total of 65 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school. Of the four categories representing children who attended a *regular early childhood program*, the category representing children who attended a *regular early childhood program* for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for the largest percentage of children. Moreover, as this category accounted for 37.2 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category. A *separate class* accounted for almost one-fourth (23.6 percent) of children ages 3 through 5 served under *IDEA*, Part B, making it the second-most prevalent educational environment. Collectively, the environments of *separate school*, *residential facility*, and *home* (which are represented by the category “Other environments”) accounted for only 4.9 percent of the children ages 3 through 5 served under *IDEA*, Part B. The educational environment for the remaining students, representing only 6.5 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location* (Exhibit 14).
- In 2012, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group. The category representing children who attended a regular early childhood program for at least 10 hours per week and received the majority of hours of

special education and related services in that program, accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover for every racial/ethnic group except Asian, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 45 percent of American Indian or Alaska Native children, 30.8 percent of Asian children, 38.9 percent of Black or African American children, 39.9 percent of Hispanic/Latino children, 35.8 percent of Native Hawaiian or Pacific Islander children, 35.6 percent of White children, and 37.7 percent of the children reported as two or more races. A *separate class* accounted for 31.9 percent of Asian children ages 3 through 5 served under *IDEA*, Part B, making it the most prevalent educational environment for Asians (Exhibit 15).

- In 2011, a total of 39,498, or 95.9 percent, of the 41,203 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 16).
- In 2011, a total of 44,293, or 96 percent, of the 46,138 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 17).

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

- In 2012, a total of 5,823,844 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,699,640 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.4 percent of the resident population ages 6 through 21. The total number of students ages 6 through 21 served under *IDEA*, Part B, increased from 6,046,051 in 2003 to 6,118,437 in 2004. In each year between 2004 and 2011, the number of students served was less than in the previous year. The number of students served under Part B in 2012 was 33,960 or 0.6 percent more students than that served in 2011. The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was 9.0 percent or 9.1 percent in each year from 2003 through 2006. In each year after 2004 through 2012, the percentage of the population served was less than or equal to that served in the previous year. Moreover, the percentage served in each year after 2006 was smaller than the percentage served in 2003 (Exhibit 18).
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased from 9.0 percent in 2003 to 9.1 percent in 2004. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010 through 2012. The general pattern of an increase and then a decrease to a level slightly below the percentage served in 2003 was observed for the students ages 6 through 11 and the students ages 12 through 17 but not the students ages 18 through 21. The percentage for the latter group, which accounted for many fewer students than the other two groups, increased or stayed the same in each successive year from 2003 through 2009, when it peaked at 2 percent of the resident population ages 18 through 21. The percentage did not change after 2009 (Exhibit 19).
- In 2012, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (40.1 percent). The next most common disability category was *speech or language impairments* (18.2 percent), followed by *other health impairments* (13.2 percent), *autism* (7.6 percent), *intellectual disabilities* (7.3 percent), and *emotional disturbance* (6.2 percent). Students ages 6 through 21 in “Other disabilities

combined” accounted for the remaining 7.3 percent of students served under *IDEA*, Part B (Exhibit 20).

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under each of six disability categories changed by 0.2 of a percentage point or more between 2003 and 2012. The percentages of the population ages 6 through 21 served under *IDEA*, Part B, reported under *other health impairments* and under *autism* increased by 0.4 of a percentage point and 0.5 of a percentage point, respectively. In addition, the percentages of the population reported under *emotional disturbance*, *specific learning disabilities*, *intellectual disabilities*, and *speech or language impairments* decreased by 0.2 of a percentage point, 0.9 of a percentage point, 0.3 of a percentage point, and 0.2 of a percentage point, respectively (Exhibit 21).
- Between 2003 and 2012, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased steadily from 0.2 percent to 0.7 percent. Between 2003 and 2012, the percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *autism* all increased. Specifically, the percentages of these three age groups that were reported under the category of *autism* were 165 percent, 285 percent, and 290 percent larger in 2012 than in 2003 (Exhibit 22).
- From 2003 through 2012, 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 0.7 percent to 1.1 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairments* were 53 percent, 77 percent, and 129 percent larger in 2012 than in 2003, respectively (Exhibit 23).
- From 2003 through 2012, 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 4.3 percent to 3.4 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* were 22 percent, 20 percent, and 5 percent smaller in 2012 than in 2003, respectively (Exhibit 24).
- In 2012, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined. Asian and White children ages 6 through 21 as well as children ages 6 through 21 associated with more than one race, with risk ratios of less than 1.0 (i.e., 0.5, 0.9, and 0.8, respectively), were less likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined. Hispanic/Latino children ages 6 through 21, with a risk ratio of 1.0 were as likely to be served under Part B as children ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 25).
- For the students ages 6 through 21 served under *IDEA*, Part B, in 2012, *specific learning disabilities* was the most prevalent disability category or as prevalent as any other category for every racial/ethnic group. In particular, this disability category accounted for 46.4 percent of American Indian or Alaska Native students, 26.7 percent of Asian students, 41.8 percent of Black or African American students, 49 percent of Hispanic/Latino students, 52.9 percent of

Native Hawaiian or Other Pacific Islander students, 36 percent of White students, and 35.6 percent of the children reported as of two or more races (Exhibit 26).

- In 2012, a total of 94.8 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. More than 60 percent of students ages 6 through 21 served under *IDEA*, Part B, (61.5 percent) were educated *inside the regular class 80% or more of the day*. A total of 19.5 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 13.8 percent were educated *inside the regular class less than 40% of the day*. Only 5.2 percent of students served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 27).
- From 2003 through 2012, 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 49.9 percent to 61.5 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 27.7 percent in 2003 to 19.5 percent in 2012. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 18.5 percent to 13.8 percent between these years. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” increased from 3.9 percent in 2003 to 5.2 percent in 2012. However, it had accounted for as much as 5.3 percent in 2007 and 2009 (Exhibit 28).
- In 2012, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category. More than 8 in 10 students reported under the category of *speech or language impairments* (86.6 percent) were educated *inside the regular class 80% or more of the day*. Only 17.1 percent of students reported under the category of *intellectual disabilities* and 13.1 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* (48.7 percent) and students reported under the category of *multiple disabilities* (46.2 percent) were educated *inside the regular class less than 40% of the day*. In 2012, larger percentages of students reported under the categories of *deaf-blindness* (33.1 percent) and *multiple disabilities* (24.5 percent) than students reported under other disability categories were educated in “Other environments” (Exhibit 29).
- In 2012, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 53.9 percent to 64.5 percent. The category *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for between 16.7 and 27.4 percent of the students within each racial/ethnic group. In contrast, less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6.2 percent of the students within each racial/ethnic group (Exhibit 30).
- In school year 2011–12, between 38.9 and 45.8 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 with accommodations* in math.

Between 29.9 and 39.3 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 without accommodations* in math. In school year 2011–12, between 37.4 and 41.5 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 with accommodations* in reading. Between 33.1 and 41.5 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 without accommodations* in reading (Exhibit 31).

- No more than 2.33 percent of students served under *IDEA*, Part B, who were expected to take a math assessment in each of grades 3 through 8 in school year 2011–12 were classified as nonparticipants. Similarly, no more than 2.06 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment in each of grades 3 through 8 in school year 2011–12 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2011–12 were classified as nonparticipants for both the math assessment (5.78 percent) and the reading assessment (6.01 percent) (Exhibit 32).
- In school year 2011–12, between 52 and 54 of the 60 jurisdictions (i.e., the 50 states, BIE schools, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these math tests was 44.8 percent. The median percentage of students who were found to be proficient with these tests was less for each successive grade, reaching a low of 19.2 percent for students in high school. Non-suppressed data were available for between 51 and 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for math 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 each grade, who were found to be proficient with these math tests was in a range from 67.7 percent to 72.2 percent (Exhibit 33).
- In school year 2011–12, either 53 or 54 of the 60 jurisdictions (i.e., the 50 states, BIE schools, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentages of these students who were found to be proficient with these reading tests ranged from 29.6 percent to 39.6 percent. Non-suppressed data were available for between 52 and 54 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for reading 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 each grade who were found to be proficient with these reading tests was in a range from 69.9 percent to 74.4 percent (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 2011–12 (39.6 percent), followed by *moved, known to be continuing* in education (27.8 percent) and *dropped out* (12.7 percent) (Exhibit 34).

- From 2002–03 through 2011–12, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 52.5 percent to 63.9 percent. From 2002–03 through 2011–12, the percentage of students who exited special education and school by having *dropped out* decreased from 33.6 percent to 20.5 percent (Exhibit 35).
- From 2002–03 through 2011–12, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*. Increases larger than 10 percent were associated with the following four disability categories: *autism* (10.6 percentage point increase), *emotional disturbance* (15.5 percentage point increase), *specific learning disabilities* (11.1 percentage point increase), and *speech or language impairments* (15.0 percentage point increase). In every year from 2002–03 through 2011–12 except 2006–07, the disability category of *visual impairments* was associated with the largest graduation percentage. Moreover, while the students who exited special education and school reported under the category of *emotional disturbance* had the smallest graduation percentages in 2002–03 and 2003–04, the students reported under the category of *intellectual disabilities* had the smallest graduation percentages from 2004–05 through 2011–12 (Exhibit 36).
- From 2002–03 through 2011–12, the dropout percentage decreased for students in each disability category who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (17.9 percentage point decrease) and *speech or language impairments* (15.4 percentage point decrease). In each year from 2002–03 through 2011–12, 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 was no less than 37 percent, which was substantially larger than the dropout percentage for any other disability category (Exhibit 37).
- In 2011, a total of 347,091, or 95.2 percent, of the 364,629 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified (Exhibit 38).
- In 2011, a total of 401,176, or 97.4 percent, of the 411,756 FTE *special education paraprofessionals* who provided 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 2011, a total of 98.1 percent of all 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 (90.6 percent), while nearly all *psychologists* (99.0 percent) were fully certified (Exhibit 40).
- During school year 2011–12, 6,891 children and students ages 3 through 21 served under *IDEA*, Part B, in the states for which data were available were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 4,888,560 children and students ages 3 through 21 were served under Part B in 2011, in the states for which data were available, this type of action occurred with only 14 children and students for every 10,000 children and students who were served under Part B in 2011. Only 182 children and students ages 3 through 21 served under *IDEA*, Part B, or less than 5 for every 100,000 children and students served in

2011, in the states for which data were available were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2011–12. There were 48,607 children and students ages 3 through 21 served under *IDEA*, Part B, or 97 for every 10,000 children and students served in 2011, in the states for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2011–12. There were 29,076 children and students ages 3 through 21 served under *IDEA*, Part B, or 56 for every 10,000 children and students served in 2011, in the states for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2011–12 (Exhibit 41).

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 41 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 23 per 10,000 children and students served. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2011, no more than eight children and students were removed by a hearing officer for likely injury during school year 2011–12. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 407 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 161 per 10,000 children and students. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 163 children and students who received in-school suspensions for more than 10 cumulative days during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 99 per 10,000 children and students (Exhibit 42).
- During 2011–12, a total of 5,025 *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 3,223 (64.1 percent) of the complaints, while 1,683 (33.5 percent) of the complaints were withdrawn or dismissed. A total of 130 (2.6 percent) of the complaints that were received during the 2011–12 reporting period were pending or unresolved by the end of the period (Exhibit 43).
- A total of 17,118 *due process complaints* were received during 2011–12 through the dispute resolution process for children and students served under *IDEA*, Part B. For 12,777 (74.6 percent) of the *due process complaints* received during the 2011–12 reporting period, a resolution was achieved without a hearing. For 2,262 (13.2 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 2,079 (12.1 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 44).
- During 2011–12, a total of 9,219 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,223 (35.0 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,832 (30.7 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 884 requests (9.6 percent), a mediation session was still pending as of the end of the 2011–12 reporting period. The

remaining 2,280 *mediation requests* (24.7 percent) were withdrawn or otherwise not to be held by the end of the reporting period (Exhibit 45).

- A total of 149,672 or 2.3 percent of the 6,652,092 children and students ages 3 through 21 served under Part B in 2012 by the states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services in school year(s) 2009–10, 2010–11, or 2011–12 (Exhibit 46).

Data Sources Used in This Report

This *36th Annual Report to Congress, 2014* contains data obtained from the U.S. Department of Education's (Department's) *EDFacts* Data Warehouse (EDW). Other data sources used in this report include the Department's Institute of Education Sciences (IES), the Office of Special Education Program's (OSEP's) Regional Resource Center Program, and the U.S. Census Bureau. Brief descriptions of 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 accessed in fall 2013.

EDFacts Data Warehouse

Data Collections

The text and exhibits contained in the *36th Annual Report to Congress, 2014* were developed primarily from data in the Department's EDW. EDW is a repository for performance and administrative data collected across offices in the Department. It contains all of the data that states are required to collect under section 618 of the *Individuals with Disabilities Education Act (IDEA)*. The state data that are in EDW are obtained each year through a set of data collections that were approved by the Office of Management and Budget (OMB). Each data collection concerns a distinct domain of information. The data collections for the data that are primarily featured 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 from EDW for preparing the exhibits or summaries that appear herein.

In addition, this report presents some data on *IDEA*, Part B maintenance of effort (MOE) reductions and coordinated early intervention services (CEIS), which are also maintained in EDW. Such data were not included in the *35th Annual Report to Congress, 2013* because some states had not yet developed the capability to report valid and reliable information.

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, 2012, and Dec. 1, 2012	Feb. 6, 2013
	Program settings	State-designated date between Oct. 1, 2012, and Dec. 1, 2012	Feb. 6, 2013
	Exiting	Cumulative for state-determined 12-month reporting period, 2011–12	Nov. 7, 2012
	Dispute resolution	Cumulative for July 1, 2011–June 30, 2012	Nov. 7, 2012
Part B	Child count	State-designated date between Oct. 1, 2012, and Dec. 1, 2012	Feb. 6, 2013
	Educational environments	State-designated date between Oct. 1, 2012, and Dec. 1, 2012	Feb. 6, 2013
	Assessment	State determined testing date for school year 2011–12	Dec. 19, 2012
	Exiting	Cumulative for July 1, 2011–June 30, 2012	Nov. 7, 2012
	Personnel	State-designated date between Oct. 1, 2011, and Dec. 1, 2011	Nov. 7, 2012
	Discipline	Cumulative for school year 2011–12	Nov. 7, 2012
	Dispute resolution	Cumulative for July 1, 2011–June 30, 2012	Nov. 7, 2012
MOE reduction and CEIS	FFYs 2010 and 2011 and school years 2009–10, 2010–11, and 2011–12	May 1, 2013	

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 for 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 for 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. The complaints concern all program participants during that time period as opposed to a specific group of participants defined by the participants' ages or grades.

Most of Part C and Part B data presented in this report are discussed 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. The titles of exhibits identify the group(s) represented by the data. In addition, the titles of exhibits are worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits 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) or the 12-month period(s) represented (e.g., 2011–12).

Unlike the other data derived from EDW that are presented in this report, most of the *IDEA*, Part B *MOE reduction* and CEIS data do not specifically concern and cannot be related to individual participants in the Part C or Part B programs. In general, these data provide information on the percentage of the available reduction taken by local education agencies (LEAs) and educational service agencies (ESAs) pursuant to *IDEA* section 613(a)(2)(C) and the use of *IDEA* Part B funds to provide CEIS to children who are not currently identified as needing special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. Since the focus of this report has always been, and continues to be, to provide a description of the participants in the *IDEA* program, some of the *IDEA*, Part B *MOE reduction* and CEIS data, with one exception, are presented in Appendix D. The exception is that prior receipt of CEIS is examined as a characteristic of the Part B participants. It should be noted that like the Part B assessment data, these data are collected in terms of grades (i.e., children in kindergarten through grade 12) not age.

The most recent data examined in the *36th Annual Report to Congress, 2014* were submitted directly by all states to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools.

All Part C, Part B, *MOE reduction*, and CEIS data in this report were tabulated from data files maintained in EDW, which is not accessible to the public, rather than from published reports. Consequently, EDW is cited as the source for these data in the notes that accompany the exhibits. Given that these data are based on data collection forms that were approved by OMB, the citations also provide the OMB approval number for each of the forms.

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (i.e., fall 2012; school year 2011–12). However, some exhibits present data for multiple years. The data presented for the most current reporting period were accessed from files prepared as of fall 2013. The data for previous time periods were derived from files that were prepared at different points in time, but in no instance less than one year after the date of the original submission by the state to ensure that the state had a chance to update the data. The use of files with updated data allowed for the possibility that problematic data in the files originally submitted by states that may not have had a notable impact on the statistics for the nation as a whole, but might have incorrectly distinguished a state, were 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 the file was created and, if appropriate, the dates on which the data were revised and updated. 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 collections 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.² These descriptors are italicized within exhibit titles, text, and notes to clarify that the reference is to an actual subcategory or classification.

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 *35th Annual Report to Congress, 2013*.

² 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.

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

During the federal fiscal year 2011 Annual Performance Report (APR) reporting period, the Regional Resource Center Program (RRCP) was composed of six regional program centers 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 included 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 APR that OSEP requires to determine state progress in meeting specific *IDEA* requirements, the RRCP disseminated OSEP guidance and provided 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 this website.

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 of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands, as well as the freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall 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. More information about how population estimates are used and produced is available at: <http://www.census.gov/popest/data/intercensal/index.html>.

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 C and Part B, and to develop comparisons and conduct data analyses. When available, annual resident population estimates for Puerto Rico were also used.

As the race/ethnicity categories used by the Census Bureau are not the same as those that were used by the Department, the following set of rules was used to allocate the resident population data from the Census into the seven categories of race/ethnicity used by the Department. The populations for all of the Census categories referencing “Hispanic,” regardless of race, were combined and assigned to the category “Hispanic/Latino.” The populations for the Census categories of “White alone not Hispanic,” “Black alone not Hispanic,” “American Indian or Alaska Native alone not Hispanic,” “Asian alone not Hispanic,” “Native Hawaiian and Other Pacific Islander alone not Hispanic,” and “Two or more races, not Hispanic” were assigned to the categories “White,” “Black or African American,” “American Indian or Alaska Native,” “Asian,” “Native Hawaiian or Other Pacific Islander,” and “Two or more races,” respectively.

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 for 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 kindergarten³ [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 their 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 notes, the exhibits include data from Puerto Rico (PR) and the four outlying areas of 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 through the

³ 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 2012, 1,047 children age 3 or older participated in Part C.

Bureau of Indian Education (BIE),⁴ 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 2003 through fall 2012

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		
2003	274,747	271,889	11,914,846	2.3
2004	284,536	280,957	11,901,056	2.4
2005	299,048	294,714	11,944,057	2.5
2006	304,510	299,848	12,001,981	2.5
2007	321,925	316,761	12,123,691	2.6
2008	342,985	337,706	12,237,637	2.8
2009	348,604	343,203	12,185,386	2.8
2010	342,821	337,185	11,990,542	2.8
2011	336,895	331,636	11,937,319	2.8
2012	333,982	329,859	11,904,557	2.8

^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, ED*Facts* Metadata and Process System (EMAPS), OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2003–12. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

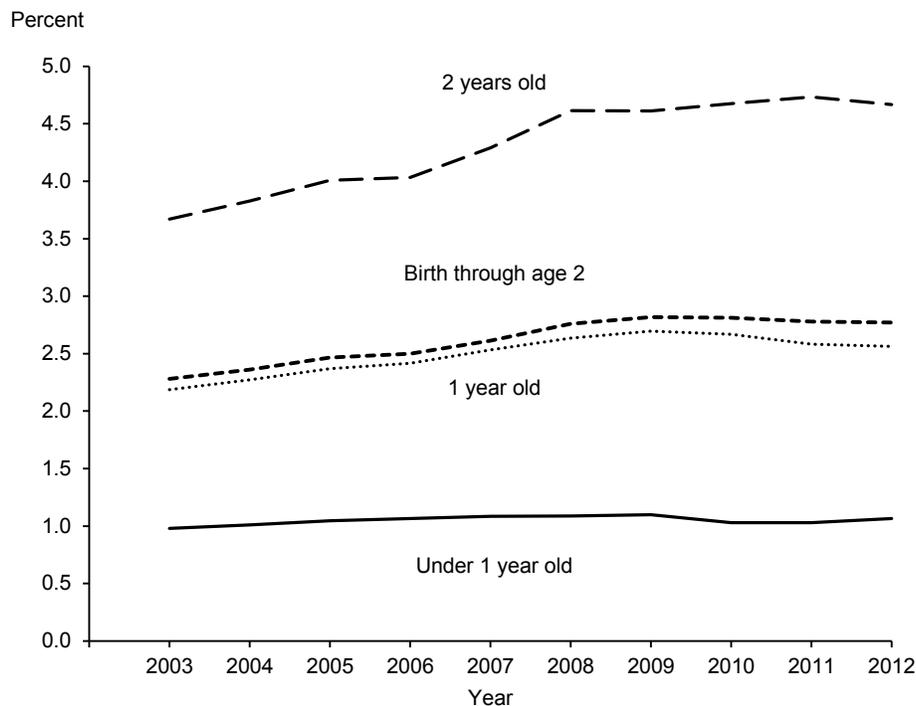
- In 2012, there were 333,982 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 329,859 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.

⁴ 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 C.F.R. 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 C.F.R. 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 2003 and 2012, the total number of infants and toddlers served under *IDEA*, Part C, increased from 274,747 to 333,982. This addition of 59,235 infants and toddlers represented a 21.6 percent increase in the number of infants and toddlers served.
- In 2003, 2.3 percent of the population of infants and toddlers birth through age 2 in the 50 states and the District of Columbia were served under Part C. By 2008 and in each year thereafter through 2012, 2.8 percent of this population were served under Part C.

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 2003 through fall 2012



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, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2003–12. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. These data are for the 50 states and DC. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2003 through 2012, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.3 percent to 2.8 percent.
- The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2003 through 2012.

- The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2003 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent. The percentage in 2012 was also 2.6 percent.
- From 2003 through 2012, approximately 1 percent of the infants and toddlers under 1 year old in the resident population were served under Part C.

For infants and toddlers birth through age 2, how did the percentage of the resident population of a particular racial/ethnic group that was served under IDEA, Part C, compare to the percentage served of the resident population of all infants and toddlers in all other racial/ethnic groups combined?

Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2012

Race/ethnicity	Child count ^a in the 50 states and DC	Resident population birth through age 2 in the 50 states and DC		Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	329,859	11,904,557		2.8	†	†
American Indian or Alaska Native	2,697	101,760		2.6	2.8	1.0
Asian	11,663	545,730		2.1	2.8	0.8
Black or African American	44,825	1,642,013		2.7	2.8	1.0
Hispanic/Latino	81,379	3,090,132		2.6	2.8	0.9
Native Hawaiian or Other Pacific Islander	847	23,581		3.6	2.8	1.3
White	176,050	5,938,179		3.0	2.6	1.2
Two or more races	12,400	563,162		2.2	2.8	0.8

† Not applicable.

^aChild count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group(s). As race/ethnicity was suppressed for 272 infants and toddlers served in 10 individual states, the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

^bPercentage of the population served may be referred to as the risk index. It was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group by the estimated U.S. resident population birth through age 2 in the racial/ethnic group, then multiplying the result by 100.

^cRisk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all of the other racial/ethnic groups by the estimated U.S. resident population birth through age 2 in all of the other racial/ethnic groups, then multiplying the result by 100.

^dRisk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part C, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of early intervention services, then that group's likelihood of receiving early intervention services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined.

- White and Native Hawaiian or Other Pacific Islander infants and toddlers had risk ratios of 1.2 and 1.3, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Asian and Hispanic/Latino infants and toddlers as well as infants and toddlers associated with two or more races had risk ratios of 0.8, 0.9, and 0.8, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- American Indian or Alaska Native and Black or African American infants and toddlers, with risk ratios of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

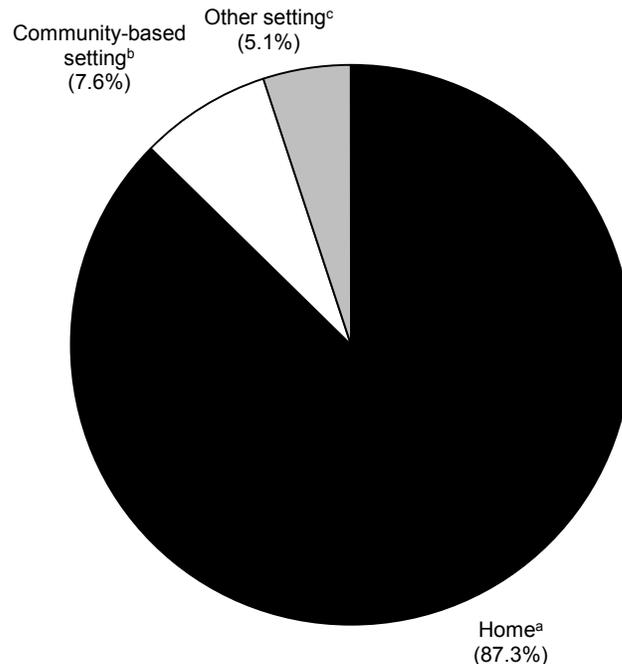
SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2012,” 2012. These data are for the 50 states and DC. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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 4. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2012



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

^b*Community-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).

^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.

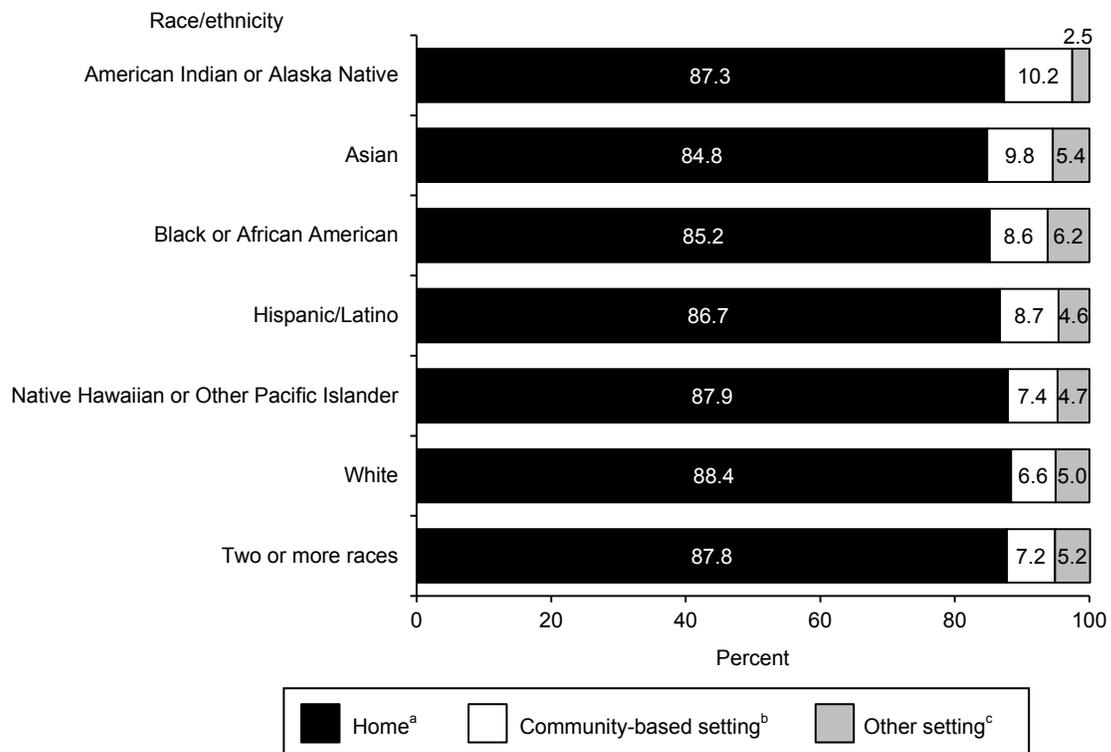
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the primary service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the primary service settings, then multiplying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

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 87.3 percent of infants and toddlers served under Part C received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 7.6 percent of those served under Part C. Consequently, 94.9 percent of infants and toddlers served under *IDEA*, Part C, in 2012 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

How did infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups differ by primary early intervention service settings?

Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2012



^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 are usually found. 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.

NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group and primary service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group and all the primary service settings, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

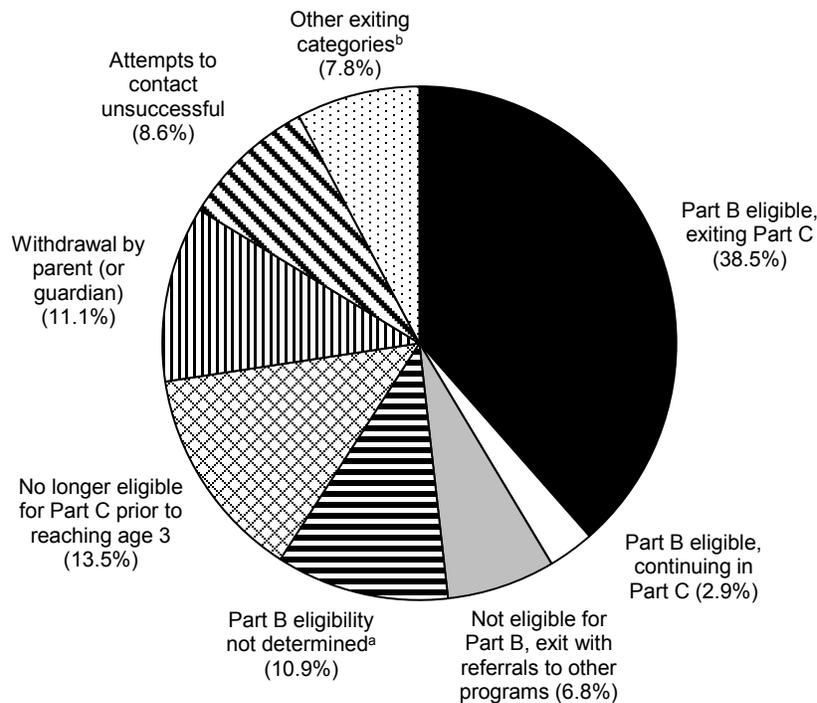
SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, *home* was the primary early intervention service setting for more than 84 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native children (10.2 percent), while the smallest percentage served in this setting was associated with White children (6.6 percent).

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: 2011–12



^aThe *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.

^b“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.6 percent); *deceased* (0.4 percent); and *moved out of state* (3.8 percent).

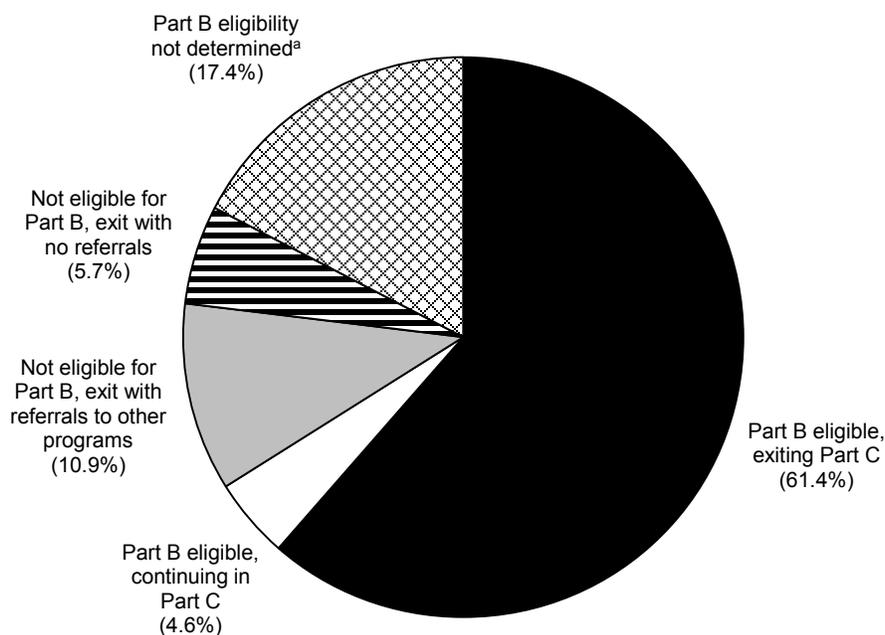
NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible 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., *no longer eligible for Part C 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.

- Of the Part C exiting statuses in 2011–12, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (38.5 percent). An additional 2.9 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status as it accounted for 13.5 percent of the infants and toddlers.
- *Withdrawal by parent (or guardian) and Part B eligibility not determined* accounted for 11.1 percent and 10.9 percent, respectively.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2011–12. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. 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: 2011–12



^aThe *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., *no longer eligible for Part C 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, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2011–12. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, 61.4 percent of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.6 percent of these children were found to be eligible for Part B but continued to receive services under Part C.
- Slightly more than one-sixth of the children served under *IDEA*, Part C, who had reached age 3 (17.4 percent) exited Part C without having their eligibility for Part B determined.

- The remaining 16.6 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 (10.9 percent) and those who exited with no referrals (5.7 percent).

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

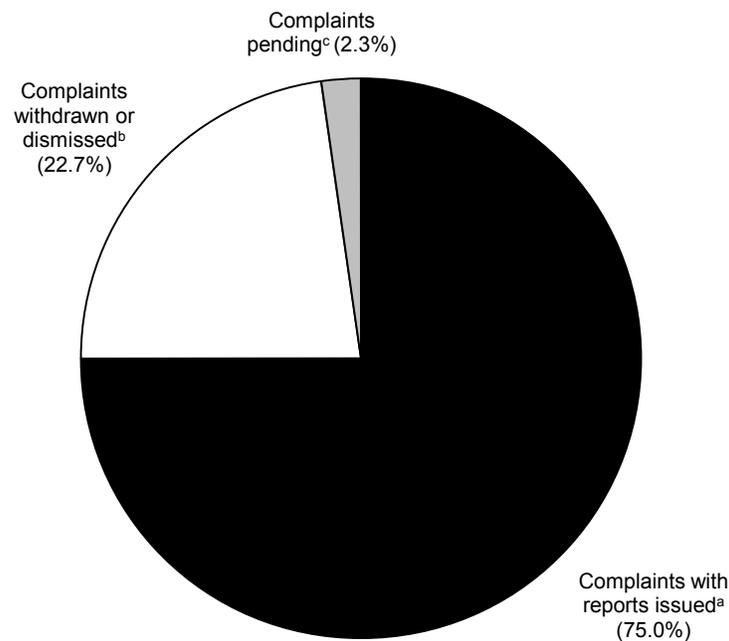
To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. 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 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 hearing⁵ 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 early intervention service 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 34 C.F.R. 303.21(c)] and serve them under Part C [see *IDEA*, section 635(c) and 34 C.F.R. 303.211] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with these three state-level dispute resolution mechanisms under Part C during the 12 months during which the data were collected.

⁵ 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: 2011–12



^aA *complaint with report issued* refers to a written decision that was provided by the state lead agency to the complainant 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 early intervention 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 or a complaint dismissed by the state lead agency for any reason, including that the complaint did not include all of the required content.

^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.

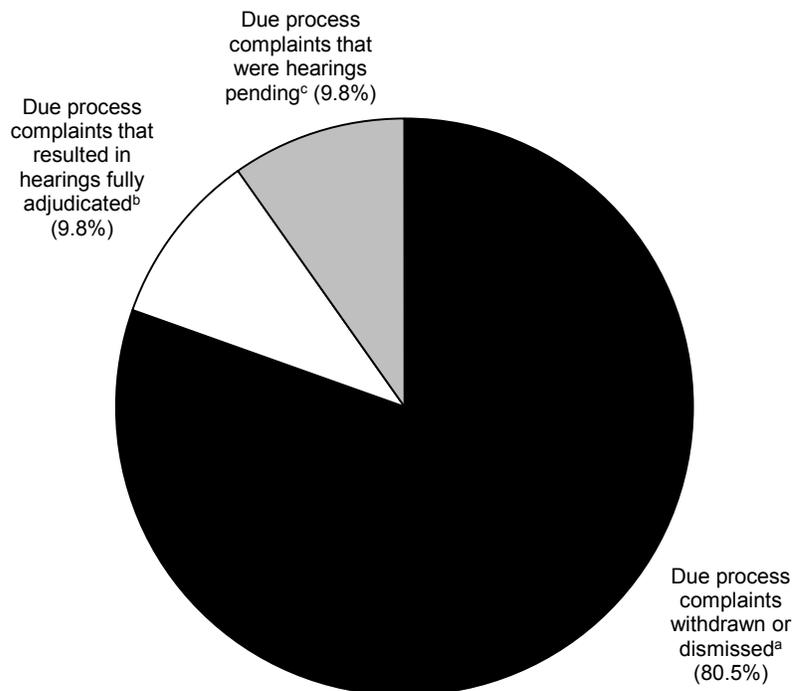
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA* or 34 C.F.R.303, including cases in which some required content is absent from the document. 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 132 *written, signed complaints*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2011–12, a total of 132 *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 99 (75.0 percent) of the complaints while 30 (22.7 percent) of the complaints were withdrawn or dismissed. Only three (2.3 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 due process complaints made by parties that alleged a violation of a requirement of Part C of IDEA?

Exhibit 9. Percentage of *due process complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2011–12



^aA *due process complaint* that was withdrawn or dismissed (including resolved without a hearing) is a complaint that has not resulted in a fully adjudicated due process hearing and is also not under consideration by a hearing officer. Such complaints can include those 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 the 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.

^cA *due process complaint* that is a hearing pending is a request for a due process hearing that has not yet been scheduled, is scheduled but has not yet been conducted, or has been conducted but is not yet fully adjudicated.

NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or state lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability, or to the provision of appropriate early intervention services to such child. Only 10 states reported one or more *due process complaints*. 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. Percentage was based on a total of 133 *due process complaints*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

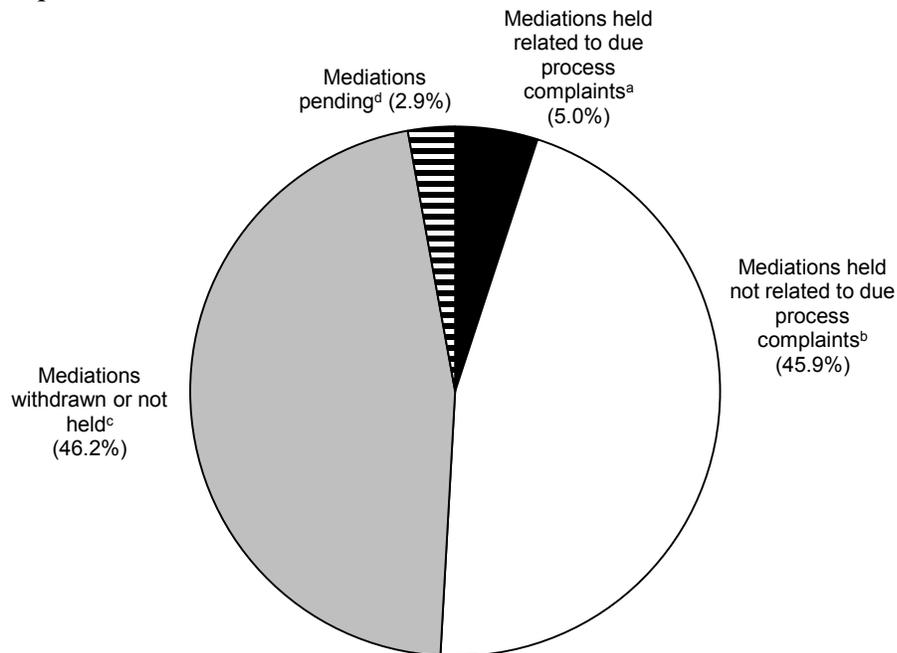
SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 133 *due process complaints* were received during 2011–12 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.

- For 107 (80.5 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 13 (9.8 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining 13 complaints (9.8 percent), a hearing was still pending as of 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 C of IDEA?

Exhibit 10. Percentage of mediation requests for infants and toddlers served under IDEA, Part C, by request status: 2011–12



^aA *mediation held related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties 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 process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties to a dispute involving any matter under Part C of *IDEA* 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 that has been withdrawn or not held 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, and requests that were settled by some agreement other than a mediation agreement between the parties.

^dA *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

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 10 states 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 279 *mediation requests*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2011–12, a total of 279 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.

- A mediation was conducted before the end of the reporting period for 142 (50.9 percent) of the *mediation requests* received. The mediation that was held in 14 (5.0 percent) of these cases was related to a *due process complaint*, while the session held in 128 (45.9 percent) of these cases was not related to a *due process complaint*. Of the 137 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 129 (46.2 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining eight (2.9 percent) were still pending at the end of the reporting period.

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.

In general, the exhibits presenting Part B data in this section represent the 50 states; the District of Columbia (DC); the Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.^{6,7} As there are some exceptions, such as the exhibits that present Part B data with data about the residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. In this section, there are occasional references to “special education services.” The term is synonymous with services provided under *IDEA*, Part B.

⁶ 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).

⁷ The four outlying areas and the three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, they 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 2003 through fall 2012

Year	Total served under Part B (ages 3 through 5)			Resident population ages 3 through 5 in the 50 states and DC ^b	Percentage ^c 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 ^a	In the 50 states, DC, and BIE schools			
2003	680,142	670,750		11,501,168	5.8
2004	701,949	693,245		11,714,436	5.9
2005	704,087	698,938		11,866,471	5.9
2006	714,384	706,635		11,987,484	5.9
2007	709,136	698,931		11,975,329	5.8
2008	709,004	700,296		12,037,364	5.8
2009	731,832	716,569		12,129,397	5.9
2010	735,245	720,740		12,255,590	5.9
2011	745,954	730,558		12,312,888	5.9
2012	750,131	736,195		12,203,162	6.0

^aIn 2012, data for children served by the three freely associated states were included.

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

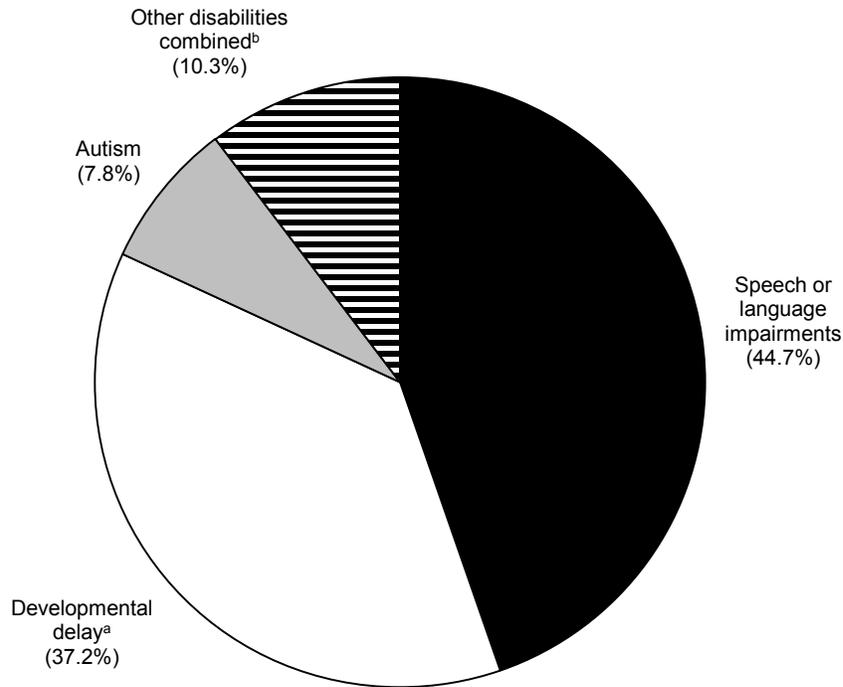
^cPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2003–12. For 2007 and 2008, data for Vermont were not available. For 2010 and 2012, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2012, data for Wyoming were excluded. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 750,131 children ages 3 through 5 were served under Part B. Of these children, 736,195 were served in the states for which data were available, the District of Columbia, and BIE schools. This number represented 6 percent of the resident population ages 3 through 5. Between 2003 and 2012, the number of children ages 3 through 5 served under *IDEA*, Part B, in the states for which data were available increased from 680,142 to 750,131. This addition of 69,989 children represented a 10.3 percent increase in the number of children served.
- Between 2003 and 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased from 5.8 percent to 5.9 percent. The percentage remained at 5.9 through 2006 but fell to 5.8 percent in 2007. In 2009, the percentage reached 5.9 percent again, and it remained there until 2012, when the percentage reached 6 percent.

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

Exhibit 12. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2012



^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^c“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.4 percent), *hearing impairments* (1.3 percent), *intellectual disabilities* (2.0 percent), *multiple disabilities* (1.1 percent), *orthopedic impairments* (0.9 percent), *other health impairments* (2.9 percent), *specific learning disabilities* (1.2 percent), *traumatic brain injury* (0.1 percent), and *visual impairments* (0.4 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were not available for Wyoming. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (44.7 percent). The next most common disability category was *developmental delay* (37.2 percent), followed by *autism* (7.8 percent).
- The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 10.3 percent of children served under *IDEA*, Part B.

How did the percentage of the resident population ages 3 through 5 served under IDEA, Part B, for a particular racial/ethnic group compare to the percentage of the resident population served for all other racial/ethnic groups combined?

Exhibit 13. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 3 through 5 served under IDEA, Part B, by race/ethnicity: Fall 2012

Race/ethnicity	Child count ^a in 49 states, DC, and BIE schools	Resident population ages 3 through 5 in 49 states and DC ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	6,736,195	12,203,162	6.0	†	†
American Indian or Alaska Native	8,577	104,993	8.2	6.0	1.4
Asian	23,082	563,266	4.1	6.1	0.7
Black or African American	102,677	1,689,886	6.1	6.0	1.0
Hispanic/Latino	163,970	3,110,463	5.3	6.3	0.8
Native Hawaiian or Other Pacific Islander	2,112	24,044	8.8	6.0	1.5
White	399,008	6,168,348	6.5	5.6	1.2
Two or more races	36,770	542,162	6.8	6.0	1.1

† Not applicable.

^aChild count is the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group(s). As race/ethnicity was suppressed for 88 children served in five individual states, the total number of children served under IDEA, Part B, in each racial/ethnic group was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

^cPercentage of the population served may be referred to as the risk index. It was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group, then multiplying the result by 100.

^dRisk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, in all of the other racial/ethnic groups by the estimated U.S. resident population ages 3 through 5 in all of the other racial/ethnic groups, then multiplying the result by 100.

^eRisk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2012. These data are for 49 states, DC, and BIE schools. Data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2012," 2012. These data are for 49 states, DC, and BIE schools. Data for Wyoming were excluded. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children as well as children associated with multiple races, ages 3 through 5 had risk ratios above 1.0 (i.e., 1.4, 1.5, 1.2, and 1.1, respectively). This indicates that the children in

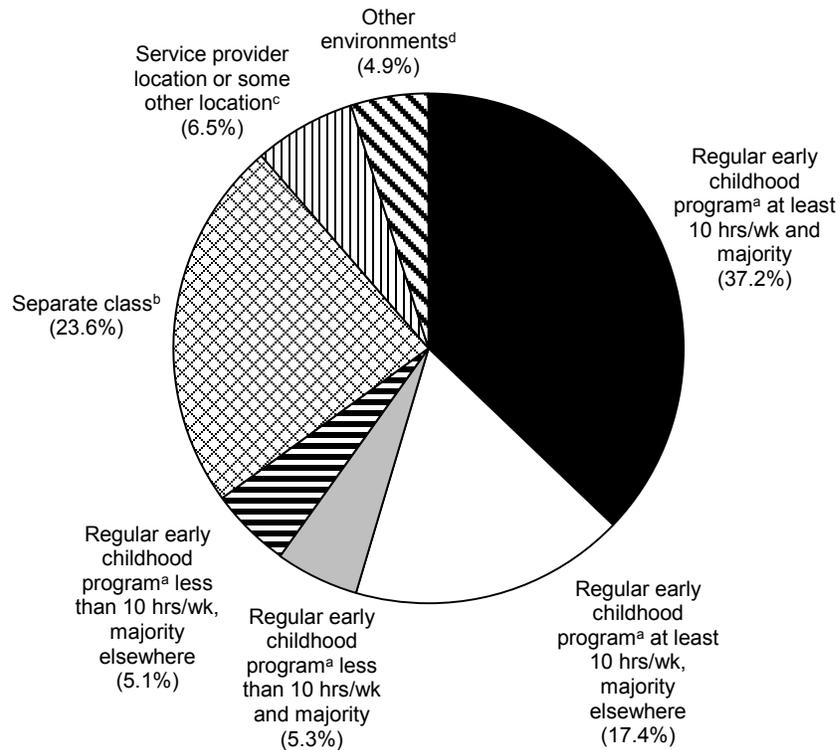
each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined.

- Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined
- Asian and Hispanic/Latino children, with risk ratios of less than 1.0 (i.e., 0.7, and 0.8, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined.

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 14. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2012



^aRegular early childhood program includes at least 50 percent of children without disabilities (i.e., children without individualized education programs). Regular early childhood programs include, but are not limited to, Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development center or child care.

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

^cService provider location or some other location not in any other category 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.

^d"Other environments" consists of separate school, residential facility, and home.

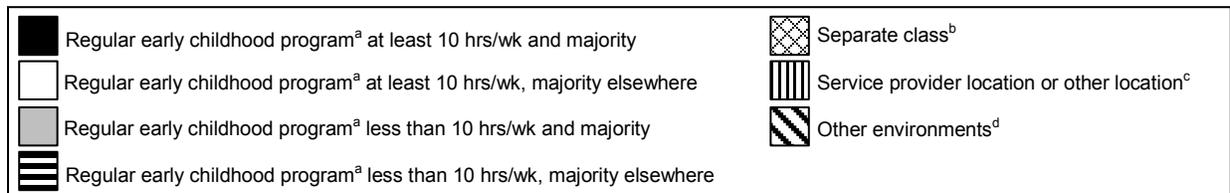
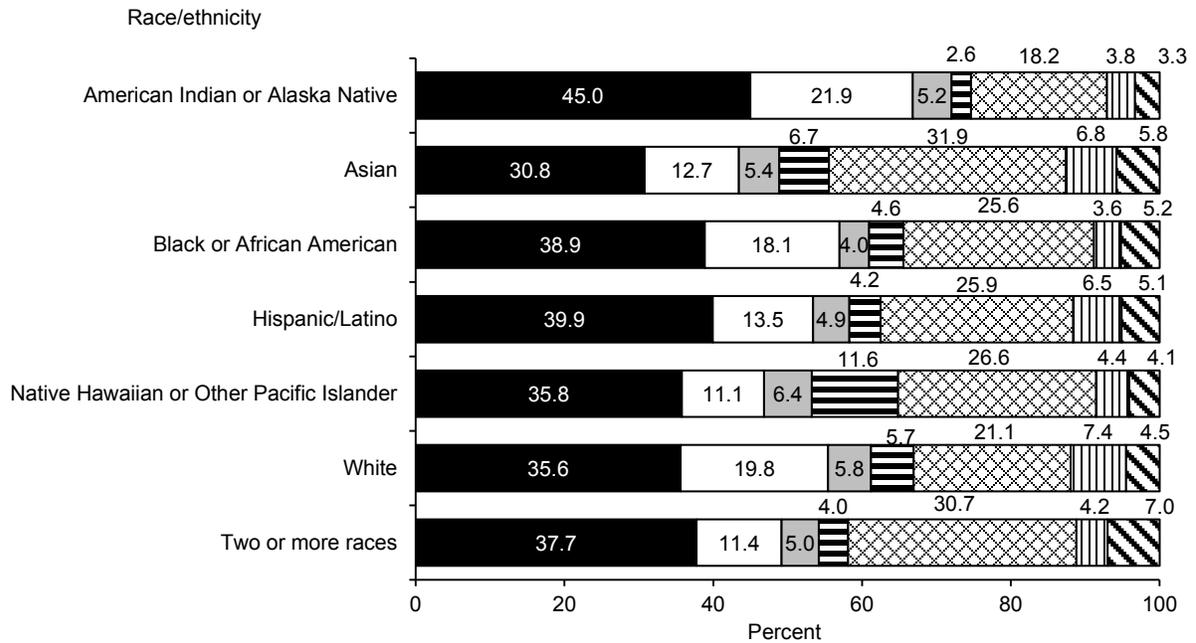
- In 2012, a total of 65 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school.
- Of the four categories representing children who attended a *regular early childhood program*, the category representing children who attended a *regular early childhood program* for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for the largest percentage of children. Moreover, as this category accounted for 37.2 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category.
- A *separate class* accounted for almost one-fourth (23.6 percent) of children ages 3 through 5 served under *IDEA*, Part B, making it the second-most prevalent educational environment.
- Collectively the environments of *separate school*, *residential facility*, and *home* (which are represented by the category “Other environments”), accounted for only 4.9 percent of the children ages 3 through 5 served under *IDEA*, Part B.
- The educational environment for the remaining students, representing only 6.5 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location*.

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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were not available for Wyoming. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

How did children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups differ by educational environments?

Exhibit 15. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2012



^aRegular early childhood program includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). Regular early childhood programs include, but are not limited to, Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development center or child care.

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

^cService provider location or other location refers to a situation in which a child receives all special education and related services from a service provider or in another location not associated with another category and does not attend a regular early childhood program or special education program in a separate class, separate school, or residential facility or 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.

^dOther environments consists of separate school, residential facility, and home.

NOTE: Percentage was calculated for each racial/ethnic group 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 of the row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2012. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were not available for Wyoming. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group.
- The category representing children who attended a *regular early childhood program* for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for a larger percentage of the children than did any other category of educational environment for every racial/ethnic group except Asian. In particular, this environment accounted for 45 percent of American Indian or Alaska Native children, 30.8 percent of Asian children, 38.9 percent of Black or African American children, 39.9 percent of Hispanic/Latino children, 35.8 percent of Native Hawaiian or Pacific Islander children, 35.6 percent of White children, and 37.7 percent of the children reported as two or more races.
- A *separate class* accounted for 31.9 percent of Asian children ages 3 through 5 served under *IDEA*, Part B, making it the most prevalent educational environment for Asians.

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 16. 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 2011

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2011	41,203	39,498	95.9

^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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2011. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011, a total of 39,498, or 95.9 percent, of the 41,203 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.

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 17. 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 2011

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2011	46,138	44,293	96.0

^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, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Personnel Collection,” 2011. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011, a total of 44,293, or 96 percent, of the 46,138 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.⁸

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). The reauthorization allowed states the option of using the *developmental delay* category⁹ for children ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 states; the District of Columbia (DC); the Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.^{10,11} As there are some exceptions, such as the exhibits that present Part B data with data about residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. There are occasional references to “special education services” in this section, and this term is synonymous with services provided under *IDEA*, Part B.

⁸ This section presents some data by disability category. Please note that for one category—*multiple disabilities*—a few states used different categories. For details, see Appendix C, exhibit C-1.

⁹ 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.

¹⁰ 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).

¹¹ The four outlying areas and the three freely associated states 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 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 18. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2003 through fall 2012

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states and DC ^b	Percentage ^c 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 ^a	In the 50 states, DC, and BIE schools		
2003	6,046,051	5,971,495	66,334,233	9.0
2004	6,118,437	6,033,425	66,450,824	9.1
2005	6,109,569	6,021,462	66,586,587	9.0
2006	6,081,890	5,986,644	66,841,838	9.0
2007	5,999,205	5,903,959	66,993,376	8.8
2008	5,889,849	5,789,806	67,243,169	8.6
2009	5,882,157	5,770,718	67,656,650	8.5
2010	5,822,808	5,705,466	67,788,496	8.4
2011	5,789,884	5,670,680	67,783,391	8.4
2012	5,823,844	5,699,640	67,543,992	8.4

^aIn 2012, data for the students served by the three freely associated states were included.

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

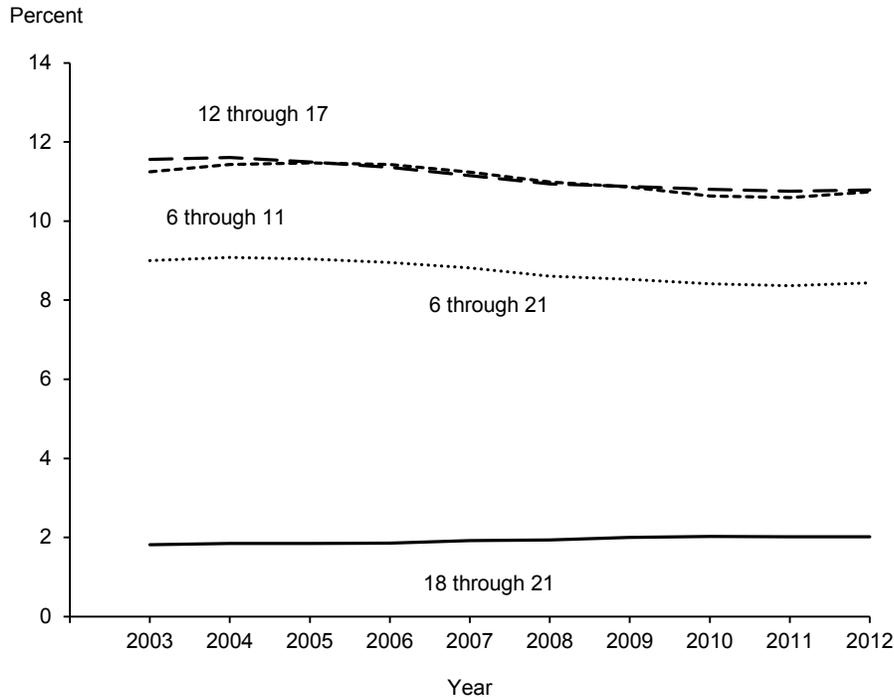
^cPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2003–12. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a total of 5,823,844 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,699,640 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.4 percent of the resident population ages 6 through 21.
- The total number of students ages 6 through 21 served under *IDEA*, Part B, increased from 6,046,051 in 2003 to 6,118,437 in 2004. In each year between 2004 and 2011, the number of students served was less than in the previous year. The number of students served under Part B in 2012 was 33,960 or 0.6 percent more than in 2011.
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was 9.0 percent or 9.1 percent in each year from 2003 through 2006. In each year between 2004 and 2012, the percentage of the population served was less than or equal to that served in the previous year. Moreover, the percentage served in each year after 2006 was smaller than the percentage served in 2003.

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

Exhibit 19. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2003 through fall 2012



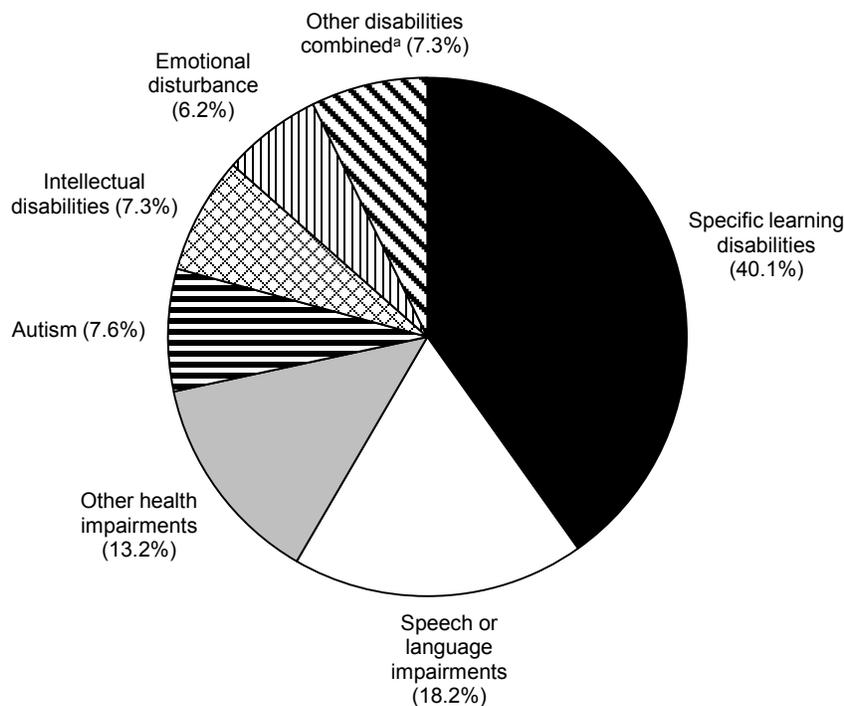
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2003–12. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased from 9.0 percent in 2003 to 9.1 percent in 2004. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010 through 2012.
- The general pattern of an increase and then a decrease to a level slightly below the percentage served in 2003 was observed for the students ages 6 through 11 and the students ages 12 through 17 but not the students ages 18 through 21. The percentage for the latter group, which accounts for many fewer students than the other two groups, increased or stayed the same in each successive year from 2003 through 2009, when it peaked at 2 percent of the resident population ages 18 through 21. The percentage did not change after 2009.

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

Exhibit 20. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2012



^a“Other disabilities combined” includes *deaf-blindness* (less than 0.03 percent), *developmental delay* (2.1 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.2 percent), *orthopedic impairments* (0.9 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (40.1 percent). The next most common disability category was *speech or language impairments* (18.2 percent), followed by *other health impairments* (13.2 percent), *autism* (7.6 percent), *intellectual disabilities* (7.3 percent), and *emotional disturbance* (6.2 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.3 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 21. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2003 through fall 2012

Disability ^a	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All disabilities below	8.9	9.0	8.9	8.8	8.7	8.5	8.4	8.3	8.2	8.2
Autism	0.2	0.2	0.3	0.3	0.4	0.4	0.5	0.5	0.6	0.7
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.6	0.6	0.6	0.5	0.5
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	0.8	0.8	0.8	0.7	0.7	0.7	0.6	0.6	0.6
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	0.7	0.8	0.8	0.9	0.9	1.0	1.0	1.0	1.1	1.1
Specific learning disabilities	4.3	4.2	4.1	4.0	3.8	3.7	3.6	3.5	3.4	3.4
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.6	1.5	1.5
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#

Percentage was non-zero, but less than 0.05 or 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 the 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.

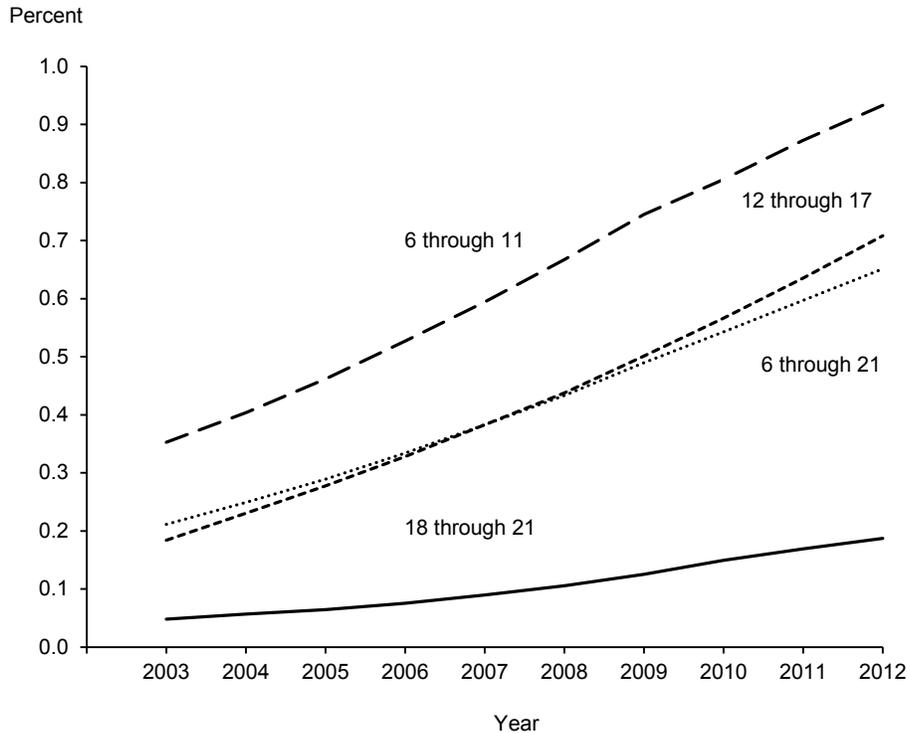
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2003–12. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012," 2003–12. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, reported under each of six disability categories changed by 0.2 of a percentage point or more between 2003 and 2012. The percentages of the population ages 6 through 21 served under IDEA, Part B, reported under *other health impairments* and under *autism* increased by 0.4 of a percentage point and 0.5 of a percentage point, respectively. In addition, the percentages of the population reported under *emotional disturbance*, *specific learning disabilities*, *intellectual disabilities*, and *speech or language impairments* decreased by 0.2 of a percentage point, 0.9 of a percentage point, 0.3 of a percentage point, and 0.2 of a percentage point, respectively.

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 22. 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 2003 through fall 2012



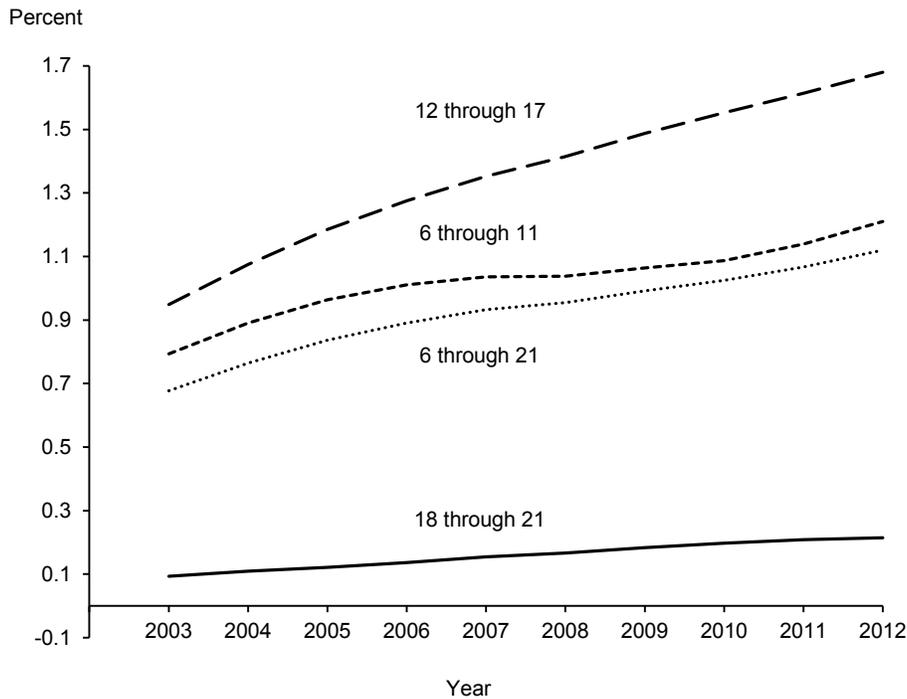
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate 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 23 and 24.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2003–12. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Between 2003 and 2012, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased steadily from 0.2 percent to 0.7 percent.
- Between 2003 and 2012, the percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *autism* all increased. Specifically, the percentages of these three age groups that were reported under the category of *autism* were 165 percent, 285 percent, and 290 percent larger in 2012 than in 2003.

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 23. 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 2003 through fall 2012



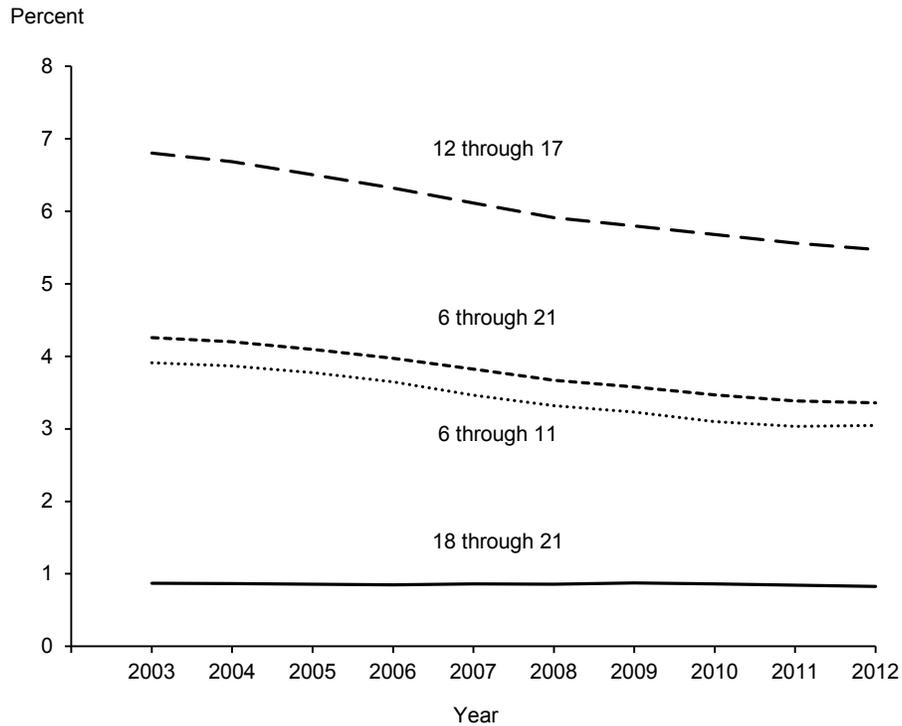
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, reported under the category of other health impairments in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is 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 22 and 24.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2003–12. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2003 through 2012, 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 0.7 percent to 1.1 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under IDEA, Part B, that were reported under the category of other health impairments were 53 percent, 77 percent, and 129 percent larger in 2012 than in 2003, 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 24. 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 2003 through fall 2012



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 22 and 23.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2003–12. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2003–12. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2003 through 2012, 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 4.3 percent to 3.4 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* were 22 percent, 20 percent, and 5 percent smaller in 2012 than in 2003, respectively.

How did the percentage of the resident population ages 6 through 21 served under IDEA, Part B, for a particular racial/ethnic group compare to the percentage of the resident population served for all other racial/ethnic groups combined?

Exhibit 25. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 6 through 21 served under IDEA, Part B, by race/ethnicity: Fall 2012

Race/ethnicity	Child count ^a in the 50 states, DC, and BIE schools	Resident population ages 6 through 21 in the 50 states and DC ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	5,699,640	67,543,992	8.4	†	†
American Indian or Alaska Native	84,787	592,851	14.3	8.4	1.7
Asian	127,808	3,074,346	4.2	8.6	0.5
Black or African American	1,086,471	9,634,014	11.3	8.0	1.4
Hispanic/Latino	1,242,543	15,139,717	8.2	8.5	1.0
Native Hawaiian or Other Pacific Islander	17,445	129,204	13.5	8.4	1.6
White	2,997,092	36,767,842	8.2	8.8	0.9
Two or more races	143,494	2,206,018	6.5	8.5	0.8

† Not applicable.

^aChild count is the number of children ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group(s).

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

^cPercentage of the population served may be referred to as the risk index. It was calculated by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group, then multiplying the result by 100.

^dRisk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, in all of the other racial/ethnic groups by the estimated U.S. resident population ages 6 through 21 in all of the other racial/ethnic groups, then multiplying the result by 100.

^eRisk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2012. These data are for the 50 states, DC, and BIE schools. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2012," 2012. These data are for the 50 states, DC, and BIE schools. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined.

- Asian and White children ages 6 through 21 as well as children ages 6 through 21 associated with more than one race, with risk ratios of less than 1.0 (i.e., 0.5, 0.9, and 0.8, respectively), were less likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined.
- Hispanic/Latino children ages 6 through 21, with a risk ratio of 1.0 were as likely to be served under Part B as children ages 6 through 21 in all other racial/ethnic groups combined.

How did the percentages of students ages 6 through 21 served under IDEA, Part B, in the disability categories differ for the racial/ethnic groups?

Exhibit 26. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2012

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	4.2	18.0	5.5	5.8	5.1	8.9	8.6
Deaf-blindness	#	#	#	#	0.1	#	#
Developmental delay ^a	4.9	2.0	2.5	1.4	3.3	2.2	3.0
Emotional disturbance	6.3	2.5	8.8	3.9	4.8	6.4	8.5
Hearing impairments	0.9	2.9	0.9	1.4	2.3	1.1	1.0
Intellectual disabilities	6.8	7.6	10.5	6.8	5.9	6.4	6.0
Multiple disabilities	2.4	2.8	2.2	1.6	2.8	2.4	1.8
Orthopedic impairments	0.5	1.5	0.6	1.0	0.9	1.0	0.8
Other health impairments	11.1	7.9	12.8	8.9	10.1	15.6	14.9
Specific learning disabilities	46.4	26.7	41.8	49.0	52.9	36.0	35.6
Speech or language impairments	15.8	26.7	13.7	19.4	10.6	19.1	18.9
Traumatic brain injury	0.4	0.5	0.4	0.3	0.3	0.5	0.5
Visual impairments	0.4	0.8	0.4	0.4	0.9	0.5	0.4

Percentage was non-zero, but less than 0.05 or 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. 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 racial/ethnic group and disability category by the total number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group and all disability categories, then multiplying the result by 100. The sum of column percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to

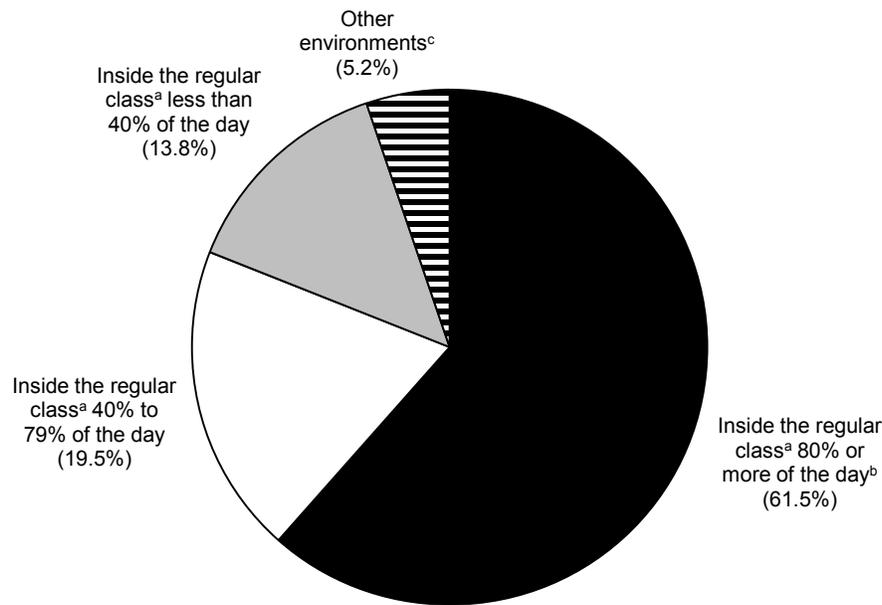
<http://www.ed.gov/about/reports/annual/osep>.

- For the students ages 6 through 21 served under *IDEA*, Part B, in 2012, *specific learning disabilities* was the most prevalent disability category, or as prevalent as any other category, for every racial/ethnic group. In particular, this disability category accounted for 46.4 percent of American Indian or Alaska Native students, 26.7 percent of Asian students, 41.8 percent of Black or African American students, 49 percent of Hispanic/Latino students, 52.9 percent of Native Hawaiian or Other Pacific Islander students, 36 percent of White students, and 35.6 percent of the children reported as of two or more races.
- *Speech or language impairments* was as prevalent a disability category as *specific learning disability* for Asian students ages 6 through 21 and the second most prevalent category for students ages 6 through 21 in every other racial/ethnic group. The students served in this disability category accounted for 15.8 percent of American Indian or Alaska Native students, 26.7 percent of Asian students, 13.7 percent of Black or African American students, 19.4 percent of Hispanic/Latino students, 10.6 percent of Native Hawaiian or Other Pacific Islander students, 19.1 percent of White students, and 18.9 percent of the students reported as of two or more races.

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 27. Percentage of students ages 6 through 21 served under *IDEA*, Part B, by educational environment: Fall 2012



^aPercentage of day 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.*

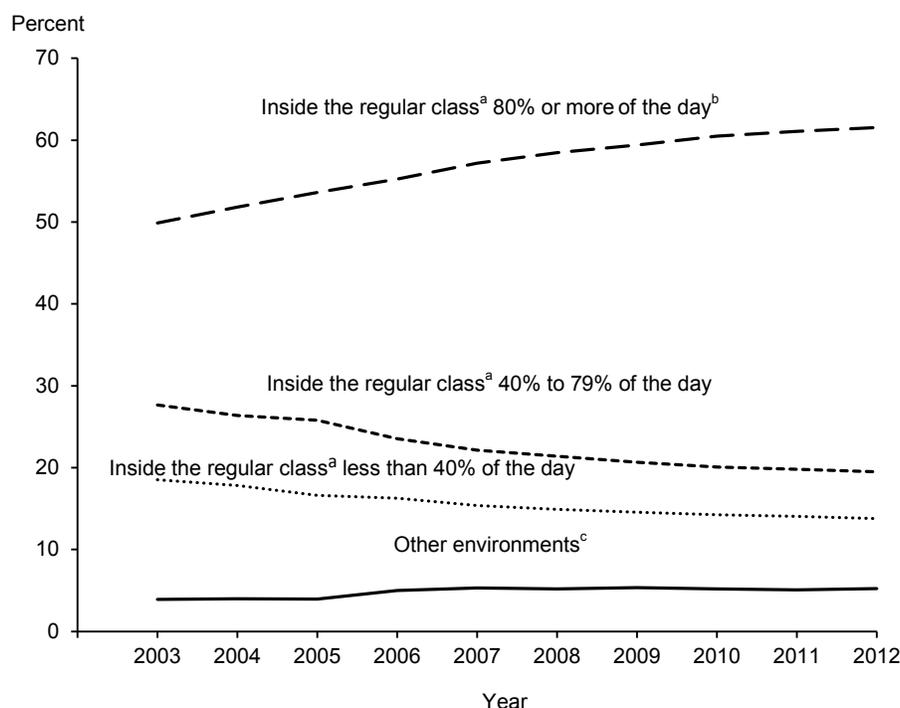
- In 2012, a total of 94.8 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day.
- More than 60 percent of students ages 6 through 21 served under *IDEA*, Part B, (61.5 percent) were educated *inside the regular class 80% or more of the day*.
- A total of 19.5 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 13.8 percent were educated inside the regular class less than 40% of the day.
- Only 5.2 percent of students served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments.”

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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 28. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2003 through fall 2012



^aPercentage of day 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” is calculated by subtracting the sum of students in the three categories concerning regular class from the total number of students reported in all categories. The categories that are not related to regular class consist 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 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, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2003–12. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2012, data for the three freely associated states were included. Data for 2003 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2003 through 2012, 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 49.9 percent to 61.5 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 27.7 percent in 2003 to 19.5 percent in 2012. Similarly, the percentage of these students educated inside the regular class less than 40% of the day decreased from 18.5 percent to 13.8 percent between these years.

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” increased from 3.9 percent in 2003 to 5.2 percent in 2012. However, it had accounted for as much as 5.3 percent in 2007 and 2009.

How did educational environments differ by disability category?

Exhibit 29. Percentage of students ages 6 through 21 served under *IDEA*, Part B, within disability category, by educational environment: Fall 2012

Disability	Percentage of day 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	61.5	19.5	13.8	5.2
Autism	39.5	18.1	33.2	9.2
Deaf-blindness	21.5	11.5	34.0	33.1
Developmental delay ^d	62.4	19.5	16.5	1.6
Emotional disturbance	44.1	17.8	20.3	17.8
Hearing impairments	57.8	16.4	12.6	13.3
Intellectual disabilities	17.1	26.6	48.7	7.6
Multiple disabilities	13.1	16.2	46.2	24.5
Orthopedic impairments	54.8	16.2	21.6	7.4
Other health impairments	64.0	22.2	9.7	4.1
Specific learning disabilities	67.2	24.6	6.3	1.9
Speech or language impairments	86.6	5.5	4.3	3.7
Traumatic brain injury	49.0	22.3	20.1	8.6
Visual impairments	64.7	13.0	11.0	11.3

^aPercentage of day 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*.

^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 for that year, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding.

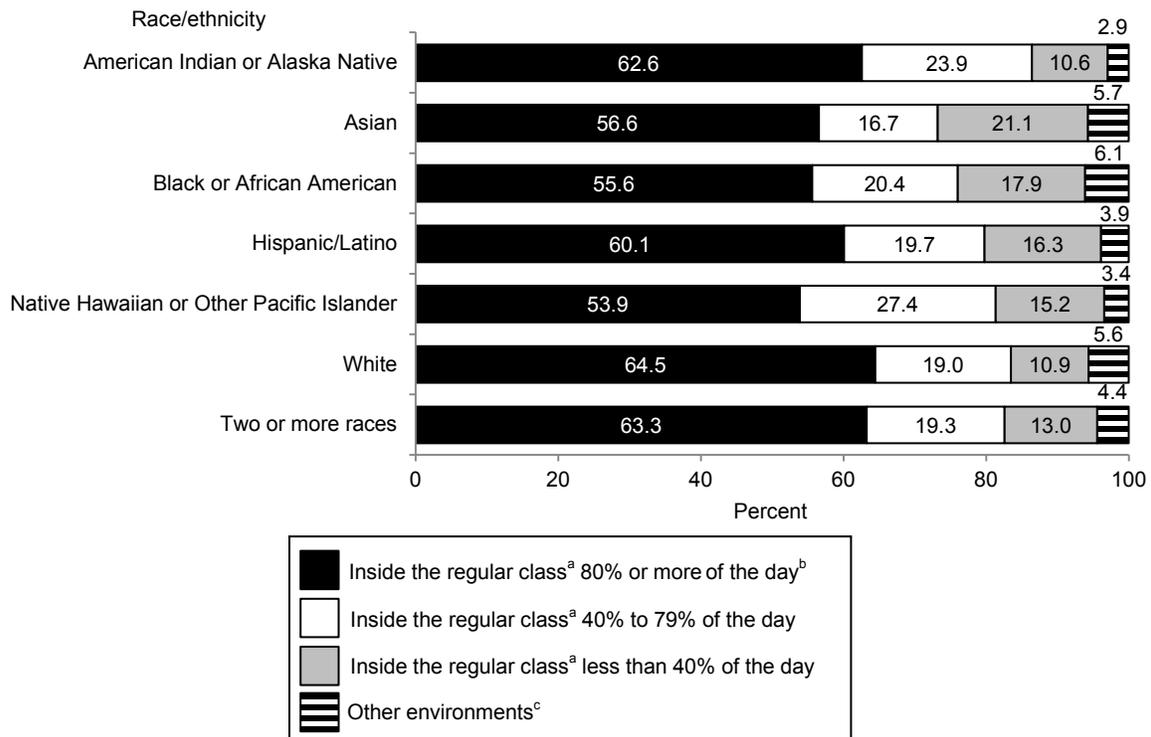
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category.
- More than 8 in 10 students reported under the category of *speech or language impairments* (86.6 percent) were educated *inside the regular class 80% or more of the day*.

- Only 17.1 percent of students reported under the category of *intellectual disabilities* and 13.1 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* (48.7 percent) and students reported under the category of *multiple disabilities* (46.2 percent) were educated *inside the regular class less than 40% of the day*.
- In 2012, larger percentages of students reported under the categories of *deaf-blindness* (33.1 percent) and *multiple disabilities* (24.5 percent) than students reported under other disability categories were educated in “Other environments.”

To what extent were students with disabilities in different racial/ethnic groups being educated with their peers without disabilities?

Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2012



^aPercentage of day 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” includes *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 racial/ethnic group and educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group and all the educational environments, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

- In 2012, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 53.9 percent to 64.5 percent.
- The category *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for between 16.7 and 27.4 percent of the students within each racial/ethnic group. In contrast, less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6.2 percent of the students within each racial/ethnic group.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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 2011–12

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b		
	With accommodations	Without accommodations	Grade-level standards ^c	Modified standards ^d	Alternate standards ^e
Math					
Grade 3 ^f	41.7	39.0	#	9.0	9.1
Grade 4 ^g	44.0	33.9	#	12.1	9.0
Grade 5 ^h	45.8	30.3	#	13.8	9.0
Grade 6	45.3	29.9	#	14.3	9.0
Grade 7 ^h	44.5	30.2	#	14.6	9.0
Grade 8	43.7	34.1	#	10.7	9.2
High school	38.9	39.3	#	6.1	10.0
Readingⁱ					
Grade 3 ^j	37.4	41.5	0.2	10.3	9.2
Grade 4 ^k	39.7	36.3	0.2	13.5	9.0
Grade 5 ^l	41.3	33.2	0.3	15.1	9.1
Grade 6	40.8	33.6	0.2	14.9	9.0
Grade 7 ^l	41.5	33.1	0.2	14.4	9.0
Grade 8	41.0	33.4	0.2	14.2	9.1
High school	38.8	40.7	#	5.2	9.2

Percentage was non-zero, but less than 0.05 or 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 content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular 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 C.F.R. 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 C.F.R. 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 C.F.R. section 200.1(d).

^fNo students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

^gNo students in this grade were assessed in math by the Republic of the Marshall Islands.

^hNo students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

- In school year 2011–12, between 38.9 and 45.8 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* with accommodations in math. Between 29.9 and 39.3 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* without accommodations in math.
- Of all students who participated in some type of alternate assessment in math in school year 2011–12, larger percentages of these students in each of grades 4 through 8 took an *alternate assessment based on modified academic achievement standards* than the other two types of alternate tests. In contrast, larger percentages of the students in grade 3 and in high school took an *alternate assessment based on alternate academic achievement standards*.
- In school year 2011–12, between 37.4 and 41.5 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* with accommodations in reading. Between 33.1 and 41.5 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* without accommodations in reading.
- Of the students in each of grades 3 through 8 who participated in some type of alternate assessment in reading in school year 2011–12, a larger percentage took an *alternate assessment based on modified academic achievement standards*. In contrast, a larger percentage of the students in high school who participated in some type of alternate assessment in reading, took an *alternate assessment based on alternate academic achievement standards*.

ⁱPercentages 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 Puerto Rico, language proficiency is determined with regard to Spanish.

^jNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

^kNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of the Marshall Islands.

^lNo students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

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 sum of the students served under *IDEA*, Part B, who participated in an assessment and students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. 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 2011–12

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	Total
Math				
Grade 3 ^d	0.26	0.02	0.92	1.19
Grade 4 ^e	0.21	0.03	0.82	1.07
Grade 5 ^f	0.24	0.02	0.83	1.08
Grade 6	0.33	0.03	1.02	1.38
Grade 7 ^f	0.38	0.01	1.30	1.70
Grade 8	0.69	0.02	1.63	2.33
High school	0.49	0.02	5.27	5.78
Reading^g				
Grade 3 ^h	0.39	0.05	0.92	1.36
Grade 4 ⁱ	0.33	0.06	0.83	1.22
Grade 5 ^j	0.30	0.02	0.83	1.15
Grade 6	0.36	0.04	1.04	1.43
Grade 7 ^j	0.44	0.02	1.28	1.74
Grade 8	0.50	0.02	1.55	2.06
High school	0.95	0.04	5.01	6.01

^aStudents whose assessment results were invalid were students whose assessment results could not be used for reporting assessment performance to the Office of Special Education Programs/Department of Education due to problems in the testing process and/or changes in testing materials that resulted in a score deemed by the state to not yield a valid evaluation of a student's level of achievement on grade-level content. Students whose test results were determined to be invalid are counted as nonparticipants.

^bStudents 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 in accordance with the *Elementary and Secondary Education Act*, as specified in 34 C.F.R. section 200.1(b)(2). This category is included in this report only to ensure that all students with individualized education programs (IEPs) are fully accounted. States are expected to eliminate the out-of-level testing practice as required by statute.

^cStudents 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, expulsion, or suspension).

^dNo students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

^eNo students in this grade were assessed in math by the Republic of the Marshall Islands.

^fNo students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

^gPercentages 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 or were scheduled to take the English language proficiency tests in place of the regular reading assessments. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

^hNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

ⁱNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of the Marshall Islands.

^jNo students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

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 sum of the students served under IDEA, Part B, who participated in an assessment and students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100. Suppressed data were excluded.

- No more than 2.33 percent of students served under *IDEA*, Part B, who were expected to take a math assessment in each of grades 3 through 8 in school year 2011–12 were classified as nonparticipants. Similarly, no more than 2.06 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment in each of grades 3 through 8 in school year 2011–12 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2011–12 were classified as nonparticipants for both the math assessment (5.78 percent) and the reading assessment (6.01 percent).
- Of the three nonparticipant categories, *students who did not take any assessment* accounted for more of the nonparticipants in each grade in both math and reading. However, the percentage only exceeded 2 percent for high school students expected to be assessed in math (5.27 percent) and high school students expected to be assessed in reading (5.01 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

What percentages of students served under IDEA, Part B, were found to be proficient with 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 2011–12

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b					
	Number of states	Median percent students proficient	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
Math								
Grade 3 ^f	53	44.8	1	—	16	53.5	52	67.7
Grade 4 ^g	53	42.0	1	—	16	52.7	52	71.3
Grade 5 ^h	53	33.9	1	—	16	52.1	52	72.2
Grade 6	52	29.3	2	37.5	16	48.9	53	69.6
Grade 7 ^h	54	25.6	1	—	16	42.9	52	72.0
Grade 8	52	25.4	1	—	16	40.7	52	67.8
High school	53	19.2	1	—	11	31.4	51	68.1
Readingⁱ								
Grade 3 ^j	54	39.6	4	87.5	15	47.5	53	71.3
Grade 4 ^k	54	39.0	4	57.1	16	52.6	54	70.0
Grade 5 ^l	54	37.0	4	44.4	16	58.9	53	72.5
Grade 6	53	29.6	4	75.0	16	49.9	53	69.9
Grade 7 ^l	53	32.1	4	35.3	16	49.7	53	74.4
Grade 8	54	30.0	4	70.0	16	50.6	53	71.9
High school	53	31.4	3	37.0	10	53.2	52	73.6

— Median percentage cannot be calculated.

^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 content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular 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 C.F.R. section 200.1(d).

^fNo students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

^gNo students in this grade were assessed in math by the Republic of the Marshall Islands.

^hNo students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

- In school year 2011–12, between 52 and 54 of the 60 jurisdictions (i.e., the 50 states, BIE schools, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these math tests was 44.8 percent. The median percentage of students who were found to be proficient with these tests was less for each successive grade, reaching a low of 19.2 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for math was administered by two jurisdictions to some students served under *IDEA*, Part B, in grade 6 and by only one jurisdiction to some students in each of grades 3 through 5, 7, 8, and high school.
- An *alternate assessment based on modified academic achievement standards* for math was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 by 16 jurisdictions and in high school by 11 jurisdictions. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these math tests was 53.5 percent. The median percentage of students who were found to be proficient with these tests was less for each successive grade, reaching a low of 31.4 percent for students in high school.
- Non-suppressed data were available for between 51 and 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for math 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 each grade who were found to be proficient with these math tests was in a range from 67.7 percent to 72.2 percent.

ⁱStudents 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 Puerto Rico, language proficiency is determined with regard to Spanish.

^jNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

^kNo students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of the Marshall Islands.

^lNo students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

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 non-suppressed 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, then multiplying the result by 100.

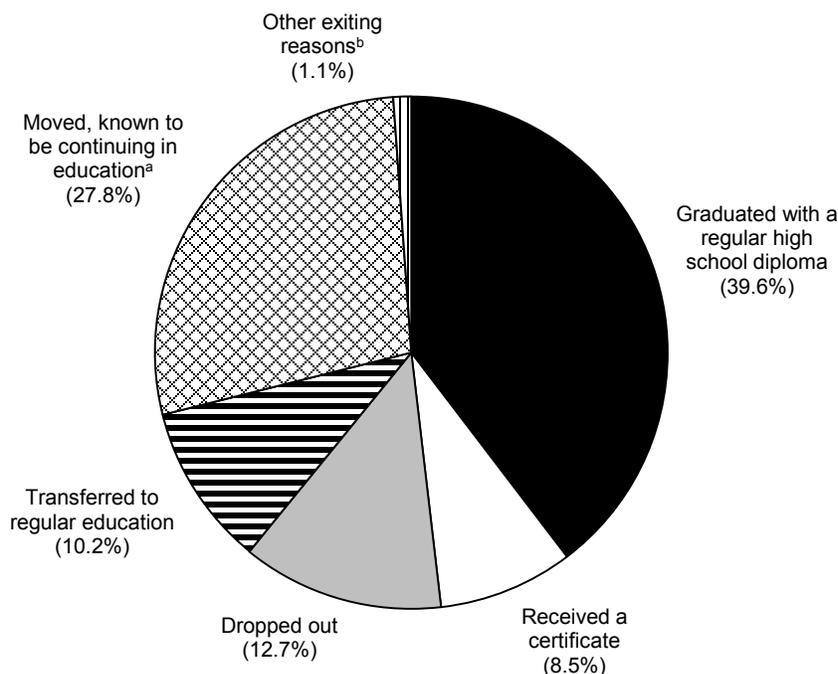
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In school year 2011–12, either 53 or 54 of the 60 jurisdictions (i.e., the 50 states, BIE schools, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentages of these students who were found to be proficient with these reading tests ranged from 29.6 percent to 39.6 percent.
- An *alternate assessment based on grade-level academic achievement standards* for reading was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 by four states and to some students served under *IDEA*, Part B, in high school by three states. The median percentages of students served under *IDEA*, Part B, in grades 3, 6, and 8 who were found to be proficient with these reading tests were 87.5 percent, 75 percent, and 70 percent, respectively. The median percentage of students in each of the other grades who were found to be proficient was in a range from 35.3 percent to 57.1 percent.
- An *alternate assessment based on modified academic achievement standards* for reading was administered by 15 or 16 jurisdictions to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by 10 jurisdictions 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 with these reading tests was in a range from 47.5 percent to 58.9 percent.
- Non-suppressed data were available for between 52 and 54 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for reading 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 each grade who were found to be proficient with these reading tests was in a range from 69.9 percent to 74.4 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: 2011–12



^aThe *moved, known to be continuing* in education category includes exiters who moved out of the catchment area (e.g., state, school district) and are known to be continuing in an educational program. The catchment area is defined by the state education agency.

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

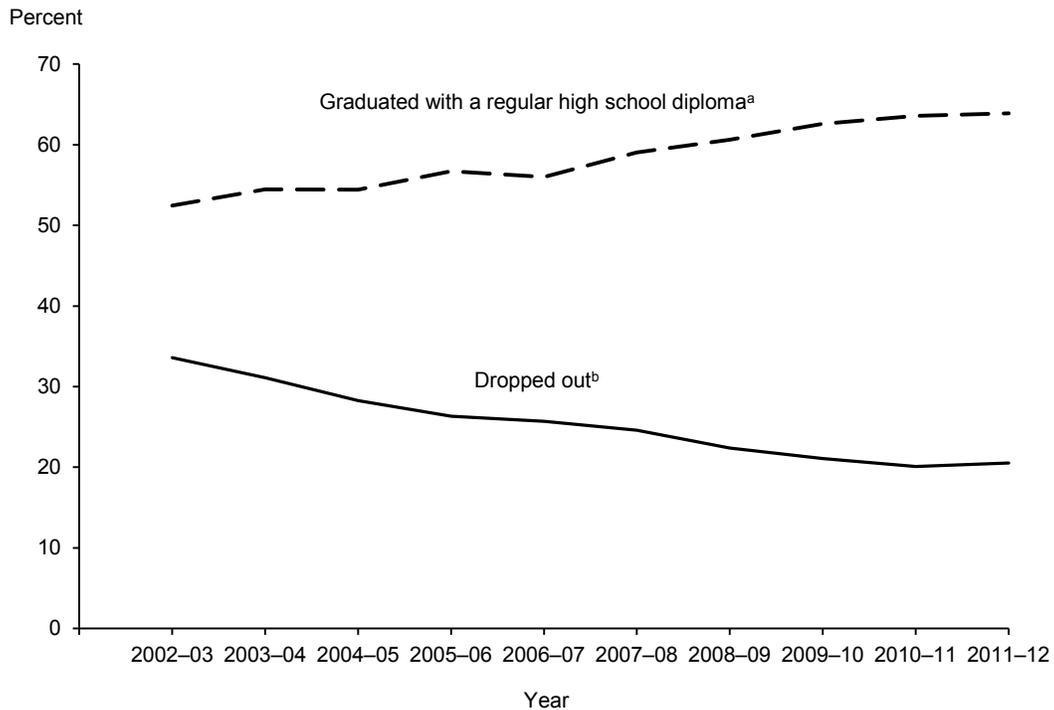
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *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, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. 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 2011–12 (39.6 percent), followed by *moved, known to be continuing* in education (27.8 percent) and *dropped out* (12.7 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: 2002–03 through 2011–12



^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 C.F.R. 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). 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 or 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 calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high

- In 2011–12, a total of 63.9 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 20.5 percent *dropped out*.
- From 2002–03 through 2011–12, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 52.5 percent to 63.9 percent.
- From 2002–03 through 2011–12, the percentage of students who exited special education and school by having *dropped out* decreased from 33.6 percent to 20.5 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 2002–03 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2011–12, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2002–03 through 2011–12. 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. For 2010–11, data for BIE schools were not available. For 2011–12, data for the three freely associated states were included. Data for 2002–03 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. 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: 2002–03 through 2011–12

Disability	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
All disabilities	52.5	54.5	54.4	56.7	56.0	59.0	60.6	62.6	63.6	63.9
Autism	54.0	58.2	55.6	57.7	58.8	63.2	64.4	66.2	64.8	64.6
Deaf-blindness ^a	57.7	51.6	53.7	64.5	74.3	56.8	63.6	60.0	51.6	47.0
Emotional disturbance	35.6	38.4	40.1	43.4	42.7	45.6	47.4	49.9	52.3	51.1
Hearing impairments	67.1	67.6	69.6	68.9	67.0	69.7	71.7	71.8	73.1	73.4
Intellectual disabilities	37.8	38.9	35.1	37.2	37.6	37.6	38.7	40.7	39.9	40.3
Multiple disabilities	46.6	47.8	43.1	44.6	45.5	45.7	48.1	47.6	47.2	48.6
Orthopedic impairments	57.7	62.7	62.0	62.0	59.9	62.0	61.2	62.8	62.3	61.8
Other health impairments	60.0	60.5	61.9	63.6	62.4	66.5	67.3	69.2	70.0	69.9
Specific learning disabilities	57.7	59.6	59.6	61.7	60.7	64.2	65.5	67.4	68.4	68.8
Speech or language impairments	59.6	61.2	64.9	67.4	66.5	66.6	68.3	70.3	72.6	74.6
Traumatic brain injury	64.2	61.8	62.8	65.0	62.6	64.9	67.9	68.0	67.7	68.6
Visual impairments	69.5	73.4	72.4	72.1	69.7	77.1	75.0	77.9	78.6	77.1

^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 C.F.R. 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 (i.e., *graduated with a regular high school diploma*). 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 data 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 use data 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 2002–03 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2011–12, data are from the reporting period between July 1 and June 30 of the referenced year.

- From 2002–03 through 2011–12, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*. Increases larger than 10 percent were associated with the following four disability categories: *autism* (10.6 percentage point increase), *emotional disturbance* (15.5 percentage point increase), *specific learning disabilities* (11.1 percentage point increase), and *speech or language impairments* (15.0 percentage point increase).
- In every year from 2002–03 through 2011–12, except 2006–07, the disability category of *visual impairments* was associated with the largest graduation percentage. Moreover, while the students who exited special education and school reported under the category of *emotional disturbance* had the smallest graduation percentages in 2002–03 and 2003–04, the students reported under the category of *intellectual disabilities* had the smallest graduation percentages from 2004–05 through 2011–12.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2002–03 through 2011–12. 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. For 2010–11, data for BIE schools were not available. For 2011–12, data for the three freely associated states were included. Data for 2002–03 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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: 2002–03 through 2011–12

Disability	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
All disabilities	33.6	31.1	28.3	26.3	25.7	24.6	22.4	21.1	20.1	20.5
Autism	16.1	13.3	10.8	9.2	7.2	7.0	6.2	6.6	6.3	7.3
Deaf-blindness ^a	27.6	17.5	20.0	9.2	8.2	9.5	9.1	13.3	15.1	14.5
Emotional disturbance	55.9	52.3	48.2	45.0	44.8	43.3	40.6	38.7	37.0	38.1
Hearing impairments	18.8	16.7	13.1	13.5	13.0	11.1	10.5	10.2	10.2	10.2
Intellectual disabilities	29.3	27.6	24.5	22.3	22.2	21.5	19.8	19.2	18.5	18.8
Multiple disabilities	24.9	22.3	21.0	18.6	19.1	17.6	14.9	13.9	13.1	15.8
Orthopedic impairments	22.4	16.5	14.5	11.6	13.3	13.1	13.6	12.4	11.5	11.4
Other health impairments	28.9	27.8	24.7	23.6	23.2	22.4	20.4	19.1	18.4	19.2
Specific learning disabilities	31.4	29.1	26.8	25.3	24.5	23.6	21.4	20.2	19.4	19.9
Speech or language impairments	31.0	29.4	25.2	22.7	20.7	20.5	18.8	17.0	16.0	15.6
Traumatic brain injury	22.8	23.0	18.5	15.1	15.4	14.6	13.2	12.5	11.4	12.3
Visual impairments	15.5	12.7	11.3	11.5	11.2	9.6	9.6	8.4	8.5	7.3

^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). 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 (i.e., *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 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 data 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 use data 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 2002–03 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2011–12, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2002–03 through 2011–12. 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. For 2010–11, data for BIE schools were not available. For 2011–12, data for the three freely associated states were included. Data for 2002–03 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2002–03 through 2011–12, the dropout percentage decreased for students in each disability category who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (17.9 percentage point decrease) and *speech or language impairments* (15.4 percentage point decrease).
- In each year from 2002–03 through 2011–12, 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 was no less than 37 percent, which was substantially larger than the dropout percentage for any other 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 2011

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2011	364,629	347,091	95.2

^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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2011. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011, a total of 347,091, or 95.2 percent, of the 364,629 FTE *special education teachers* who provided 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 2011

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2011	411,756	401,176	97.4

^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(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, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Personnel Collection," 2011. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011, a total of 401,176, or 97.4 percent, of the 411,756 FTE special education paraprofessionals who provided 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 2011, the 50 states; the District of Columbia (DC); Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were asked to report 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 2011

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	198,571	194,736	98.1
Audiologists	1,385	1,355	97.8
Counselors and Rehabilitation Counselors	15,333	14,911	97.2
Interpreters	6,647	6,023	90.6
Medical/Nursing Service Staff	15,723	15,325	97.5
Occupational Therapists	20,043	19,664	98.1
Orientation and Mobility Specialists	1,498	1,433	95.6
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	14,657	14,486	98.8
Physical Therapists	8,255	8,130	98.5
Psychologists	33,466	33,147	99.0
Social Workers	17,540	17,269	98.5
Speech-Language Pathologists	64,024	62,994	98.4

^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;

- In 2011, a total of 98.1 percent of all 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 (90.6 percent), while nearly all *psychologists* (99.0 percent) were fully certified.

and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device [34 C.F.R. section 300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Personnel Collection," 2011. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2013. 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 school year 2011–12, the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states were asked to report 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 2011–12

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	4,888,560	6,891	14
Removed by hearing officer for likely injury ^g	4,968,354	182	#
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ⁱ	4,987,520	48,607	97
Received in-school suspensions ^j	5,161,695	29,076	56

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

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

^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 2011–12 school year, whereas the denominator is based on point-in-time data from fall 2011.

^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 California, Maine, Nebraska, New York, Oklahoma, Utah, Washington, Wisconsin, and Wyoming were not available for this disciplinary removal category.

^gData for California, Delaware, Maine, Nebraska, New York, Utah, Washington, Wisconsin, and Wyoming 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.

ⁱData for California, Maine, Nebraska, New York, Utah, Washington, Wisconsin, and Wyoming were not available for this disciplinary removal category.

^jData for California, Maine, New York, Utah, Wisconsin, and Wyoming were not available for this disciplinary removal category.

- During school year 2011–12, 6,891 children and students ages 3 through 21 served under *IDEA*, Part B, in the states for which data were available were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 4,888,560 children and students ages 3 through 21 were served under Part B in 2011, in the states for which data were available, this type of action occurred with only 14 children and students for every 10,000 children and students who were served under Part B in 2011.
- Only 182 children and students ages 3 through 21 served under *IDEA*, Part B, or less than 5 for every 100,000 children and students served in 2011, in the states for which data were available were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2011–12.
- There were 48,607 children and students ages 3 through 21 served under *IDEA*, Part B, or 97 for every 10,000 children and students served in 2011, in the states for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2011–12.
- There were 29,076 children and students ages 3 through 21 served under *IDEA*, Part B, or 56 for every 10,000 children and students served in 2011, in the states for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2011–12.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data were accessed fall 2012. These data are for the 50 states, DC, PR, and the four outlying areas with the exceptions noted above. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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 or 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 2011–12

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 ^f	Received in-school suspensions ^g
All disabilities	14	#	97	56
Autism	3	#	15	8
Deaf-blindness	0	8	61	81
Developmental delay ^h	#	#	4	1
Emotional disturbance	41	1	407	163
Hearing impairments	6	#	31	21
Intellectual disabilities	7	#	91	45
Multiple disabilities	6	#	37	10
Orthopedic impairments	6	0	35	10
Other health impairments	21	1	160	98
Specific learning disabilities	22	#	117	80
Speech or language impairments	1	#	15	10
Traumatic brain injury	11	#	68	34
Visual impairments	4	0	21	21

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 California, Maine, Nebraska, New York, Oklahoma, Utah, Washington, Wisconsin, and Wyoming were not available for this disciplinary removal category.

^eData for California, Delaware, Maine, Nebraska, New York, Utah, Washington, Wisconsin, and Wyoming were not available for this disciplinary removal category.

^fData for California, Maine, Nebraska, New York, Utah, Washington, Wisconsin, and Wyoming were not available for this disciplinary removal category.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 41 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 23 per 10,000 children and students served.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2011, no more than 8 children and students were removed by a hearing officer for likely injury during school year 2011–12.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 407 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 161 per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, there were 163 children and students who received in-school suspensions for more than 10 cumulative days during school year 2011–12. The ratio for the children and students reported under each of the other disability categories was less than 99 per 10,000 children and students.

^aData for California, Maine, New York, Utah, Wisconsin, and Wyoming were not available for this disciplinary removal category.

^bStates' 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 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 2011–12 school year, whereas the denominator is based on point-in-time data from fall 2011. As the numbers of children and students in some disability categories for some states were suppressed, an imputation procedure was used to estimate the number of children associated with those categories. Specifically, the estimates for each state were created by allocating the total number of children and students associated with disability categories for which data were suppressed to those disability categories in relative proportions based on the national distribution of children and students served by disability in 2011. These estimates were used to calculate the total number of children and students in each disability category who were served by the particular set of states that reported data for each type of disciplinary action. The denominator for the disability category of deaf-blindness for each type of disciplinary action is fewer than 1,400 children and students ages 3 through 21 served under *IDEA*, Part B. The denominator for each of the other disability categories for each type of disciplinary action exceeded 20,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Discipline Collection," 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2011. Data were accessed fall 2012. These data are for the 50 states, DC, PR, and the four outlying areas with the exceptions noted above. 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

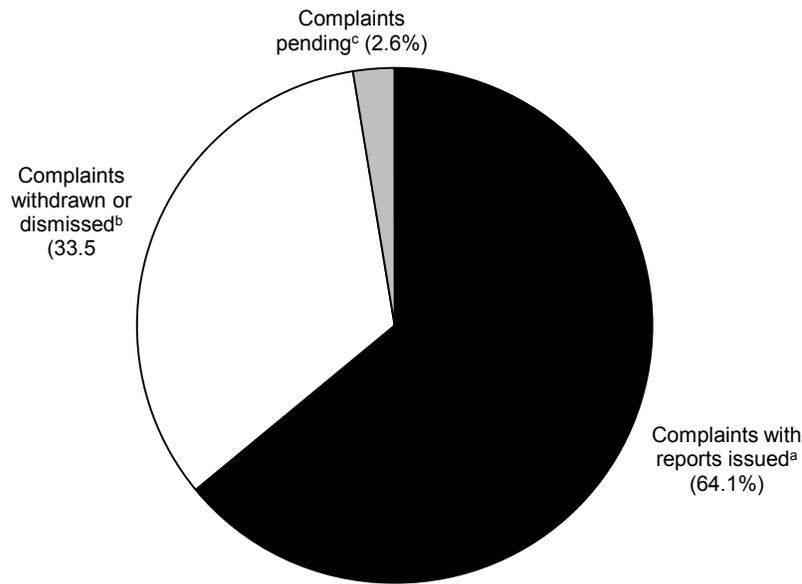
To protect the interests of children and students served under *IDEA*, Part B, the law requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. 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 (SEA), 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 hearing¹² 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.

¹² 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: 2011–12



^aA *complaint with a report issued* refers to a written decision that was provided by the state education agency (SEA) to the complainant and public 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 the SEA’s written decision has not been issued.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA* or 34 C.F.R. section 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. All 50 states, DC, BIE schools, PR, and two outlying areas reported one or more complaints. Percentage was based on a total of 5,025 *written, signed complaints*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

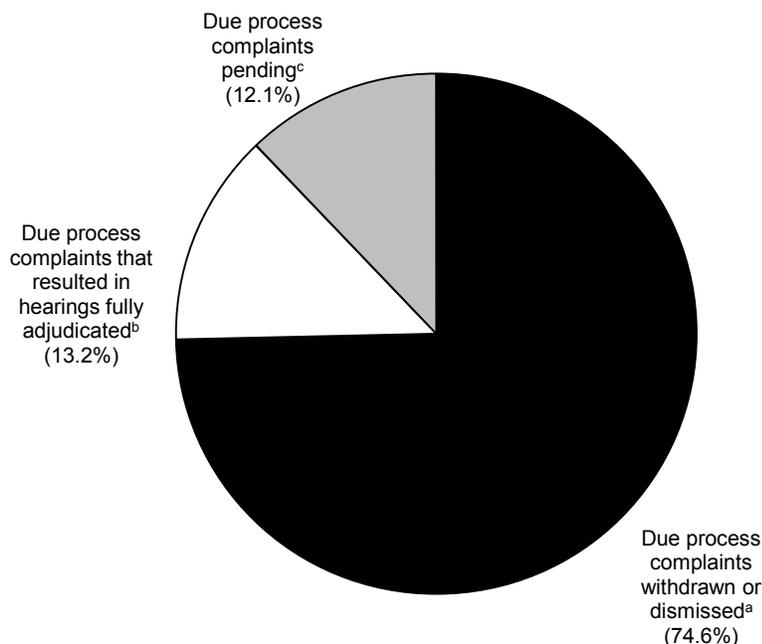
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and two freely associated states. Data were not available for the Republic of the Marshall Islands. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2011–12, a total of 5,025 *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 3,223 (64.1 percent) of the complaints, while 1,683 (33.5 percent) of the complaints were withdrawn or dismissed. A total of 130 (2.6 percent) of the complaints that were received during the 2011–12 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: 2011–12



^aA *due process complaint withdrawn or dismissed (including resolved without a hearing)* is a complaint that has not resulted in a fully adjudicated due process hearing. Such complaints can include requests resolved through a mediation agreement or through a resolution session settlement agreement, those settled by some other agreement between the parties (i.e., parent and the public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as insufficient or without cause, and those not fully adjudicated for other reasons.

^bA *due process complaint 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.

^cA *due process complaint pending* is a *due process complaint* wherein a due process hearing had not yet been scheduled or is scheduled but has not yet been held.

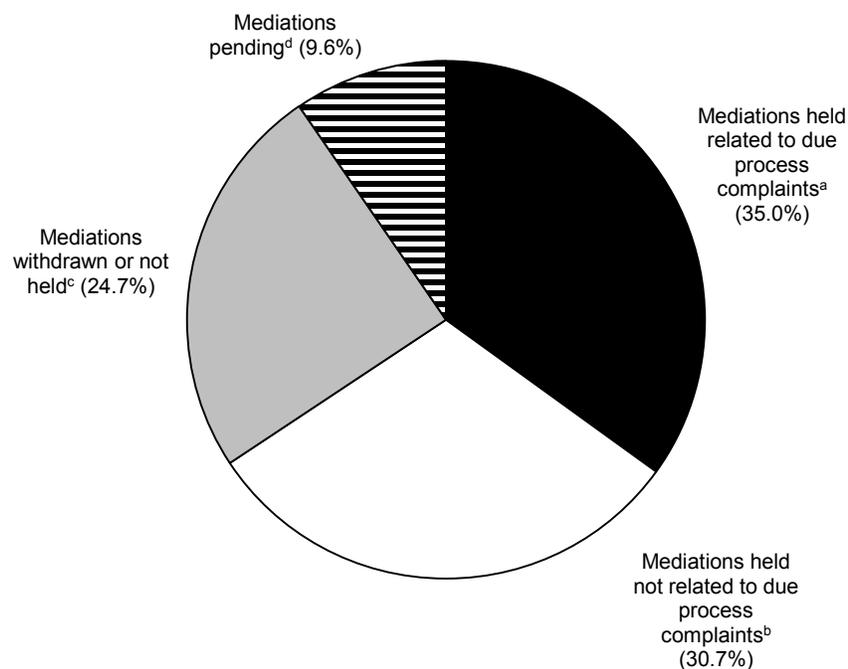
NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. Percentage 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. Forty-nine states, DC, PR, and two outlying areas reported one or more due process complaints. Percentage was based on a total of 17,118 *due process complaints*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, ED*Facts* Metadata and Process System (EMAPS), OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, PR, the four outlying areas, and two freely associated states. Data were not available for BIE schools or the Republic of the Marshall Islands. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 17,118 *due process complaints* were received during 2011–12 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 12,777 (74.6 percent) of the *due process complaints* received during the 2011–12 reporting period, a resolution was achieved without a hearing. For 2,262 (13.2 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 2,079 (12.1 percent) of the *due process complaints* received, 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: 2011–12



^aA *mediation held related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent 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 process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent 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 withdrawn or not held* 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, and requests that were settled by some agreement other than a mediation agreement between the parties.

^dA *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). 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. Fifty states, DC, BIE schools, PR, and one outlying area reported one or more *due process complaints*. Percentage was based on a total of 9,219 *mediation requests*. Data are from the reporting period between July 1, 2011, and June 30, 2012.

- During 2011–12, a total of 9,219 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,223 (35.0 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,832 (30.7 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 884 requests (9.6 percent), a mediation session was still pending as of the end of the 2011–12 reporting period. The remaining 2,280 *mediation requests* (24.7 percent) were withdrawn or otherwise not to be held by the end of the reporting period.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2011–12. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and two freely associated states. Data were not available for the Republic of the Marshall Islands. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Coordinated Early Intervening Services

The *Individuals with Disabilities Education Improvement Act (IDEA)* was amended to allow, and sometimes require, local education agencies (LEAs) to use funds provided under Part B of *IDEA* for coordinated early intervening services (CEIS). This provision, which is found in section 613(f) of the *IDEA* (20 U.S.C. section 1413(f)) and the regulations in 34 C.F.R. § 300.226 permits LEAs to use Part B funds to develop and provide CEIS for students who are currently not identified as needing special education. The rationale for using *IDEA* funds for CEIS is based on research showing that the earlier a child’s learning problems or difficulties are identified, the more quickly and effectively the problems and difficulties can be addressed, and the greater the chances that the child’s problems will be ameliorated or decreased in severity. Conversely, the longer a child goes without assistance, the longer the remediation time and the more intense and costly services might be.

An LEA can use up to 15 percent of the amount it receives under Part B of the *IDEA*, less any amount reduced by the LEA pursuant to 34 C.F.R. section 300.205 (adjustment to local fiscal efforts), to develop and implement CEIS. However, an LEA is required to reserve 15 percent of the amount of funds available for CEIS if there is significant disproportionality based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions (CEIS Guidance, <http://www2.ed.gov/policy/speced/guid/idea/ceis.html>).

How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2012 received coordinated early intervening services (CEIS) in the current or previous two school years?

Exhibit 46. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2012 who received coordinated early intervening services (CEIS) in school years 2009–10, 2010–11, or 2011–12: Fall 2012

Year	Children and students served under Part B who received CEIS in school year(s) 2009–10, 2010–11, or 2011–12	
	Number	Percentage ^a
2011–12	149,672	2.3

^aPercentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2012 who received CEIS services anytime during school year(s) 2009–10, 2010–11, or 2011–12, by the number of children and students ages 3 through 21 served under Part B in 2012, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2012. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were not available for Wyoming. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 149,672 or 2.3 percent of the 6,652,092 children and students ages 3 through 21 served under Part B in 2012 by the states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2009–10, 2010–11, or 2011–12.

Section II

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

Introduction

This section of the *36th Annual Report to Congress, 2014* 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 of 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 and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. 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 synonymous 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 greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for BIE schools. Specifically, these exhibits include data for BIE schools in the measure presented for "all states." They cannot, however, display data specifically for BIE schools. The reason is that the resident population relevant for BIE schools, which have no distinct geographic boundaries, is dispersed throughout all of the states and counted as part of the resident populations of the individual states.
3. The four outlying areas and three freely associated states are not included in the exhibits in this section because data were frequently not available due to cell suppression or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of these jurisdictions 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. 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 C.F.R. 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 C.F.R. 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 C.F.R. section 99.33(b). It

is the policy of the Department to be consistent with the provisions of *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 general, counts of one to three children or students were suppressed. In addition, other counts were suppressed when needed 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. In most cases 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.

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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2012

State	2008	2012
All states	2.8	2.8
Alabama	1.6	1.6
Alaska	1.9	2.4
Arizona	2.0	2.0
Arkansas	2.4	2.7
California	2.6	2.2
Colorado	2.3	3.0
Connecticut	3.8	3.9
Delaware	2.5	2.7
District of Columbia	1.5	1.9
Florida	2.0	1.9
Georgia	1.3	1.9
Hawaii	6.9	3.4
Idaho	2.6	2.8
Illinois	3.7	4.0
Indiana	3.7	3.7
Iowa	2.9	3.0
Kansas	2.8	3.5
Kentucky	2.9	2.7
Louisiana	2.1	2.1
Maine	2.3	2.4
Maryland	3.3	3.4
Massachusetts	6.7	7.2
Michigan	2.7	2.8
Minnesota	2.1	2.4
Mississippi	1.6	1.7
Missouri	1.6	2.2
Montana	2.0	1.9
Nebraska	1.8	1.9
Nevada	1.8	2.4
New Hampshire	3.3	4.7
New Jersey	3.0	3.2
New Mexico	5.0	5.7
New York	4.4	4.0
North Carolina	2.4	2.8

See notes at end of exhibit.

Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2012—Continued

State	2008	2012
North Dakota	3.6	3.4
Ohio	3.4	2.7
Oklahoma	1.9	1.7
Oregon	1.8	2.3
Pennsylvania	3.8	4.4
Puerto Rico	3.5	3.0
Rhode Island	5.0	6.1
South Carolina	2.4	2.2
South Dakota	3.2	3.0
Tennessee	1.8	1.7
Texas	2.3	2.0
Utah	2.0	2.3
Vermont	4.0	4.2
Virginia	2.1	2.7
Washington	1.9	2.2
West Virginia	4.2	4.4
Wisconsin	2.8	2.7
Wyoming	4.6	5.1

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, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2008 and 2012. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2012—RESIDENT,” 2008 and 2012. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 2.8 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 52 individual states ranged from 1.6 percent to 7.2 percent. The percentage was less than 2 percent in the following nine states: the District of Columbia (1.9 percent), Florida (1.9 percent), Georgia (1.9 percent), Nebraska (1.9 percent), Montana (1.9 percent), Oklahoma (1.7 percent), Tennessee (1.7 percent), Mississippi (1.7 percent), and Alabama (1.6 percent). The percentage was larger than 5 percent in only the following four states: Massachusetts (7.2 percent), Rhode Island (6.1 percent), New Mexico (5.7 percent), and Wyoming (5.1 percent).
- In 2008, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C.
- For 33 of the 52 states, the percentage of the population served increased between 2008 and 2012. For 11 of those states, the increase represented a percent change¹³ of more than 20 percent. The percent change increase exceeded 33 percent in the following four states: New

¹³ Percent change between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012, dividing the difference by the percentage for 2008, and then multiplying the result by 100.

Hampshire (43.7 percent), Georgia (40.0 percent), Missouri (39.0 percent), and Nevada (33.8 percent).

- For 15 of the 52 states, the percentage of the population served decreased between 2008 and 2012. However, the decrease represented a percent change of less than 20 percent in each of the states except Hawaii and Ohio, where the percentage served decreased by 50.1 percent and 20.4 percent, respectively.

How did the states compare with regard to the percentage of the resident population birth through age 2 within each racial/ethnic group who were served under IDEA, Part C, in 2012?

Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	2.6	2.1	2.7	2.6	3.6	3.0	2.2
Alabama	x	x	1.6	1.4	0.0	1.7	1.2
Alaska	4.7	1.4	2.2	1.8	2.6	2.0	1.8
Arizona	2.2	1.2	1.7	1.7	0.9	2.6	0.2
Arkansas	1.1	0.9	5.1	2.0	1.9	2.3	1.5
California	1.7	2.0	2.6	2.3	1.5	2.3	0.7
Colorado	2.2	3.1	3.1	3.0	3.5	3.1	2.2
Connecticut	2.8	2.2	3.6	4.6	28.4	3.9	2.0
Delaware	x	x	2.7	2.1	31.6	2.3	10.1
District of Columbia	0.0	1.5	2.4	2.0	17.6	1.1	1.9
Florida	1.9	1.4	2.2	2.2	2.9	1.6	1.4
Georgia	1.5	2.1	2.2	0.8	4.0	2.1	1.4
Hawaii	0.0	4.7	1.5	1.5	3.7	3.4	3.8
Idaho	2.4	1.7	4.5	2.2	4.9	3.0	2.0
Illinois	0.9	2.4	3.7	4.5	4.1	3.9	3.9
Indiana	0.8	2.5	3.5	3.9	10.4	3.7	2.8
Iowa	x	2.0	3.8	3.5	x	2.9	4.2
Kansas	1.9	2.5	3.6	3.3	13.3	3.8	2.2
Kentucky	3.9	2.0	2.7	2.4	3.5	2.7	2.7
Louisiana	x	x	2.4	1.2	0.0	2.1	1.5
Maine	2.4	0.5	0.8	1.8	0.0	2.6	1.0
Maryland	1.7	2.6	3.3	3.1	7.8	3.9	2.5
Massachusetts	9.9	4.9	8.8	10.0	11.3	6.5	5.6
Michigan	3.7	1.6	3.0	2.7	10.1	2.9	1.1
Minnesota	x	1.7	2.7	2.2	x	2.5	1.8
Mississippi	x	2.2	1.7	0.7	x	1.7	1.1
Missouri	0.6	1.5	2.5	0.9	4.8	2.2	4.4
Montana	3.2	1.4	3.5	1.3	0.0	1.7	2.0
Nebraska	x	1.3	1.0	1.4	x	0.1	34.8
Nevada	1.3	1.4	2.7	2.1	3.4	2.6	2.8
New Hampshire	0.0	3.8	3.4	3.0	23.5	4.9	3.6
New Jersey	1.3	1.9	2.3	3.3	14.3	3.7	3.9
New Mexico	5.7	3.2	5.5	6.2	7.7	5.2	1.7
New York	2.5	2.9	3.3	3.8	11.6	4.9	1.1
North Carolina	2.8	1.7	3.2	2.9	2.3	2.8	1.4

See notes at end of exhibit.

Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	4.3	2.9	1.7	1.4	13.0	3.4	5.0
Ohio	3.6	1.6	2.8	1.7	7.1	2.8	2.4
Oklahoma	0.9	1.0	1.5	0.1	2.1	2.4	1.2
Oregon	2.5	1.8	3.0	2.4	2.4	2.5	0.8
Pennsylvania	3.0	2.8	4.7	4.5	4.3	4.5	4.7
Rhode Island	3.4	3.2	5.3	6.4	9.7	6.2	6.4
South Carolina	1.1	1.5	2.4	2.2	4.5	2.1	1.7
South Dakota	3.8	2.0	3.0	3.0	13.6	3.0	1.8
Tennessee	2.4	1.9	1.5	1.3	4.9	1.8	1.3
Texas	1.2	1.3	1.6	2.0	3.3	2.2	0.6
Utah	3.1	1.6	2.3	2.5	2.0	2.4	1.3
Vermont	x	x	7.1	1.1	0.0	4.3	5.1
Virginia	1.1	1.7	2.6	2.0	1.1	3.0	3.5
Washington	2.6	2.0	2.2	2.3	2.2	2.3	1.7
West Virginia	x	4.1	4.2	4.7	x	4.5	3.6
Wisconsin	2.7	1.4	3.4	3.5	5.9	2.6	2.5
Wyoming	5.1	3.8	x	4.7	x	5.3	2.7

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

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by the state by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the state, 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, reported in the racial/ethnic group by all states by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all states, then multiplying the result by 100. As race/ethnicity was suppressed for 272 infants and toddlers served in 10 individual states, the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states in the racial/ethnic group was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2012. Data for Puerto Rico were not available. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A larger percentage of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander than any other racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 3.6 percent of the resident population of Native Hawaiian or Other Pacific Islanders were served under Part C. In contrast, a smaller percentage of the resident population who were Asian than any other racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 2.1 percent of those who were Asian were served under Part C.
- In 2012, 2.6 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All states.” The percentages ranged from zero percent to 9.9 percent in the 42 individual states for which non-suppressed data were available. The percentage was 5 percent or more in three states: Massachusetts (9.9 percent), New Mexico (5.7

- percent), and Wyoming (5.1 percent). In contrast, less than 1 percent was served in the following seven states: Oklahoma (0.9 percent), Illinois (0.9 percent), Indiana (0.8 percent), Missouri (0.6 percent), the District of Columbia (0.0 percent), Hawaii (0.0 percent), and New Hampshire (0.0 percent).
- In 2012, 2.1 percent of the resident population birth through age 2 who were Asian were served under Part C in “All states.” The percentages ranged from 0.5 percent to 4.9 percent in the 47 individual states for which non-suppressed data were available. The percentage was 4 percent or more in three states: Massachusetts (4.9 percent), Hawaii (4.7 percent), and West Virginia (4.1 percent). In contrast, less than 1 percent was served in Arkansas (0.9 percent) and Maine (0.5 percent).
 - In 2012, 2.7 percent of the resident population birth through age 2 who were Black or African American were served under Part C in “All states.” The percentages ranged from 0.8 to 8.8 percent in the 50 individual states for which non-suppressed data were available. In the following five states, the percentage was 5 percent or more: Massachusetts (8.8 percent), Vermont (7.1 percent), New Mexico (5.5 percent), Rhode Island (5.3 percent), and Arkansas (5.1 percent). In contrast, the percentage was less than 2 percent in 10 states, including Maine, in which the percentage was less than 1 percent (0.8 percent).
 - In 2012, 2.6 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C in “All states.” The percentages ranged from 0.1 to 10 percent in the 51 individual states for which non-suppressed data were available. The percentage was 5 percent or more in only the following three states: Massachusetts (10.0 percent), Rhode Island (6.4 percent), and New Mexico (6.2 percent). In contrast, the percentage was less than 1 percent in Missouri (0.9 percent), Georgia (0.8 percent), Mississippi (0.7 percent), and Oklahoma (0.1 percent).
 - In 2012, 3.6 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C in “All states.” The percentages ranged from zero to 31.6 percent in the 45 states for which non-suppressed data were available. The percentage was larger than 20 percent in the following three states: Delaware (31.6 percent), Connecticut (28.4 percent), and New Hampshire (23.5 percent). However, the percentage was zero in the following five states: Alabama, Louisiana, Maine, Montana, and Vermont.
 - In 2012, 3 percent of the resident population birth through age 2 who were White were served under Part C in “All states.” The percentages ranged from 0.1 to 6.5 percent in the 51 individual states for which non-suppressed data were available. The percentage was larger than 4 percent in nine states, including the following four states in which the percentage was larger than 5 percent: Massachusetts (6.5 percent), Rhode Island (6.2 percent), Wyoming (5.3 percent), and New Mexico (5.2 percent). In contrast, the percentage was less than 2 percent in the following seven states: Tennessee (1.8 percent), Alabama (1.7 percent), Montana (1.7 percent), Mississippi (1.7 percent), Florida (1.6 percent), the District of Columbia (1.1 percent), and Nebraska (0.1 percent).
 - In 2012, 2.2 percent of the resident population birth through age 2 who were associated with multiple races were served under Part C in “All states.” The percentages ranged from 0.2 to 34.8 percent in the 51 individual states for which non-suppressed data were available. The percentage was 5 percent or more in only the following five states: Nebraska (34.8 percent), Delaware (10.1 percent), Rhode Island (6.4 percent), Massachusetts (5.6 percent), and Vermont (5.1 percent). In contrast, the percentage was less than 1 percent in the following four states: Oregon (0.8 percent), California (0.7 percent), Texas (0.6 percent), and Arizona (0.2 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 2012, and how did the distributions change between 2008 and 2012?

Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2012

State	2008			2012		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
All states	86.1	5.7	8.1	87.3	7.6	5.1
Alabama	78.7	9.4	11.8	92.4	7.3	0.3
Alaska	88.5	7.3	4.2	93.0	5.8	1.2
Arizona	75.5	0.5	24.0	93.4	0.2	6.4
Arkansas	17.4	24.2	58.4	10.5	22.6	66.9
California	82.3	3.9	13.7	75.3	16.3	8.4
Colorado	97.0	1.8	1.2	98.6	1.1	0.2
Connecticut	95.1	4.6	0.3	97.9	2.0	#
Delaware	78.9	11.0	10.1	85.7	8.3	6.0
District of Columbia	38.5	43.4	18.1	74.5	21.6	3.9
Florida	52.7	8.2	39.1	76.7	8.0	15.3
Georgia	98.5	0.4	1.1	98.8	0.9	0.3
Hawaii	91.6	2.8	5.6	87.3	3.3	9.4
Idaho	94.0	2.7	3.3	87.5	9.7	2.7
Illinois	88.1	4.2	7.8	90.2	5.8	3.9
Indiana	93.6	4.9	1.5	94.5	4.2	1.3
Iowa	96.1	2.5	1.5	95.5	3.1	1.4
Kansas	95.5	3.0	1.5	97.3	2.3	0.4
Kentucky	87.7	11.8	0.5	95.4	4.1	0.5
Louisiana	96.7	3.1	0.2	97.4	2.4	0.2
Maine	72.4	18.0	9.6	92.8	5.1	2.1
Maryland	83.9	8.4	7.7	82.3	15.2	2.4
Massachusetts	88.0	10.4	1.6	76.5	21.9	1.6
Michigan	85.3	8.0	6.7	90.1	6.1	3.8
Minnesota	91.2	3.3	5.5	93.3	2.7	4.0
Mississippi	85.0	6.2	8.8	84.7	8.8	6.5
Missouri	92.7	5.4	2.0	94.7	4.3	1.0
Montana	91.8	7.1	1.1	92.7	5.1	2.2
Nebraska	85.7	7.2	7.0	91.8	5.8	2.4
Nevada	97.8	1.9	0.2	93.4	5.4	1.2
New Hampshire	95.5	0.9	3.6	92.7	5.8	1.5
New Jersey	92.5	6.2	1.2	92.5	7.3	0.2
New Mexico	76.8	21.4	1.9	78.8	20.0	1.2
New York	90.1	2.5	7.4	90.3	3.4	6.3
North Carolina	90.2	8.8	1.0	91.7	7.5	0.8

See notes at end of exhibit.

Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2012—Continued

State	2008			2012		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
North Dakota	98.4	1.0	0.6	98.6	1.1	0.3
Ohio	86.6	3.6	9.8	76.1	4.6	19.3
Oklahoma	95.1	2.9	2.0	92.8	2.6	4.6
Oregon	90.3	2.9	6.8	93.7	3.4	3.0
Pennsylvania	97.6	2.0	0.4	97.8	2.0	0.2
Puerto Rico	85.1	x	x	82.1	16.3	1.6
Rhode Island	84.4	6.6	9.0	90.9	3.0	6.0
South Carolina	83.2	0.8	16.1	97.0	2.1	0.9
South Dakota	80.8	18.4	0.8	84.8	14.8	0.4
Tennessee	72.9	17.1	10.0	70.1	12.3	17.5
Texas	94.5	5.1	0.4	95.8	3.7	0.5
Utah	67.4	3.2	29.3	89.8	4.6	5.7
Vermont	85.0	12.7	2.4	84.7	13.9	1.3
Virginia	75.4	4.4	20.3	84.5	3.1	12.4
Washington	66.8	16.0	17.3	71.9	20.6	7.5
West Virginia	97.6	2.4	0.0	99.1	0.9	0.0
Wisconsin	90.8	3.9	5.3	91.5	6.2	2.3
Wyoming	77.2	x	x	76.2	23.2	0.6

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, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: "IDEA Part C Child Count and Settings Collection," 2008 and 2012. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. 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 by "All states" in 2012, were 87.3 percent, 7.6 percent, and 5.1 percent, respectively. In 2008, the values were very comparable with 86.1 percent, 5.7 percent, and 8.1 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, by 32 states in 2012. In addition, more than 50 percent of infants and toddlers in every state except Arkansas were served in a *home*. In Arkansas, *other setting* was the primary setting for 66.9 percent of infants and toddlers.
- In 2008, *home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, by 24 states. In addition, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home*. In the District of Columbia, a *community-based setting* was the most prevalent primary setting, accounting for 43.4 percent of the infants and toddlers served. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 58.4 percent of the infants and toddlers served.

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, by exiting status in 2011–12?

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2011–12

State	No longer eligible for Part C prior to reaching age 3	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	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	13.5	38.5	2.9	6.8	3.6	10.9	0.4	3.8	11.1	8.6
Alabama	16.3	36.1	0.0	2.7	3.5	4.7	0.4	4.7	20.3	11.3
Alaska	8.7	39.4	0.0	3.6	4.0	6.1	0.4	10.7	14.5	12.8
Arizona	10.4	49.7	0.0	4.0	2.1	7.2	0.6	4.7	9.7	11.7
Arkansas	9.6	53.6	0.0	9.8	5.7	7.5	#	1.5	10.9	1.4
California	7.3	44.2	0.0	18.5	0.0	16.6	0.4	1.5	8.8	2.6
Colorado	14.1	44.9	0.0	5.0	7.2	9.2	0.2	6.0	9.1	4.2
Connecticut	9.0	47.3	0.0	7.2	4.1	6.6	0.3	4.7	12.3	8.4
Delaware	12.8	47.8	0.0	3.9	2.0	5.2	0.5	6.6	9.1	12.1
District of Columbia	8.0	63.5	0.0	0.5	0.0	3.2	0.2	9.4	3.9	11.2
Florida	7.3	38.4	0.0	2.7	1.9	9.4	0.7	3.9	5.9	29.7
Georgia	5.2	44.2	0.0	4.3	2.5	12.3	0.6	4.6	11.2	15.1
Hawaii	18.4	24.1	0.0	6.8	4.7	15.8	0.1	8.4	12.8	8.9
Idaho	21.0	38.5	0.0	6.3	5.2	5.4	0.3	5.7	9.1	8.6
Illinois	15.9	43.3	0.0	6.9	0.5	14.9	0.3	2.7	8.0	7.5
Indiana	25.5	33.0	0.0	11.8	7.5	3.3	0.3	3.6	13.7	1.3
Iowa	9.9	38.2	0.0	17.9	3.0	0.2	0.3	4.1	18.9	7.6
Kansas	21.5	48.1	0.0	3.6	2.5	4.4	0.4	6.6	8.0	4.9
Kentucky	12.5	51.5	0.0	2.8	4.3	9.8	0.6	4.3	7.7	6.5
Louisiana	5.2	47.7	0.0	6.6	4.2	10.3	0.7	4.2	11.0	10.0
Maine	12.0	55.0	0.0	0.1	5.7	2.5	0.2	3.6	13.6	7.3

See notes at end of exhibit.

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2011–12—Continued

State	No longer eligible for Part C prior to reaching age 3	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	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	27.9	14.3	30.5	1.5	0.9	2.6	0.2	3.9	8.4	9.7
Massachusetts	21.1	41.4	0.0	6.7	1.0	0.1	0.1	3.7	13.4	12.5
Michigan	12.8	40.4	0.0	3.7	9.1	2.3	0.3	7.5	12.5	11.4
Minnesota	6.2	61.8	0.0	8.6	7.0	0.5	0.3	3.7	9.9	1.9
Mississippi	17.0	36.6	0.0	2.4	4.5	14.9	0.6	5.3	10.6	8.1
Missouri	4.2	56.3	0.0	6.6	10.0	5.4	0.9	5.8	8.0	2.7
Montana	15.7	38.8	0.0	6.0	4.9	7.4	0.9	7.4	11.0	8.0
Nebraska	2.9	25.3	64.4	0.4	0.9	0.0	0.3	1.2	2.5	2.1
Nevada	8.4	42.7	0.0	2.4	1.9	12.6	1.0	8.8	8.8	13.3
New Hampshire	20.7	42.5	0.0	3.6	4.4	4.0	0.0	5.7	10.2	8.9
New Jersey	17.3	33.8	0.0	1.1	14.9	15.1	0.2	3.0	10.7	3.9
New Mexico	13.2	33.0	0.4	5.7	4.5	2.1	0.5	8.9	16.6	15.1
New York	12.3	27.2	20.4	1.8	4.2	24.6	0.2	2.2	4.1	2.9
North Carolina	9.7	35.7	0.0	3.8	5.6	16.6	0.5	4.7	14.2	9.2
North Dakota	2.6	54.0	0.0	23.8	5.4	8.0	0.1	0.6	5.5	0.0
Ohio	6.4	36.3	0.0	9.9	6.4	6.0	0.5	3.6	15.4	15.5
Oklahoma	7.2	15.5	0.0	1.8	0.3	3.3	0.3	3.5	33.0	34.9
Oregon	11.6	63.7	0.0	0.3	1.3	0.1	0.4	5.3	11.2	6.0
Pennsylvania	27.7	40.3	0.0	1.8	2.7	10.8	0.2	2.8	6.7	7.0
Puerto Rico	20.9	32.2	0.0	0.4	0.1	27.6	0.3	3.8	5.5	9.2
Rhode Island	20.7	37.1	0.0	8.4	3.1	5.3	0.1	5.4	8.0	12.0
South Carolina	18.0	33.1	0.0	5.4	8.1	7.6	0.5	5.2	12.0	10.0
South Dakota	9.4	48.2	0.0	14.0	4.4	2.8	0.4	6.8	7.5	6.4
Tennessee	10.0	38.6	0.0	4.5	3.0	18.9	0.6	5.4	11.5	7.6
Texas	13.1	29.9	0.0	7.6	2.1	10.6	0.3	3.9	22.1	10.4
Utah	15.3	40.0	0.0	2.2	7.0	8.2	0.3	4.8	17.2	5.0

See notes at end of exhibit.

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2011–12—Continued

State	No longer eligible for Part C prior to reaching age 3	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	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Vermont	15.1	68.7	0.0	2.5	1.2	0.4	0.4	4.5	3.9	3.4
Virginia	17.4	41.8	0.0	5.7	7.6	5.0	0.4	6.1	9.6	6.5
Washington	6.3	46.2	0.0	7.9	6.8	6.9	0.3	5.3	13.5	6.9
West Virginia	20.6	30.0	0.0	7.6	2.2	12.9	0.3	6.3	11.7	8.3
Wisconsin	19.6	43.1	0.0	3.8	2.6	11.3	0.3	2.5	11.3	5.6
Wyoming	18.3	45.3	0.0	5.6	4.1	0.2	0.1	9.9	8.3	8.2

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

^aThe *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., *no longer eligible for Part C 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. 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, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2011–12. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 38.5 percent of the infants and toddlers birth through age 2 exiting Part C in “All states.” This exit status also was associated with the largest percentage in 49 of the 52 states. In nine of those states, this reason accounted for the majority of exits. In the following four of those states, the value was larger than 60 percent: Vermont (68.7 percent), Oregon (63.7 percent), the District of Columbia (63.5 percent), and Minnesota (61.8 percent).
- The category of *no longer eligible for Part C prior to reaching age 3*, accounted for the second largest percentage of exits for “All states” but it represented only 13.5 percent of the exits. Moreover, this category did not account for the largest percentage of exits in any state.
- In Nebraska and Maryland, the most prevalent Part C exit status, accounting for 64.4 percent and 30.5 percent of the exits, respectively, was *Part B eligible, continuing in Part C*.
- In Oklahoma, the most prevalent Part C exit status, accounting for 34.9 percent of exits, was *attempts to contact unsuccessful*.

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 34 C.F.R. 303.21(c)] and serve them under Part C [see *IDEA*, section 635(c) and 34 C.F.R. 303.211] until the beginning of the school year following the child's third or fourth birthday or until the child is 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 2011–12:

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 due process complaints 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 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2011–12

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All states	0.4	0.4	0.8
Alabama	0.0	0.0	0.0
Alaska	1.3	0.0	0.0
Arizona	0.6	0.2	0.0
Arkansas	0.6	0.3	0.3
California	0.7	2.8	3.0
Colorado	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2011–12—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Connecticut	0.7	0.2	0.2
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.0	0.0	0.0
Georgia	0.0	0.0	0.0
Hawaii	0.0	0.0	0.0
Idaho	0.6	0.0	0.0
Illinois	0.3	0.0	0.1
Indiana	0.0	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	1.7	0.0	0.0
Louisiana	2.7	0.0	0.0
Maine	2.0	0.0	3.1
Maryland	0.3	0.1	0.0
Massachusetts	0.1	0.0	0.0
Michigan	0.1	0.0	0.0
Minnesota	0.2	0.0	0.0
Mississippi	0.5	0.0	0.0
Missouri	0.4	0.2	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	3.9	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.7	0.6	0.4
New Mexico	0.0	0.0	0.0
New York	0.9	1.0	5.9
North Carolina	0.1	0.1	0.1
North Dakota	0.0	0.0	0.0
Ohio	0.1	0.0	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.1	0.0	0.1
Puerto Rico	1.0	0.0	0.0
Rhode Island	0.0	0.0	0.0
South Carolina	0.7	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.3	0.0	0.0
Texas	0.0	0.1	0.1
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2011–12—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Virginia	0.2	0.0	0.0
Washington	0.0	0.0	0.0
West Virginia	2.0	0.0	0.0
Wisconsin	0.0	0.0	0.0
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 2011–12 was 132.

^bA *due process complaint* 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 *due process complaints* in 2011–12 was 133.

^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 2011–12 was 279.

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, 2011, and June 30, 2012, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2011. Data were accessed fall 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, there were 0.4 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 25 states and ranged from 0.1 to 3.9 per 1,000 infants and toddlers served in the other states. In only the following two states was the ratio larger than 2 per 1,000 infants and toddlers served: Nevada (3.9 per 1,000 infants and toddlers) and Louisiana (2.7 per 1,000 infants and toddlers).
- In 2011–12, there were 0.4 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 42 states and larger than 1 per 1,000 infants and toddlers served in only California (2.8 per 1,000 infants and toddlers).
- In 2011–12, there was 0.8 *mediation request* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 42 states and larger than 2 per 1,000 infants and toddlers served in only New York (5.9 per 1,000 infants and toddlers), Maine (3.1 per 1,000 infants and toddlers), and California (3.0 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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2012

State	2008	2012
All states	5.8	6.1
Alabama	3.9	4.0
Alaska	6.6	6.6
Arizona	5.1	5.6
Arkansas	10.6	10.6
California	4.7	4.9
Colorado	5.5	6.1
Connecticut	6.1	6.6
Delaware	6.7	6.8
District of Columbia	3.1	7.7
Florida	5.3	5.7
Georgia	3.9	4.2
Hawaii	5.0	4.9
Idaho	5.6	4.5
Illinois	7.2	7.5
Indiana	7.2	7.1
Iowa	5.1	5.8
Kansas	8.3	8.8
Kentucky	11.9	10.3
Louisiana	5.3	5.9
Maine	8.5	9.0
Maryland	5.6	5.9
Massachusetts	7.3	7.5
Michigan	6.5	5.8
Minnesota	6.8	7.1
Mississippi	7.2	8.0
Missouri	6.6	6.9
Montana	5.4	4.5
Nebraska	5.8	6.7
Nevada	5.5	7.1
New Hampshire	6.5	7.7
New Jersey	4.5	5.5
New Mexico	7.7	5.2
New York	9.0	9.5
North Carolina	5.0	4.9

See notes at end of exhibit.

Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2012—Continued

State	2008	2012
North Dakota	6.6	6.5
Ohio	5.3	5.4
Oklahoma	4.9	5.3
Oregon	6.5	7.0
Pennsylvania	6.7	7.5
Puerto Rico	5.7	10.2
Rhode Island	8.1	8.5
South Carolina	6.2	5.7
South Dakota	8.2	7.3
Tennessee	5.1	5.3
Texas	3.3	3.7
Utah	5.6	6.2
Vermont	—	9.5
Virginia	5.7	5.4
Washington	5.6	5.5
West Virginia	9.4	8.7
Wisconsin	7.0	7.5
Wyoming	14.0	—

— Percentage cannot be calculated because data were not available.

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 for all states with available data 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2012. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2008 and 2012. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 6.1 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages served in the individual states ranged from 3.7 percent to 10.6 percent. Values of 10 percent or more were observed in the following three states: Arkansas (10.6 percent), Kentucky (10.3 percent), and Puerto Rico (10.2 percent). In contrast, the percentage was not more than 4 percent in Alabama (4.0 percent) and Texas (3.7 percent).
- In 2008, 5.8 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.
- In 34 of the 50 states for which data were available for both 2008 and 2012, the percentage of the resident population served under *IDEA*, Part B, increased between the two years. However, the increase represented a percentage change of 20 percent or more in only the following four states: the District of Columbia (145.0 percent), Puerto Rico (79.8 percent), Nevada (29.0 percent), and New Jersey (21.4 percent).

- In 14 of the 50 states for which data were available for both 2008 and 2012, the percentage of the population served decreased between the two years. However, the decrease represented a percentage change of 10 percent or more in only the following five states: New Mexico (-32.8 percent), Idaho (-19.6 percent), Montana (-17.9 percent), Kentucky (-13.4 percent), and South Dakota (-10.8 percent).

How did the states compare with regard to the percentage of the resident population ages 3 through 5 within each racial/ethnic group who were served under IDEA, Part B, in 2012?

Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	8.2	4.1	6.1	5.3	8.8	6.5	6.8
Alabama	2.9	3.4	4.0	1.9	2.8	4.4	2.5
Alaska	10.6	4.6	7.1	5.5	8.7	5.9	5.0
Arizona	6.1	4.2	5.0	5.5	7.8	6.0	3.5
Arkansas	4.5	4.9	16.2	7.7	4.7	10.1	5.7
California	5.5	3.9	5.6	5.0	5.2	5.0	4.8
Colorado	8.7	5.7	6.2	6.7	7.7	5.9	4.8
Connecticut	8.2	4.4	7.1	7.3	10.4	6.5	4.8
Delaware	53.9	4.0	7.5	6.4	60.0	7.1	2.2
District of Columbia	x	3.7	8.9	12.1	x	3.0	2.3
Florida	4.7	4.0	6.8	5.7	8.6	5.4	4.6
Georgia	3.8	2.9	4.5	3.3	7.6	4.3	3.9
Hawaii	4.4	4.4	6.9	5.0	10.4	6.0	2.3
Idaho	8.8	3.9	4.4	3.8	3.8	4.7	3.1
Illinois	19.4	5.0	5.9	6.2	58.6	8.7	7.5
Indiana	6.8	4.3	5.8	5.8	24.6	7.5	8.0
Iowa	9.6	4.2	7.7	5.0	7.8	5.9	5.6
Kansas	13.6	5.9	8.2	6.8	16.5	9.7	7.0
Kentucky	5.4	5.4	9.5	8.2	6.9	10.8	8.1
Louisiana	4.6	3.6	6.3	3.3	18.6	6.0	4.4
Maine	13.4	x	6.9	3.5	x	9.5	5.7
Maryland	9.6	4.2	6.2	6.1	27.9	6.0	4.2
Massachusetts	7.7	5.4	7.6	8.9	23.1	7.4	5.7
Michigan	8.2	3.8	5.4	4.7	44.4	6.3	3.2
Minnesota	10.6	4.9	7.9	7.6	27.0	7.1	5.7
Mississippi	3.1	4.6	8.3	3.3	22.2	8.5	2.5
Missouri	6.1	5.3	6.8	4.7	8.7	7.3	4.4
Montana	6.2	3.5	3.7	3.1	50.0	4.4	2.3
Nebraska	13.4	5.0	6.5	6.0	14.6	7.0	5.5
Nevada	10.6	3.2	8.8	6.3	9.5	8.3	5.8
New Hampshire	10.5	4.7	9.2	6.6	100	8.1	2.0
New Jersey	3.5	4.3	5.3	6.1	60.9	5.7	2.8
New Mexico	5.5	3.4	7.1	4.7	0.0	6.4	2.1
New York	10.5	4.5	6.9	7.7	32.6	8.5	54.4
North Carolina	9.9	3.1	5.8	4.2	8.3	4.8	3.5

See notes at end of exhibit.

Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	7.9	3.1	8.5	5.3	70.6	6.5	3.5
Ohio	3.7	3.9	4.3	4.1	8.4	5.9	4.5
Oklahoma	8.7	4.0	4.5	3.2	6.6	5.9	2.5
Oregon	8.6	5.1	9.0	7.4	6.2	7.3	2.7
Pennsylvania	5.9	4.4	7.9	7.3	16.4	7.6	8.2
Rhode Island	21.6	5.5	7.0	7.6	33.3	9.3	6.5
South Carolina	x	4.0	6.8	4.3	x	5.6	4.4
South Dakota	10.2	5.6	6.5	5.3	40.0	7.1	5.4
Tennessee	6.5	4.2	5.1	3.7	5.6	5.7	2.1
Texas	8.3	3.1	3.6	3.7	5.4	3.8	3.1
Utah	12.4	3.7	5.7	5.6	4.8	6.6	2.2
Vermont	0.0	5.0	12.2	2.7	x	10.0	x
Virginia	6.2	3.8	6.0	5.5	14.0	5.4	3.9
Washington	6.9	3.9	6.5	6.1	3.5	5.5	4.6
West Virginia	x	3.7	7.2	5.5	x	9.1	4.5
Wisconsin	9.1	4.3	8.8	8.4	40.3	7.5	5.0
Wyoming	—	—	—	—	—	—	—

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

— Percentage cannot be calculated because data were not available.

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 racial/ethnic group by the estimated U.S. resident population ages 3 through 5 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were reported in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group in all states, then multiplying the result by 100. Percentage for “All states” includes data for BIE schools. As race/ethnicity was suppressed for 88 children served in five individual states, the number of children served under *IDEA*, Part B, by all states in the racial/ethnic group was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2012. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for Puerto Rico were not available. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, there were larger percentages of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander and who were American Indian or Alaska Native than of the resident populations of the other racial/ethnic groups served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available. Specifically, 8.8 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 8.2 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, only 4.1 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.

- In 2012, 8.2 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from zero to 53.9 percent in the 47 individual states for which non-suppressed data were available. The percentage was more than 14 percent in only three states: Delaware (53.9 percent), Rhode Island (21.6 percent), and Illinois (19.4 percent). In contrast, the percentage was less than 4 percent in the following six states: Georgia (3.8 percent), Ohio (3.7 percent), New Jersey (3.5 percent), Mississippi (3.1 percent), Alabama (2.9 percent), and Vermont (0.0 percent).
- In 2012, 4.1 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All states.” The percentages ranged from 2.9 to 5.9 percent in the 49 individual states for which non-suppressed data were available. The percentage was 5 percent or more in the following nine states: Kansas (5.9 percent), Colorado (5.7 percent), South Dakota (5.6 percent), Rhode Island (5.5 percent), Massachusetts (5.4 percent), Kentucky (5.4 percent), Missouri (5.3 percent), Oregon (5.1 percent), and Nebraska (5.0 percent). In contrast, the percentage was less than 3 percent in Georgia (2.9 percent).
- In 2012, 6.1 percent of the resident population ages 3 through 5 who were Black or African American were served under Part B in “All states.” The percentages ranged from 3.6 to 16.2 percent in the 50 individual states. In the following two states, the percentage was more than 10 percent: Arkansas (16.2 percent) and Vermont (12.2 percent). In contrast, the percentage was no more than 4 percent in Alabama (4.0 percent), Montana (3.7 percent), and Texas (3.6 percent).
- In 2012, 5.3 percent of the resident population ages 3 through 5 who were Hispanic/Latino were served under Part B in “All states.” The percentages ranged from 1.9 to 12.1 percent in the 50 individual states. In the following four states, the percentage was larger than 8 percent: the District of Columbia (12.1 percent), Massachusetts (8.9 percent), Wisconsin (8.4 percent), and Kentucky (8.2 percent). In contrast, the percentage was not more than 3 percent in Vermont (2.7 percent) and Alabama (1.9 percent).
- In 2012, 8.8 percent of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All states.” The percentages ranged from zero to 100 percent in the 45 states for which non-suppressed data were available. The percentage was 60 percent or more in the following four states: New Hampshire (100 percent), North Dakota (70.6 percent), New Jersey (60.9 percent), and Delaware (60.0 percent). In contrast, the percentage was less than 4 percent in the following four states: Idaho (3.8 percent), Washington (3.5 percent), Alabama (2.8 percent), and New Mexico (0.0 percent).
- In 2012, 6.5 percent of the resident population ages 3 through 5 who were White were served under Part B in “All states.” The percentages ranged from 3 percent to 10.8 percent in the 50 individual states. The percentage was 10 percent or more in the following three states: Kentucky (10.8 percent), Arkansas (10.1 percent), and Vermont (10.0 percent). In contrast, the percentage was less than 4 percent in Texas (3.8 percent) and the District of Columbia (3.0 percent).
- In 2012, 6.8 percent of the resident population ages 3 through 5 who were associated with multiple races were served under Part B in “All states.” The percentages ranged from 2 percent to 54.4 percent in the 49 individual states for which non-suppressed data were available. In the following four states, the percentage was 8 percent or more: New York (54.4 percent), Pennsylvania (8.2 percent), Kentucky (8.1 percent), and Indiana (8.0 percent). In contrast, the percentage was less than 3 percent in 13 states.

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 2012?

Exhibit 54. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2012

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All states	37.1	17.4	5.3	5.1	23.6	2.7	#	2.2	6.5
Alabama	42.4	26.6	7.3	3.8	4.7	1.4	0.2	3.2	10.5
Alaska	30.0	20.9	3.1	5.2	34.4	1.3	0.0	0.5	4.6
Arizona	41.9	2.1	7.9	1.1	43.8	1.0	#	0.2	2.1
Arkansas	29.8	36.9	0.3	0.3	3.5	25.2	#	0.4	3.5
BIE schools	95.1	1.6	1.3	0.0	1.6	0.0	0.0	0.3	0.0
California	31.4	7.1	7.4	3.8	32.1	3.8	0.1	4.3	10.0
Colorado	81.0	6.5	4.3	1.0	5.2	0.9	#	0.2	0.9
Connecticut	69.3	7.4	4.2	1.1	12.1	0.8	0.3	0.2	4.6
Delaware	41.4	11.4	2.3	2.9	26.9	10.1	0.2	0.7	3.9
District of Columbia	56.2	26.3	0.3	0.5	13.5	2.8	0.0	0.4	0.0
Florida	20.5	12.6	6.7	4.9	46.9	4.4	#	0.6	3.3
Georgia	42.6	20.8	2.9	4.1	23.7	0.6	#	1.4	4.0
Hawaii	24.6	9.7	8.2	32.5	23.8	0.3	#	0.4	0.5
Idaho	18.7	7.6	12.0	3.5	47.3	5.3	#	1.0	4.5
Illinois	29.8	21.9	2.2	5.2	28.1	2.7	#	0.2	9.7
Indiana	35.0	9.1	5.4	4.3	31.9	1.4	#	0.4	12.5
Iowa	33.7	38.5	2.7	7.5	9.2	0.2	#	0.8	7.5
Kansas	30.4	21.1	8.5	6.3	31.9	0.1	0.0	1.5	0.2
Kentucky	63.2	24.8	1.7	2.1	4.6	0.5	#	0.4	2.7
Louisiana	22.1	48.7	0.8	15.7	2.8	0.2	#	4.9	4.8
Maine	55.0	13.2	13.9	5.1	6.8	0.9	#	0.3	4.7

See notes at end of exhibit.

**Exhibit 54. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2012—
Continued**

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Maryland	50.7	10.0	5.5	4.4	17.9	2.1	0.0	0.7	8.7
Massachusetts	29.4	29.1	9.5	8.0	13.8	1.3	0.0	0.1	8.8
Michigan	24.8	11.7	3.6	5.3	41.7	2.1	0.1	1.5	9.2
Minnesota	35.2	14.9	17.1	9.1	17.5	0.6	#	3.0	2.5
Mississippi	60.5	8.0	6.7	2.0	11.5	2.8	0.1	2.1	6.2
Missouri	43.9	17.5	3.3	4.0	21.5	1.4	0.0	0.7	7.7
Montana	30.6	11.3	8.4	3.3	27.5	3.6	0.2	0.7	14.3
Nebraska	56.4	2.3	14.0	2.2	10.2	1.1	0.1	10.3	3.4
Nevada	21.1	7.6	1.2	3.7	57.7	1.0	#	0.5	7.2
New Hampshire	34.5	18.7	13.4	14.7	17.5	0.0	0.0	0.2	1.0
New Jersey	32.7	5.2	6.9	15.9	32.0	5.4	0.2	0.1	1.6
New Mexico	40.4	8.1	4.3	1.2	26.6	10.3	0.0	0.2	8.9
New York	40.7	22.1	2.8	3.6	17.8	5.7	#	6.0	1.3
North Carolina	48.3	15.0	1.6	2.0	19.1	2.6	#	1.9	9.4
North Dakota	27.6	31.7	3.3	3.7	25.9	1.6	0.3	0.4	5.5
Ohio	49.8	3.0	2.4	1.1	34.7	3.7	#	2.2	3.0
Oklahoma	35.4	32.9	1.9	3.9	15.3	0.9	0.5	0.7	8.5
Oregon	24.4	24.2	8.1	12.8	24.1	1.0	#	3.5	1.8
Pennsylvania	48.1	6.9	13.7	4.8	14.4	1.5	#	5.2	5.4
Puerto Rico	85.9	0.0	1.8	0.0	0.0	0.4	0.0	6.3	5.6
Rhode Island	42.8	9.5	0.2	0.1	20.5	1.9	#	0.5	24.6
South Carolina	45.1	12.8	5.1	3.8	22.7	1.2	#	1.4	7.8
South Dakota	17.8	48.2	6.5	6.9	13.5	0.5	0.1	1.2	5.5
Tennessee	8.7	74.4	#	0.1	12.8	1.0	0.0	0.5	2.5
Texas	28.4	28.4	2.5	8.8	16.5	0.2	#	0.6	14.7
Utah	26.5	6.0	13.5	3.3	36.5	2.1	0.0	0.1	11.9

See notes at end of exhibit.

**Exhibit 54. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2012—
Continued**

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Vermont	61.9	7.2	11.8	2.2	4.2	0.6	0.0	5.0	7.2
Virginia	25.0	13.3	4.7	18.6	28.9	0.4	0.1	2.5	6.6
Washington	22.3	18.6	5.5	4.6	38.6	2.0	#	0.5	7.9
West Virginia	26.7	50.9	0.6	2.4	10.1	0.3	0.1	0.8	8.1
Wisconsin	29.4	30.7	3.1	5.7	21.7	0.5	#	1.5	7.3
Wyoming	—	—	—	—	—	—	—	—	—

— Percentage cannot be calculated because data were not available.

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

^aRegular early childhood program includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). Regular early childhood programs include, but are not limited to, Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development center or child care.

^bSeparate class, separate school, and residential facility are categories of special education programs that include less than 50 percent children without disabilities.

^cService provider location or some other location not in any other category 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 for all states with available data 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.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2012.

Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, the educational environment category representing children who attended a regular early childhood program for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. Specifically, the percentage associated with this category for “All states” was 37.1 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 23.6 percent of the children.
- In 31 individual states, the educational environment category representing children who attended a regular early childhood program for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for a larger percentage of children than any other category. In 11 of those states, this category accounted for a majority of the children. In the following three states, this category accounted for more than 80 percent of the children: BIE schools (95.1 percent), Puerto Rico (85.9 percent), and Colorado (81.0 percent).
- In 11 states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children than any other category. The percentage of children accounted for by a *separate class* was less than a majority in all of these states except Nevada, in which 57.7 percent were accounted for by this category.
- In nine states, the educational environment category representing children who attended a regular early childhood program for at least 10 hours per week but received the majority of hours of special education and related services elsewhere accounted for a larger percentage of children than any other category. The percentage represented a majority of the children in only Tennessee (74.4 percent) and West Virginia (50.9 percent).
- The category representing children who attended a regular early childhood program for less than 10 hours per week and received the majority of hours of special education and related services elsewhere accounted for more children than any other category in Hawaii (32.5 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 2012?

Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2012

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All states	40.6	15.9	5.4	3.5	24.0	2.4	#	2.1	6.2
Alabama	45.0	33.3	8.3	1.7	1.7	1.7	0.0	1.7	6.7
Alaska	59.6	27.7	3.2	2.1	6.4	0.0	0.0	1.1	0.0
Arizona	81.0	0.0	18.7	0.0	0.2	0.1	0.0	0.0	0.0
Arkansas	22.5	24.9	0.0	0.2	1.5	49.1	0.0	0.0	1.9
BIE schools	90.9	6.1	0.0	0.0	0.0	0.0	0.0	3.0	0.0
California	33.4	6.4	7.5	2.8	33.1	3.4	0.1	4.2	9.3
Colorado	77.5	7.0	4.5	0.6	8.7	0.8	0.1	0.1	0.8
Connecticut	91.5	2.0	0.0	0.3	5.4	0.6	0.0	0.0	0.3
Delaware	75.8	1.5	1.5	0.0	21.2	0.0	0.0	0.0	0.0
District of Columbia	62.6	29.7	1.0	0.5	6.2	0.0	0.0	0.0	0.0
Florida	23.1	12.1	8.0	4.8	46.6	2.4	#	0.3	2.6
Georgia	47.3	27.8	2.5	4.2	16.4	0.2	0.0	0.2	1.4
Hawaii	37.5	11.5	9.4	18.8	22.9	0.0	0.0	0.0	0.0
Idaho	37.0	13.6	7.4	1.2	34.6	1.2	0.0	0.0	4.9
Illinois	51.7	11.3	0.9	0.6	29.0	2.8	0.0	0.0	3.7
Indiana	74.8	8.0	2.8	0.7	9.4	0.3	0.0	0.0	3.8
Iowa	21.3	68.5	0.0	2.2	3.4	0.0	0.0	0.0	4.5
Kansas	49.7	23.9	11.0	2.6	12.9	0.0	0.0	0.0	0.0
Kentucky	72.6	20.7	1.8	1.8	2.4	0.6	0.0	0.0	0.0
Louisiana	24.6	70.5	0.0	1.6	0.0	0.0	0.0	0.0	3.3
Maine	98.3	0.3	0.3	0.2	0.2	0.6	0.0	0.0	0.1
Maryland	60.3	8.9	2.3	2.0	17.7	1.3	0.0	0.4	6.9

See notes at end of exhibit.

Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2012—Continued

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Massachusetts	24.6	41.3	5.0	4.4	21.8	0.7	0.0	0.1	2.1
Michigan	27.8	17.7	2.1	3.6	36.8	0.6	0.0	1.1	10.3
Minnesota	42.0	11.3	9.0	3.5	27.1	0.4	0.0	5.5	1.1
Mississippi	78.4	8.1	2.7	0.0	5.4	0.0	0.0	0.0	5.4
Missouri	83.3	9.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0
Montana	60.0	6.7	0.0	0.0	13.3	6.7	6.7	0.0	6.7
Nebraska	63.1	2.4	20.1	2.0	4.4	0.0	0.0	7.2	0.8
Nevada	35.9	11.4	2.3	5.3	43.6	0.4	0.0	0.2	0.9
New Hampshire	16.7	33.3	0.0	0.0	50.0	0.0	0.0	0.0	0.0
New Jersey	53.3	8.5	18.0	11.5	7.3	0.5	0.2	0.0	0.7
New Mexico	75.0	1.8	8.9	1.8	10.7	1.8	0.0	0.0	0.0
New York	57.9	32.3	#	1.1	5.7	2.8	0.0	#	#
North Carolina	70.2	7.8	0.4	0.1	14.1	1.6	0.0	0.3	5.4
North Dakota	44.4	22.2	0.0	11.1	11.1	0.0	0.0	0.0	11.1
Ohio	52.3	2.7	2.3	1.6	39.5	0.4	0.0	0.8	0.4
Oklahoma	36.1	40.8	0.4	3.9	18.0	0.0	0.0	0.0	0.9
Oregon	31.9	19.3	5.9	7.8	27.3	1.7	0.0	4.6	1.6
Pennsylvania	47.5	6.4	8.0	1.8	22.3	1.4	#	7.5	5.0
Puerto Rico	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rhode Island	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
South Carolina	42.3	11.3	4.1	3.8	23.6	1.6	0.3	1.0	12.1
South Dakota	0.0	66.7	22.2	0.0	11.1	0.0	0.0	0.0	0.0
Tennessee	19.0	71.4	0.0	0.0	4.8	0.0	0.0	0.0	4.8
Texas	34.5	41.9	1.4	5.1	3.7	#	0.0	0.2	13.3
Utah	81.1	16.5	0.5	0.5	1.4	0.0	0.0	0.0	0.0
Vermont	70.0	10.0	10.0	0.0	10.0	0.0	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2012—Continued

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Virginia	44.7	21.9	0.7	24.6	5.9	0.0	0.0	0.2	1.9
Washington	30.4	38.7	5.3	2.4	19.2	0.9	0.2	0.5	2.4
West Virginia	45.5	40.9	0.0	9.1	4.5	0.0	0.0	0.0	0.0
Wisconsin	36.1	36.1	2.2	2.6	14.9	0.6	0.0	0.6	6.9
Wyoming	—	—	—	—	—	—	—	—	—

— Percentage cannot be calculated because data were not available.

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

^aRegular early childhood program includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). Regular early childhood programs include, but are not limited to, Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development center or child care.

^bSeparate class, separate school, and residential facility are categories of special education programs that include less than 50 percent children without disabilities.

^cService provider location or some other location not in any other category 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.

^dLimited Spanish proficiency is the analogous measure for Puerto Rico.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient (LEP) and reported in the educational environment by the state by the total number of children ages 3 through 5 served under IDEA, Part B, who were LEP by the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were LEP and reported in the educational environment by all states by the total number of children ages 3 through 5 served under IDEA, Part B, who were LEP by all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, the educational environment category representing children who attended a *regular early childhood program* for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for the largest percentage of children ages 3 to 5 who were limited English proficient (LEP) served under *IDEA*, Part B, in the 51 states (“All states”) that reported children who were LEP and for which data were available. Specifically, the percentage associated with this category for “All states” was 40.6 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 24 percent of the children.
- In 37 individual states, the educational environment category representing children who attended a *regular early childhood program* for at least 10 hours per week and received the majority of hours of special education and related services in that program accounted for a larger percentage of children who were LEP than any other category. In 24 of those states, the category accounted for a majority of the children who were LEP. In the following four of those states, the percentage was larger than 90 percent: Rhode Island (100 percent), Maine (98.3 percent), Connecticut (91.5 percent), and BIE schools (90.9 percent).
- In nine states, the educational environment category representing children who attended a *regular early childhood program* for at least 10 hours per week but received the majority of hours of special education and related services elsewhere accounted for a larger percentage of children who were LEP than any other category. The category accounted for a majority of the children in Tennessee (71.4 percent), Louisiana (70.5 percent), Iowa (68.5 percent), and South Dakota (66.7 percent).
- In four states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children who were LEP than any other category. However, a *separate class* accounted for no more than 50 percent of the children who were LEP in each of these states. Specifically, a *separate class* accounted for 50 percent in New Hampshire, 46.6 percent in Florida, 43.6 percent in Nevada, and 36.8 percent in Michigan.
- The educational environment category representing children who attended a *separate school* accounted for a larger percentage of children who were LEP than any other category in Arkansas (49.1 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2011:

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 56. 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 2011

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	5.5	5.3	0.2
Alabama	4.0	3.8	0.2
Alaska	3.6	2.9	0.7
Arizona	4.6	4.4	0.2
Arkansas	4.7	4.1	0.7
BIE schools	—	—	—
California	3.1	3.1	0.1
Colorado	3.2	2.7	0.6
Connecticut	6.1	6.1	0.0
Delaware	0.0	0.0	0.0
District of Columbia	4.4	3.8	0.5
Florida	18.3	17.4	0.9
Georgia	5.3	4.8	0.5
Hawaii	10.0	9.4	0.7
Idaho	0.8	0.7	0.1
Illinois	4.1	4.1	#
Indiana	0.1	0.1	0.0
Iowa	7.5	7.5	0.0
Kansas	4.8	4.8	0.0
Kentucky	2.4	2.3	#
Louisiana	5.6	5.5	0.1
Maine	1.8	1.8	0.0
Maryland	4.3	4.1	0.2
Massachusetts	7.3	7.1	0.2

See notes at end of exhibit.

Exhibit 56. 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 2011—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	3.5	3.5	#
Minnesota	4.8	4.7	0.2
Mississippi	1.9	1.6	0.3
Missouri	6.4	6.2	0.3
Montana	3.0	3.0	#
Nebraska	4.3	4.1	0.3
Nevada	6.0	4.7	1.3
New Hampshire	9.3	9.3	0.0
New Jersey	8.8	7.6	1.2
New Mexico	6.6	6.6	#
New York	7.9	7.7	0.2
North Carolina	8.9	8.8	0.1
North Dakota	5.1	5.1	0.0
Ohio	7.3	7.2	#
Oklahoma	5.3	5.3	#
Oregon	1.5	1.3	0.1
Pennsylvania	3.5	3.5	#
Puerto Rico	1.9	1.6	0.3
Rhode Island	4.5	4.4	0.1
South Carolina	7.1	6.8	0.3
South Dakota	4.3	4.2	0.1
Tennessee	4.1	3.7	0.4
Texas	6.2	6.2	#
Utah	2.5	2.4	0.1
Vermont	6.6	6.5	0.2
Virginia	2.6	2.6	#
Washington	4.0	4.0	#
West Virginia	6.4	4.7	1.8
Wisconsin	3.8	3.7	#
Wyoming	2.9	2.5	0.5

— Ratio cannot be calculated because data were not available.

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

^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.

- In 2011, there were 5.5 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed 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, in the 52 states (“All states”) for which data were available. Ratios of 8 or more FTE *special education teachers* per 100 children were observed in the following five states: Florida (18.3 FTEs per 100 children), Hawaii (10.0 FTEs per 100 children), New Hampshire (9.3 FTEs per 100 children), North Carolina (8.9 FTEs per 100 children), and New Jersey (8.8 FTEs per 100 children). In contrast, the following three states had ratios of less than 1 FTE per 100 children: Idaho (0.8 FTE per 100 children), Indiana (0.1 FTE per 100 children), and Delaware (0.0 FTE per 100 children).
- In 2011, there were 5.3 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 four states. Those states were Florida (17.4 FTEs per 100 children), Hawaii (9.4 FTEs per 100 children), New Hampshire (9.3 FTEs per 100 children), and North Carolina (8.8 FTEs per 100 children). Yet a ratio smaller than 1 FTE highly qualified *special education teacher* per 100 children was found for the following two states that reported some FTE *special education teachers*: Idaho (0.7 FTE per 100 children) and Indiana (0.1 FTE per 100 children).
- In 2011, there was 0.2 FTE not 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. The ratio was smaller than 1 FTE per 100 children for all but the following three states: West Virginia (1.8 FTEs per 100 children), Nevada (1.3 FTEs per 100 children), and New Jersey (1.2 FTEs per 100 children).

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*, 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2011. Data for BIE schools were excluded. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data for BIE schools were not available. Data were accessed fall 2012. 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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2012

State	2008	2012
All states	8.6	8.5
Alabama	7.2	7.0
Alaska	9.6	9.6
Arizona	7.8	7.8
Arkansas	8.3	8.1
California	7.1	7.3
Colorado	6.8	6.9
Connecticut	7.9	8.1
Delaware	8.8	8.9
District of Columbia	9.3	10.1
Florida	9.5	8.5
Georgia	7.5	7.4
Hawaii	6.6	6.4
Idaho	6.6	6.3
Illinois	9.9	9.1
Indiana	10.7	10.2
Iowa	9.2	8.7
Kansas	8.7	8.6
Kentucky	9.5	8.7
Louisiana	7.5	7.0
Maine	11.1	11.2
Maryland	7.4	7.4
Massachusetts	11.0	11.0
Michigan	9.2	8.5
Minnesota	9.2	9.4
Mississippi	8.1	8.0
Missouri	9.0	8.3
Montana	7.6	7.2
Nebraska	9.8	9.7
Nevada	7.4	7.3
New Hampshire	9.6	9.6
New Jersey	11.3	11.6
New Mexico	8.6	9.2
New York	9.3	9.7
North Carolina	8.3	8.2
North Dakota	8.1	7.7

See notes at end of exhibit.

Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2012—Continued

State	2008	2012
Ohio	9.5	9.4
Oklahoma	10.5	10.9
Oregon	8.9	9.2
Pennsylvania	9.9	10.0
Puerto Rico	10.7	14.4
Rhode Island	10.6	9.5
South Carolina	9.2	8.9
South Dakota	8.5	8.6
Tennessee	7.9	8.4
Texas	7.1	6.4
Utah	8.0	9.0
Vermont	—	9.3
Virginia	8.9	8.5
Washington	7.9	8.2
West Virginia	11.3	10.9
Wisconsin	8.9	8.8
Wyoming	9.9	9.8

— Percentage cannot be calculated because data were not available.

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 for all states with available data 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2012. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2008 and 2012. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 8.5 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 6.3 percent to 14.4 percent. In the following three states, the percentage was larger than 11 percent: Puerto Rico (14.4 percent), New Jersey (11.6 percent), and Maine (11.2 percent). In the following six states, no more than 7 percent of the resident population was served: Alabama (7.0 percent), Louisiana (7.0 percent), Colorado (6.9 percent), Texas (6.4 percent), Hawaii (6.4 percent), and Idaho (6.3 percent).
- In 2008, 8.6 percent of the resident population ages 6 through 21 in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.
- In 18 of the 51 individual states for which data were available for 2008 and 2012, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased between the two years. However, the increase represented a percentage change of more than 10 percent in only Puerto Rico (34.7 percent) and Utah (12.1 percent).

- In 28 of the 51 individual states for which data were available for 2008 and 2012, the percentage of the population ages 6 through 21 served decreased between the two years. However, the decrease represented a percentage change of more than 8 percent in only Texas (-9.9 percent), Rhode Island (-9.7 percent), Florida (-9.7 percent), and Kentucky (-9.0 percent).

How did the states compare with regard to the percentage of the resident population ages 6 through 21 within each racial/ethnic group who were served under IDEA, Part B, in 2012?

Exhibit 58. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	14.3	4.2	11.3	8.2	13.5	8.2	6.5
Alabama	8.6	3.1	9.1	4.3	4.7	6.4	3.0
Alaska	15.8	5.8	12.1	8.1	12.9	8.2	8.2
Arizona	10.0	4.2	11.5	7.8	7.9	7.6	4.3
Arkansas	7.8	4.3	10.6	6.5	8.3	7.9	5.7
California	13.5	3.8	12.4	7.7	8.6	7.0	4.4
Colorado	12.0	4.1	10.8	8.2	8.3	6.2	5.5
Connecticut	13.7	4.0	11.6	9.9	16.9	7.2	5.3
Delaware	15.2	3.8	13.7	9.0	7.7	7.3	3.5
District of Columbia	4.1	1.5	14.5	9.0	10.5	1.7	2.3
Florida	13.0	4.1	10.8	8.4	10.2	7.8	9.0
Georgia	7.2	3.5	8.5	6.9	7.0	7.0	8.5
Hawaii	20.8	5.1	8.3	3.5	23.9	6.3	1.5
Idaho	11.6	4.4	11.0	6.5	10.8	6.2	4.6
Illinois	25.6	4.1	12.0	8.4	40.5	8.8	10.1
Indiana	16.9	4.0	12.8	8.4	11.0	10.0	16.2
Iowa	16.5	4.0	18.2	10.8	12.1	8.1	10.0
Kansas	16.1	4.3	12.7	8.0	10.9	8.3	10.3
Kentucky	7.4	3.8	11.4	6.7	4.6	8.6	6.7
Louisiana	7.2	3.0	9.0	3.8	6.1	6.1	3.4
Maine	18.9	5.8	14.2	9.8	18.3	11.3	6.0
Maryland	9.6	3.5	9.9	7.9	13.2	6.1	5.8
Massachusetts	17.3	4.9	14.4	15.0	26.1	10.2	10.1
Michigan	13.6	3.6	10.9	7.7	26.0	8.2	5.9
Minnesota	20.9	7.0	16.4	11.4	18.1	8.6	7.7
Mississippi	3.0	3.6	9.1	4.6	4.3	7.6	3.3
Missouri	10.8	4.6	11.4	6.0	5.3	8.2	5.0
Montana	12.6	4.7	11.2	6.5	27.2	6.8	4.2
Nebraska	18.8	5.6	14.4	10.9	10.6	9.0	11.5
Nevada	16.9	2.9	11.2	6.9	12.9	7.2	7.0
New Hampshire	12.2	3.7	14.3	8.2	27.5	9.9	1.4
New Jersey	9.9	5.2	15.0	11.3	46.5	12.2	3.7
New Mexico	10.0	5.1	11.9	9.5	0.0	8.4	5.7
New York	17.6	4.7	13.4	11.9	26.8	8.5	3.9
North Carolina	10.9	3.3	11.0	7.8	7.8	7.1	9.6

See notes at end of exhibit.

Exhibit 58. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	11.5	4.0	11.9	8.7	26.4	7.4	3.5
Ohio	9.1	3.8	12.6	7.7	8.3	9.0	11.4
Oklahoma	17.2	4.5	14.7	8.7	10.6	10.8	5.0
Oregon	16.6	4.9	15.8	10.1	9.9	9.0	6.7
Pennsylvania	12.9	4.3	13.5	10.2	14.2	9.8	7.2
Rhode Island	21.2	4.0	13.4	11.7	16.6	8.8	7.7
South Carolina	8.1	4.0	11.9	6.6	7.2	7.6	8.4
South Dakota	12.1	6.0	12.7	8.6	18.1	8.1	5.2
Tennessee	8.9	4.1	10.7	6.6	7.6	8.2	2.7
Texas	10.3	2.9	8.8	6.6	7.8	5.7	5.7
Utah	15.7	4.6	14.0	10.1	9.0	8.9	4.9
Vermont	11.6	2.9	13.1	3.9	28.1	9.6	4.3
Virginia	10.9	4.6	11.6	9.8	12.0	7.4	8.0
Washington	13.0	4.5	12.8	9.7	7.3	7.8	7.6
West Virginia	7.7	4.3	12.9	5.7	7.5	11.1	5.3
Wisconsin	17.1	6.2	16.3	9.6	17.0	7.9	6.9
Wyoming	13.5	5.5	9.1	10.2	18.9	9.7	7.1

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 racial/ethnic group by the estimated U.S. resident population ages 6 through 21 of the racial/ethnic group in the state, 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 who were reported in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group in all states, then multiplying the result by 100. Percentage for “All states” includes data for BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2012. Data for Puerto Rico were not available. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, there were larger percentages of the resident population ages 6 through 21 who were American Indian or Alaska Native and who were Native Hawaiian or Other Pacific Islander than of the resident populations of the other racial/ethnic groups served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, 14.3 percent of the resident population who were American Indian or Alaska Native and 13.5 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In contrast, only 4.2 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.
- In 2012, 14.3 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from 3 to 25.6 percent in the 51 individual states. In the following four states, the percentage was larger than 20

- percent: Illinois (25.6 percent), Rhode Island (21.2 percent), Minnesota (20.9 percent), and Hawaii (20.8 percent). In contrast, the percentage was less than 5 percent in the District of Columbia (4.1 percent) and Mississippi (3.0 percent).
- In 2012, 4.2 percent of the resident population ages 6 through 21 who were Asian were served under Part B in “All states.” The percentages ranged from 1.5 to 7 percent in the 51 individual states. The percentage was more than 6 percent in only Minnesota (7.0 percent) and Wisconsin (6.2 percent). In contrast, the percentage was less than 3 percent in the following four states: Nevada (2.9 percent), Vermont (2.9 percent), Texas (2.9 percent), and the District of Columbia (1.5 percent).
 - In 2012, 11.3 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in “All states.” The percentages ranged from 8.3 to 18.2 percent in the 51 individual states. In the following four states, the percentage was 15 percent or more: Iowa (18.2 percent), Minnesota (16.4 percent), Wisconsin (16.3 percent), and Oregon (15.8 percent). In contrast, the percentage was 9 percent or less in the following four states: Louisiana (9.0 percent), Texas (8.8 percent), Georgia (8.5 percent), and Hawaii (8.3 percent).
 - In 2012, 8.2 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in “All states.” The percentages ranged from 3.5 to 15 percent in the 51 individual states. In the following five states, the percentage was more than 11 percent: Massachusetts (15.0 percent), New York (11.9 percent), Rhode Island (11.7 percent), Minnesota (11.4 percent), and New Jersey (11.3 percent). In contrast, the percentage was less than 4 percent in three states: Vermont (3.9 percent), Louisiana (3.8 percent), and Hawaii (3.5 percent).
 - In 2012, 13.5 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All states.” The percentages ranged from zero to 46.5 percent in the 51 states. The percentage was more than 30 percent in New Jersey (46.5 percent) and Illinois (40.5 percent). In contrast, the percentage was less than 5 percent in Alabama (4.7 percent), Kentucky (4.6 percent), Mississippi (4.3 percent), and New Mexico (0.0 percent).
 - In 2012, 8.2 percent of the resident population ages 6 through 21 who were White were served under Part B in “All states.” The percentages ranged from 1.7 to 12.2 percent in the 51 individual states. The percentage was 11 percent or more in the following three states: New Jersey (12.2 percent), Maine (11.3 percent), and West Virginia (11.1 percent). In contrast, the percentage was less than 6 percent in Texas (5.7 percent) and the District of Columbia (1.7 percent).
 - In 2012, 6.5 percent of the resident population ages 6 through 21 who were associated with multiple races were served under Part B in “All states.” The percentages ranged from 1.4 to 16.2 percent in the 51 individual states. In the following three states, the percentage was 11 percent or more: Indiana (16.2 percent), Nebraska (11.5 percent), and Ohio (11.4 percent). In contrast, the percentage was less than 3 percent in Tennessee (2.7 percent), the District of Columbia (2.3 percent), Hawaii (1.5 percent), and New Hampshire (1.4 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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2008 and fall 2012

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
All states	5.0	7.6	2.7	53.4
Alabama	3.9	6.8	2.9	74.0
Alaska	3.7	5.8	2.2	59.6
Arizona	4.7	7.7	2.9	61.3
Arkansas	4.0	6.2	2.3	57.4
BIE schools	1.1	2.1	1.1	98.9
California	7.0	10.4	3.5	49.6
Colorado	3.3	5.9	2.5	75.4
Connecticut	7.3	10.6	3.4	46.6
Delaware	4.3	6.0	1.7	38.6
District of Columbia	3.1	5.1	2.0	65.9
Florida	3.6	6.9	3.3	93.8
Georgia	5.3	7.6	2.3	42.3
Hawaii	5.5	7.0	1.4	26.1
Idaho	6.0	8.8	2.8	47.2
Illinois	4.3	6.8	2.5	58.7
Indiana	5.9	8.4	2.5	41.4
Iowa	1.1	1.1	#	-0.8
Kansas	3.4	5.2	1.8	54.1
Kentucky	3.1	5.4	2.3	71.7
Louisiana	3.3	5.3	2.0	61.5
Maine	6.1	9.0	2.8	46.4
Maryland	7.4	9.9	2.5	33.2
Massachusetts	5.2	8.2	3.0	58.7
Michigan	5.8	8.1	2.3	40.5
Minnesota	10.5	13.3	2.8	26.5
Mississippi	2.4	5.5	3.1	127.8
Missouri	4.7	7.7	3.0	62.3
Montana	2.8	3.2	0.4	13.1
Nebraska	3.7	5.8	2.2	58.6
Nevada	5.6	9.0	3.5	62.8
New Hampshire	4.5	7.4	2.9	64.9
New Jersey	4.4	6.8	2.4	54.8
New Mexico	2.4	4.3	1.9	78.3
New York	4.5	6.3	1.8	41.1
North Carolina	5.1	7.4	2.3	46.1
North Dakota	4.0	6.2	2.2	53.5

See notes at end of exhibit.

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2008 and fall 2012—Continued

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
Ohio	4.7	7.4	2.7	58.4
Oklahoma	2.5	4.2	1.7	68.7
Oregon	9.3	10.9	1.6	17.2
Pennsylvania	5.2	8.4	3.2	62.2
Puerto Rico	1.4	2.5	1.1	78.3
Rhode Island	5.4	9.0	3.6	67.1
South Carolina	2.9	5.0	2.2	75.9
South Dakota	3.8	4.9	1.1	28.0
Tennessee	3.8	5.7	1.9	49.9
Texas	5.5	9.1	3.6	66.9
Utah	4.8	6.6	1.8	37.5
Vermont	—	7.4	—	—
Virginia	5.3	9.2	3.9	74.1
Washington	5.6	8.0	2.4	42.1
West Virginia	2.5	3.9	1.4	55.7
Wisconsin	5.7	8.2	2.6	44.9
Wyoming	3.6	6.0	2.4	67.7

— Percentage cannot be calculated because data were not available.

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

^aChange between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012, dividing the difference by the percentage for 2008, 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2012. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a total of 7.6 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) were reported under the category of *autism*. At least 10 percent of the students served in Minnesota (13.3 percent), Oregon (10.9 percent), Connecticut (10.6 percent), and California (10.4 percent) were reported under the category of *autism*. However, less than 4 percent of the students served in West Virginia (3.9 percent), Montana (3.2 percent), Puerto Rico (2.5 percent), BIE schools (2.1 percent), and Iowa (1.1 percent) were reported under the category of *autism*.
- In 2008, a total of 5 percent of 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 *autism*.

- The percentage of students who were reported under the category of autism was larger in 2012 than in 2008 in 51 of the 52 states for which data for both time periods were available. The sole exception was Iowa, in which 1.1 percent of the students served in both years were reported under the category of *autism*.
- The percent change for 31 of the 51 states in which a larger percentage of the students were reported under the category of *autism* in 2012 than in 2008 exceeded 50 percent. Moreover, a percentage increase of more than 100 percent was found in Mississippi (127.8 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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 60. 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 2008 and fall 2012

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
All states	11.0	13.2	2.2	20.2
Alabama	8.2	12.1	3.9	46.8
Alaska	11.9	15.0	3.1	26.4
Arizona	6.7	8.2	1.5	22.2
Arkansas	15.3	18.0	2.7	17.6
BIE schools	6.1	8.1	2.0	32.2
California	7.8	10.2	2.4	31.2
Colorado	—	#	—	—
Connecticut	18.5	20.7	2.2	11.8
Delaware	12.5	12.3	-0.2	-1.4
District of Columbia	4.9	11.7	6.7	136.3
Florida	6.7	8.5	1.8	27.6
Georgia	15.6	15.9	0.3	1.9
Hawaii	15.1	15.4	0.3	2.0
Idaho	10.9	16.5	5.6	51.0
Illinois	9.0	11.2	2.2	23.9
Indiana	7.5	11.0	3.5	47.0
Iowa	0.1	0.1	#	-5.2
Kansas	12.5	12.6	0.1	0.5
Kentucky	17.6	16.8	-0.8	-4.6
Louisiana	12.3	13.6	1.3	10.9
Maine	18.6	20.6	2.1	11.2
Maryland	16.3	18.0	1.7	10.6
Massachusetts	7.5	11.1	3.6	48.0
Michigan	9.0	11.1	2.1	23.9
Minnesota	14.2	15.7	1.5	10.7
Mississippi	10.4	15.0	4.6	44.1
Missouri	14.5	18.6	4.0	27.5
Montana	10.8	12.3	1.5	13.4
Nebraska	13.1	14.1	1.0	7.5
Nevada	7.3	9.2	1.9	25.7
New Hampshire	17.7	19.4	1.7	9.7
New Jersey	13.5	17.8	4.2	31.4
New Mexico	7.9	8.7	0.8	9.6
New York	13.6	15.5	1.9	13.8
North Carolina	17.3	18.9	1.5	8.8
North Dakota	12.5	14.9	2.4	19.0
Ohio	10.7	14.3	3.6	33.5

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 *other health impairments*, by year and state: Fall 2008 and fall 2012—Continued

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
Oklahoma	10.7	14.4	3.7	34.1
Oregon	13.0	15.2	2.1	16.5
Pennsylvania	7.1	11.3	4.2	59.7
Puerto Rico	6.5	10.1	3.6	55.6
Rhode Island	17.1	16.3	-0.9	-5.1
South Carolina	9.7	12.5	2.8	28.9
South Dakota	10.4	12.3	1.9	18.7
Tennessee	11.0	12.6	1.6	14.6
Texas	12.7	13.2	0.4	3.5
Utah	6.9	8.5	1.5	22.4
Vermont	—	16.9	—	—
Virginia	18.1	20.7	2.5	14.0
Washington	19.5	20.1	0.7	3.4
West Virginia	11.9	14.2	2.3	19.4
Wisconsin	14.1	17.9	3.8	27.0
Wyoming	14.3	15.9	1.6	10.9

— Percentage cannot be calculated because data were not available.

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

^aChange between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012, dividing the difference by the percentage for 2008, 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2012. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, 13.2 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) were reported under the category of *other health impairments*. However, less than 9 percent of the students served in the following seven states were reported under the category of *other health impairments*: New Mexico (8.7 percent), Florida (8.5 percent), Utah (8.5 percent), Arizona (8.2 percent), BIE schools (8.1 percent), Iowa (0.1 percent), and Colorado (less than 0.05 percent). In contrast, more than 20 percent of the students served in the following four states were reported under the category of *other health impairments*: Connecticut (20.7 percent), Virginia (20.7 percent), Maine (20.6 percent), and Washington (20.1 percent).

- In 2008, 11 percent of 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 47 of the 51 states for which data were available for both years, the percentage of students reported under the category of *other health impairments* was larger in 2012 than in 2008. The difference between the percentage of children served in 2008 and the percentage of children served in 2012 by each of the four other states was less than 1 percent.
- Percent changes of more than 30 percent were observed for 13 of the states for which an increase was found between 2008 and 2012. Included among these states were the following four in which the change was larger than 50 percent: the District of Columbia (136.3 percent), Pennsylvania (59.7 percent), Puerto Rico (55.6 percent), and Idaho (51.0 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 2012, and how did the percentages change between 2008 and 2012?

Exhibit 61. 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 2008 and fall 2012

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
All states	42.9	40.1	-2.8	-6.4
Alabama	50.0	44.4	-5.6	-11.2
Alaska	47.4	45.3	-2.1	-4.3
Arizona	50.4	46.2	-4.2	-8.4
Arkansas	37.5	34.9	-2.6	-6.9
BIE schools	55.5	50.8	-4.6	-8.4
California	47.8	45.5	-2.3	-4.8
Colorado	41.5	44.9	3.4	8.2
Connecticut	35.9	35.1	-0.8	-2.2
Delaware	53.8	51.3	-2.5	-4.7
District of Columbia	45.7	39.0	-6.7	-14.6
Florida	47.4	43.0	-4.4	-9.2
Georgia	31.3	34.9	3.6	11.5
Hawaii	47.7	49.6	2.0	4.1
Idaho	37.1	27.7	-9.4	-25.4
Illinois	46.2	41.1	-5.1	-11.0
Indiana	37.7	35.9	-1.8	-4.7
Iowa	60.3	60.4	0.1	0.1
Kansas	41.6	41.7	0.1	0.2
Kentucky	15.4	17.7	2.2	14.4
Louisiana	33.0	33.1	0.2	0.5
Maine	33.2	32.3	-0.8	-2.5
Maryland	36.5	34.6	-1.9	-5.2
Massachusetts	39.3	30.8	-8.5	-21.7
Michigan	41.1	37.5	-3.5	-8.6
Minnesota	28.9	27.4	-1.5	-5.1
Mississippi	39.6	26.1	-13.5	-34.2
Missouri	34.0	28.7	-5.4	-15.8
Montana	47.5	32.3	-15.2	-32.0
Nebraska	34.6	35.4	0.8	2.4
Nevada	57.5	52.6	-4.9	-8.5
New Hampshire	44.0	39.7	-4.3	-9.7
New Jersey	40.5	37.4	-3.2	-7.8
New Mexico	45.3	44.8	-0.5	-1.1
New York	41.9	38.8	-3.1	-7.4
North Carolina	37.1	40.2	3.2	8.5
North Dakota	36.1	36.3	0.2	0.6
Ohio	42.4	41.8	-0.6	-1.4

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 *specific learning disabilities*, by year and state: Fall 2008 and fall 2012—Continued

State	2008 percent	2012 percent	Change between 2008 and 2012 ^a	Percent change between 2008 and 2012 ^b
Oklahoma	47.9	43.8	-4.0	-8.4
Oregon	39.3	37.3	-2.0	-5.1
Pennsylvania	52.0	46.3	-5.7	-10.9
Puerto Rico	59.2	53.2	-6.0	-10.1
Rhode Island	41.7	39.0	-2.7	-6.4
South Carolina	48.6	46.7	-1.9	-4.0
South Dakota	41.3	40.5	-0.8	-1.9
Tennessee	41.1	41.1	0.1	0.2
Texas	47.6	42.1	-5.6	-11.7
Utah	49.2	48.7	-0.5	-1.1
Vermont	—	32.3	—	—
Virginia	39.3	37.8	-1.5	-3.8
Washington	39.6	38.9	-0.8	-1.9
West Virginia	32.9	30.6	-2.4	-7.2
Wisconsin	35.0	31.0	-4.0	-11.5
Wyoming	38.1	35.8	-2.3	-6.1

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2012 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2012, dividing the difference by the percentage for 2008, 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2012. Data for 2008 were accessed spring 2012. Data for 2012 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a total of 40.1 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) were reported under the category of *specific learning disabilities*. The percentages of students reported under the category of *specific learning disabilities* by the individual states ranged from 17.7 percent to 60.4 percent. The percentages for the following five states were larger than 50 percent: Iowa (60.4 percent), Puerto Rico (53.2 percent), Nevada (52.6 percent), Delaware (51.3 percent), and BIE schools (50.8 percent). In contrast, the percentages for the following five states were less than 30 percent: Missouri (28.7 percent), Idaho (27.7 percent), Minnesota (27.4 percent), Mississippi (26.1 percent), and Kentucky (17.7 percent).
- In 2008, 42.9 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 *specific learning disabilities*.

- The percentage of students reported under the category of *specific learning disabilities* was larger in 2008 than in 2012 in 41 of the 52 states for which data were available for both time periods. For all 11 states in which the percentage was larger in 2012 than in 2008, the difference was less than 4 percentage points. Moreover, the difference represented a percentage increase of less than 10 percent in each state except Georgia and Kentucky. For Georgia, the 3.6 percentage point difference represented an 11.5 percent increase. For Kentucky, the 2.2 percentage point difference represented a 14.4 percent increase.
- While the percentage of students reported under the category of *specific learning disabilities* decreased in 41 states between 2008 and 2012, the difference between the percentage reported in 2008 and the percentage reported in 2012 was less than 10 percent for all but two states. For Montana and Mississippi, the difference was -15.2 percentage points and -13.5 percentage points, respectively. Moreover, the decrease for only the following four states represented a percent change larger than 16 percent: Mississippi (-34.2 percent), Montana (-32.0 percent), Idaho (-25.4 percent), and Massachusetts (-21.7 percent).

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 2012?

Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2012

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
All states	61.5	19.5	13.8	2.9	0.3	0.4	0.3	1.3
Alabama	83.7	6.4	6.6	1.3	1.1	0.3	0.2	0.4
Alaska	61.1	24.5	11.1	2.0	0.5	0.2	0.4	0.2
Arizona	61.7	20.5	15.4	1.6	0.1	0.2	0.4	0.2
Arkansas	52.9	30.5	13.2	0.9	1.0	0.6	0.3	0.6
BIE schools	77.2	16.0	5.9	0.2	0.5	0.3	#	0.0
California	52.6	20.3	22.2	3.6	0.2	0.3	0.3	0.5
Colorado	72.3	16.8	7.2	2.2	0.7	0.2	0.4	0.2
Connecticut	69.4	16.4	5.7	5.7	1.1	0.4	0.4	0.9
Delaware	64.8	13.5	15.3	5.6	0.2	0.5	#	0.2
District of Columbia	49.5	18.7	11.6	18.0	1.1	0.1	0.9	0.2
Florida	69.3	10.7	14.2	2.9	0.2	0.8	1.0	1.0
Georgia	64.5	18.3	14.6	1.5	0.4	0.2	0.3	0.3
Hawaii	35.8	43.1	19.4	0.7	0.1	0.3	0.3	0.2
Idaho	60.4	26.3	11.4	0.9	0.2	0.1	0.5	0.2
Illinois	53.1	25.6	13.8	5.4	0.5	0.2	0.1	1.4
Indiana	68.8	14.2	10.9	1.1	0.4	0.7	0.2	3.7
Iowa	64.0	24.2	8.4	1.3	0.6	0.1	0.5	0.9
Kansas	67.2	21.5	7.2	1.8	0.3	0.1	0.5	1.3
Kentucky	71.8	16.7	8.7	0.7	0.3	0.9	0.2	0.7
Louisiana	60.5	21.3	13.6	0.3	0.1	0.8	0.2	3.1
Maine	55.7	29.8	10.8	2.6	0.5	0.1	0.1	0.3
Maryland	68.0	10.3	13.3	6.5	0.2	0.3	0.4	1.0
Massachusetts	58.8	18.7	14.9	6.1	0.7	0.2	0.1	0.7
Michigan	64.3	17.1	11.4	4.9	0.2	0.2	0.5	1.4
Minnesota	62.0	23.6	10.3	3.8	0.1	0.2	0.0	0.0
Mississippi	67.0	15.4	13.8	0.8	0.6	0.8	0.1	1.4
Missouri	58.1	26.3	9.4	2.9	#	0.6	0.7	1.9
Montana	47.3	37.4	13.1	0.5	0.8	0.2	0.2	0.6
Nebraska	74.9	13.0	6.2	1.5	0.3	0.2	0.1	3.8
Nevada	64.7	19.4	13.9	1.2	#	0.3	0.3	0.2
New Hampshire	73.2	15.7	8.0	1.9	0.6	#	#	0.6
New Jersey	44.9	25.7	16.6	6.9	0.2	0.3	0.1	5.4
New Mexico	50.4	27.0	20.6	0.5	0.2	0.3	0.3	0.6
New York	57.5	11.6	21.3	5.6	0.5	0.4	0.2	2.8
North Carolina	66.2	17.8	13.6	1.2	0.2	0.6	0.1	0.3

See notes at end of exhibit.

Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2012—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
North Dakota	76.0	16.5	4.1	0.4	0.9	0.1	#	1.9
Ohio	60.2	21.5	11.4	3.2	0.2	0.6	#	2.9
Oklahoma	62.9	25.7	9.7	0.3	0.5	0.6	0.1	0.2
Oregon	72.6	14.1	10.8	1.0	0.1	0.2	0.4	0.8
Pennsylvania	62.1	23.5	8.9	4.3	0.5	0.2	0.2	0.3
Puerto Rico	77.8	8.6	5.8	1.7	0.0	1.9	#	4.2
Rhode Island	71.6	8.6	11.8	5.5	0.6	0.1	0.3	1.6
South Carolina	57.3	21.8	18.6	0.7	0.4	0.6	0.2	0.4
South Dakota	67.7	22.6	5.4	1.2	1.3	0.1	0.2	1.5
Tennessee	63.3	22.1	11.9	0.8	0.3	0.7	0.1	0.8
Texas	66.3	18.6	13.5	0.5	0.2	0.5	0.1	0.2
Utah	56.2	27.0	13.5	2.6	#	0.3	0.3	#
Vermont	73.8	12.8	7.1	4.4	1.1	0.1	#	0.6
Virginia	61.9	20.8	12.5	2.7	0.5	0.6	0.5	0.6
Washington	52.4	32.9	13.2	0.6	0.2	0.1	0.2	0.4
West Virginia	63.9	24.5	8.7	0.1	0.6	1.0	0.3	0.8
Wisconsin	61.9	25.0	10.0	0.8	0.2	0.2	0.4	1.5
Wyoming	62.2	28.2	7.1	0.4	0.7	0.3	0.8	0.4

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

^aPercentage of day 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 facilities* 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 schools* 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.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to

<http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a total of 61.5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) were educated *inside the regular class 80% or more of the day*.

- In 52 of the 53 individual states, a larger percentage of students was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category. Moreover, in 49 of the 53 states, a majority of such students were educated *inside the regular class 80% or more of the day*. In four of those states, this category accounted for more than 75 percent of such students. The states were Alabama (83.7 percent), Puerto Rico (77.8 percent), BIE schools (77.2 percent), and North Dakota (76.0 percent). The only state that deviated from this pattern was Hawaii. In Hawaii, the most prevalent category was *inside the regular class no more than 79% of the day and no less than 40% of the day*, accounting for 43.1 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 2012?

Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2012

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
All states	57.4	23.3	17.5	1.5	0.1	0.2	0.1	0.2
Alabama	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Alaska	60.2	29.8	8.1	1.2	0.2	#	0.3	#
Arizona	69.3	22.2	8.4	#	0.0	#	#	0.0
Arkansas	57.7	27.7	14.0	0.1	0.1	0.3	#	0.1
BIE schools	71.8	19.9	7.4	#	0.3	0.4	0.1	0.0
California	50.5	23.4	23.3	2.2	0.1	0.2	0.2	0.1
Colorado	73.9	17.9	7.2	0.5	0.2	0.1	0.1	0.1
Connecticut	73.1	19.0	5.1	1.9	0.4	0.1	0.0	0.4
Delaware	62.8	19.5	14.7	3.0	0.0	0.0	0.0	0.0
District of Columbia	63.9	18.9	13.8	2.6	0.3	0.0	0.3	0.2
Florida	71.1	15.9	11.3	0.5	0.2	0.3	0.2	0.4
Georgia	64.6	25.6	9.6	0.1	0.0	0.1	#	#
Hawaii	26.6	48.4	23.1	1.1	0.1	0.4	0.2	0.0
Idaho	53.0	36.2	9.8	0.8	0.1	0.1	0.0	0.0
Illinois	49.9	32.7	15.8	1.3	0.1	#	0.0	0.1
Indiana	73.0	18.5	5.8	0.5	0.1	0.3	#	1.7
Iowa	66.6	27.5	5.5	0.1	0.0	0.0	0.1	0.1
Kansas	67.0	27.3	5.0	0.2	0.0	0.0	#	0.5
Kentucky	67.6	22.8	8.5	0.9	0.0	0.1	0.0	0.1
Louisiana	65.9	20.8	12.9	0.0	0.0	0.2	0.0	0.2
Maine	53.1	32.6	12.8	1.2	0.3	0.0	0.0	0.0
Maryland	73.5	9.2	15.0	1.9	0.2	0.1	0.1	0.1
Massachusetts	46.4	25.0	25.1	3.1	0.1	0.1	0.1	0.3
Michigan	71.3	17.3	9.2	1.8	0.0	#	#	0.3
Minnesota	62.5	26.2	9.6	1.5	#	0.1	0.0	0.0
Mississippi	70.6	17.0	12.1	0.2	0.0	0.0	0.0	0.0
Missouri	61.3	28.4	9.2	0.7	0.0	0.1	0.0	0.3
Montana	44.2	45.8	9.6	0.0	0.0	0.1	0.1	0.1
Nebraska	81.8	13.8	2.2	0.3	0.1	0.5	0.2	1.3
Nevada	60.3	27.7	11.4	0.3	0.0	0.1	0.1	#
New Hampshire	72.8	17.4	8.4	0.8	0.2	0.0	0.0	0.3
New Jersey	45.4	24.5	26.0	1.4	0.0	0.2	0.1	2.5
New Mexico	46.7	30.6	22.0	0.2	#	0.2	0.1	0.2
New York	49.5	10.7	34.8	4.4	#	0.1	#	0.4
North Carolina	65.6	22.3	11.1	0.7	#	0.2	0.0	#
North Dakota	64.6	29.8	4.7	0.0	0.3	0.0	0.0	0.6
Ohio	52.1	32.3	13.1	1.0	0.1	0.3	0.0	1.1

See notes at end of exhibit.

Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2012—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
Oklahoma	52.9	36.9	9.9	0.1	#	0.2	0.0	#
Oregon	78.3	15.8	5.7	0.1	0.0	0.1	0.0	#
Pennsylvania	53.1	32.6	12.2	1.7	0.2	0.1	0.1	#
Puerto Rico	80.1	11.2	7.0	1.1	0.0	0.4	0.0	0.1
Rhode Island	84.5	6.1	8.0	0.8	0.1	0.0	0.1	0.4
South Carolina	58.3	23.0	16.7	1.0	0.3	0.4	0.0	0.4
South Dakota	62.7	30.8	4.2	1.0	0.6	0.0	0.0	0.6
Tennessee	60.6	25.8	12.4	0.5	#	0.5	0.1	0.1
Texas	67.7	22.1	9.7	0.1	#	0.4	#	#
Utah	46.2	39.0	13.2	1.2	0.0	0.1	0.2	0.0
Vermont	77.1	13.7	4.6	2.6	1.3	0.0	0.0	0.7
Virginia	51.6	29.7	17.3	1.1	0.1	0.1	#	0.1
Washington	50.7	41.6	7.6	#	#	#	0.0	#
West Virginia	67.4	24.3	6.9	0.0	0.5	0.0	0.0	0.9
Wisconsin	63.6	27.5	7.5	0.3	0.2	0.2	0.1	0.6
Wyoming	57.0	33.4	7.0	0.4	0.4	0.4	0.9	0.0

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

^aPercentage of day 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 facilities* 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 schools* 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, who were limited English proficient (LEP) and reported in the educational environment by the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, who were LEP 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, who were LEP and reported in the educational environment by all states by the total number of students ages 6 through 21 served under *IDEA*, Part B, who were LEP by all states, then multiplying the result by 100. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a total of 57.4 percent of the students ages 6 through 21 who were limited English proficient (LEP) and served under *IDEA*, Part B, in the 53 states (“All states”) were educated *inside the regular class 80% or more of the day*.

- In 50 individual states, the educational environment category of *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 6 through 21 who were LEP and served under *IDEA*, Part B. In 44 of those states, this educational environment accounted for a majority of such students. In the following three states, more than 80 percent of such students were in this environment: Rhode Island (84.5 percent), Nebraska (81.8 percent), and Puerto Rico (80.1 percent).
- The category of *inside the regular class no more than 79% of the day and no less than 40% of the day* was the most prevalent educational environment category for Hawaii and Montana, accounting for 48.4 percent and 45.8 percent of such students, respectively. Alabama reported serving no students ages 6 through 21 who were LEP.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of emotional disturbance, by educational environment in 2012?

Exhibit 64. 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 2012

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
All states	44.1	17.8	20.3	13.0	1.8	1.1	1.7	0.3
Alabama	68.9	7.9	6.8	5.4	9.0	1.4	0.4	0.1
Alaska	42.0	23.8	16.8	10.9	2.7	0.4	3.1	0.1
Arizona	39.8	16.0	34.1	6.6	0.8	0.6	2.1	#
Arkansas	33.5	29.1	18.1	7.1	5.7	4.5	2.0	0.0
BIE schools	70.6	19.0	7.9	0.6	0.6	0.6	0.9	0.0
California	25.4	16.0	30.1	22.3	3.3	0.9	1.9	0.2
Colorado	53.2	15.8	13.3	10.0	4.4	0.6	2.7	#
Connecticut	41.2	12.4	17.0	19.7	5.8	1.8	1.9	0.1
Delaware	43.4	14.6	18.8	20.0	1.3	1.9	0.0	0.0
District of Columbia	30.5	12.6	20.7	28.3	4.4	0.0	3.5	0.1
Florida	41.1	12.6	26.7	11.9	0.4	0.3	6.5	0.4
Georgia	54.2	16.1	15.5	10.6	1.7	0.3	1.7	#
Hawaii	32.3	35.1	24.6	2.9	1.0	1.1	2.9	0.0
Idaho	47.2	24.2	15.1	7.5	1.0	0.4	4.7	0.0
Illinois	31.2	20.7	17.3	26.7	2.7	0.4	0.7	0.2
Indiana	52.4	15.2	20.6	4.9	2.2	2.3	1.2	1.3
Iowa	64.1	24.2	8.4	1.3	0.5	#	0.5	0.9
Kansas	48.1	20.9	13.2	12.6	1.5	0.2	3.4	0.2
Kentucky	50.3	19.6	18.5	3.3	2.3	3.9	2.1	#
Louisiana	48.3	23.8	21.8	0.1	0.3	2.8	2.7	0.1
Maine	42.2	24.7	18.6	11.7	2.1	0.3	0.3	#
Maryland	40.4	12.0	19.6	25.0	0.1	0.8	2.1	0.1
Massachusetts	36.4	12.3	22.6	25.6	1.7	0.5	0.8	0.2
Michigan	50.5	16.7	16.5	9.7	0.9	0.5	4.9	0.3
Minnesota	54.8	21.1	12.8	10.8	#	0.4	0.0	0.0
Mississippi	56.2	20.5	14.0	3.8	2.4	2.7	0.1	0.2
Missouri	43.2	27.0	13.8	10.3	0.1	2.5	2.6	0.6
Montana	41.3	27.1	19.9	4.4	5.2	0.4	1.4	0.3
Nebraska	66.6	11.6	9.8	9.2	1.8	0.3	0.1	0.6
Nevada	51.1	20.8	18.7	7.1	0.1	0.4	1.8	0.1
New Hampshire	60.0	15.9	13.3	7.8	2.4	0.0	#	0.5
New Jersey	30.7	20.5	22.3	22.1	1.2	1.6	1.3	0.3
New Mexico	34.2	21.6	38.1	0.8	2.8	0.9	1.4	0.1
New York	29.1	9.8	35.7	19.0	3.0	1.7	1.1	0.6
North Carolina	50.8	19.0	21.9	3.5	0.4	3.2	1.3	0.0
North Dakota	73.0	14.1	4.8	2.7	4.4	0.6	0.3	0.1

See notes at end of exhibit.

Exhibit 64. 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 2012—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
Ohio	38.6	19.4	20.8	17.0	1.2	2.3	0.4	0.3
Oklahoma	47.3	26.6	18.9	1.3	2.7	2.6	0.5	#
Oregon	55.5	14.5	20.2	6.3	#	1.1	2.2	0.1
Pennsylvania	45.5	20.7	13.5	16.6	2.2	0.3	1.0	#
Puerto Rico	77.8	5.6	11.4	1.3	0.0	1.6	0.2	2.0
Rhode Island	42.1	6.6	21.1	25.0	3.6	0.2	1.2	0.1
South Carolina	32.6	24.4	33.6	3.9	2.0	2.4	1.1	#
South Dakota	61.2	23.0	9.0	3.4	2.6	0.2	0.5	0.2
Tennessee	42.4	21.0	24.9	7.5	1.9	1.7	0.5	0.1
Texas	61.9	18.8	15.2	2.2	0.1	1.1	0.8	#
Utah	37.6	25.5	29.7	3.3	0.1	1.5	2.3	#
Vermont	56.1	10.5	12.3	17.2	3.5	0.2	0.2	0.2
Virginia	43.6	18.7	12.7	17.3	3.0	1.7	2.7	0.3
Washington	37.7	32.2	22.3	5.0	1.0	0.2	1.5	0.2
West Virginia	47.1	30.5	12.7	0.1	3.4	3.8	2.4	0.0
Wisconsin	57.2	23.0	14.1	2.5	0.6	0.6	1.8	0.1
Wyoming	50.2	23.2	11.4	3.1	5.1	0.6	5.6	0.6

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

^aPercentage of day 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 facilities* 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 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 *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.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, *inside the regular class for 80% or more of the day* accounted for a larger percentage (44.1 percent) of the students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in the 53 states (“All states”) than any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 48 of the 53 individual states. The percentage exceeded 50 percent in 22 states, including the following three states, in which the percentage exceeded 70 percent: Puerto Rico (77.8 percent), North Dakota (73.0 percent), and BIE schools (70.6 percent).
- In Hawaii, 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 (35.1 percent) of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance*.
- In four states, the educational environment 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, reported under the category of *emotional disturbance*. The four states were New Mexico (38.1 percent), New York (35.7 percent), South Carolina (33.6 percent), and California (30.1 percent).

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of intellectual disabilities, by educational environment in 2012?

Exhibit 65. 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 2012

State	Inside the regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
All states	17.1	26.6	48.7	6.2	0.4	0.5	0.2	0.3
Alabama	45.5	20.9	29.0	3.2	1.0	0.2	0.1	0.1
Alaska	13.6	20.6	56.5	8.6	0.2	0.3	0.2	0.0
Arizona	7.6	15.6	73.3	2.7	0.1	0.6	0.1	#
Arkansas	11.2	40.0	44.9	0.9	2.0	0.8	0.2	0.1
BIE schools	27.8	37.1	33.6	0.3	0.9	0.3	0.0	0.0
California	6.2	14.5	68.9	9.6	0.1	0.5	0.1	0.1
Colorado	16.9	44.4	34.9	3.1	0.5	0.1	0.1	#
Connecticut	43.7	39.5	8.0	7.0	1.2	0.3	0.3	0.0
Delaware	11.1	17.5	57.6	12.6	0.5	0.7	0.1	0.0
District of Columbia	11.3	15.3	34.1	37.4	1.2	0.0	0.7	0.0
Florida	13.5	12.0	59.2	12.9	0.1	0.6	0.8	0.9
Georgia	20.3	22.0	55.1	1.2	0.6	0.6	0.2	#
Hawaii	7.8	28.8	62.7	0.4	0.1	0.1	0.1	0.0
Idaho	16.9	37.8	44.3	0.5	0.1	0.1	0.3	0.1
Illinois	8.9	28.0	50.3	11.8	0.6	0.2	0.1	0.2
Indiana	27.9	27.5	41.2	0.9	0.3	0.8	0.2	1.1
Iowa	64.0	24.2	8.4	1.3	0.6	0.1	0.5	0.9
Kansas	14.4	44.2	36.6	4.1	0.3	0.1	0.2	0.3
Kentucky	40.7	36.1	21.1	0.6	0.3	0.9	0.1	0.1
Louisiana	18.2	32.2	45.8	0.3	0.4	1.5	0.2	1.6
Maine	6.7	35.8	55.1	2.2	0.1	0.0	0.0	0.0
Maryland	14.3	20.6	56.1	8.5	0.1	0.2	0.1	0.1
Massachusetts	13.0	21.5	58.1	6.1	1.0	0.1	0.1	0.2
Michigan	14.7	22.9	43.0	18.5	0.2	0.1	0.3	0.3
Minnesota	9.1	38.7	43.3	8.4	0.2	0.3	0.0	0.0
Mississippi	13.8	21.4	61.8	0.6	1.6	0.7	#	#
Missouri	8.9	43.5	38.1	7.9	#	0.7	0.7	0.2
Montana	7.6	46.6	45.2	0.0	0.2	0.0	0.0	0.5
Nebraska	31.7	31.1	32.8	2.8	0.4	0.3	0.1	0.8
Nevada	5.5	16.9	74.6	2.5	0.0	0.4	0.1	0.0
New Hampshire	22.0	28.3	42.9	3.1	1.6	0.1	0.0	1.8
New Jersey	4.8	21.6	55.9	16.3	0.3	0.2	0.1	0.8
New Mexico	10.6	22.5	66.2	0.2	0.1	0.5	0.1	0.0
New York	5.6	14.7	57.2	21.2	0.5	0.2	#	0.6
North Carolina	15.9	27.5	51.5	3.9	0.3	0.7	0.2	0.1

See notes at end of exhibit.

Exhibit 65. 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 2012—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day					
North Dakota	17.0	52.8	27.7	0.8	1.3	0.1	0.0	0.3
Ohio	31.7	42.3	23.9	1.0	0.1	0.4	#	0.6
Oklahoma	14.5	40.8	43.1	0.2	0.3	0.7	0.2	0.1
Oregon	14.6	29.6	53.3	1.7	0.1	0.4	0.1	0.2
Pennsylvania	12.4	33.7	42.6	9.8	0.7	0.4	0.1	0.3
Puerto Rico	48.6	8.1	29.0	12.3	0.0	1.0	0.1	1.0
Rhode Island	22.5	20.6	50.2	5.6	1.0	0.1	0.0	0.0
South Carolina	6.9	16.5	71.4	2.8	0.6	1.5	0.3	#
South Dakota	14.9	57.0	21.5	3.1	3.4	0.1	0.1	0.1
Tennessee	13.5	22.8	60.1	1.7	0.4	0.8	0.4	0.2
Texas	10.0	27.0	60.7	1.7	0.1	0.5	#	#
Utah	8.6	22.2	58.4	10.0	#	0.3	0.4	#
Vermont	40.2	33.1	21.1	4.8	0.5	0.0	0.0	0.3
Virginia	12.8	29.4	53.7	2.6	0.4	0.6	0.4	0.2
Washington	4.4	32.8	61.4	0.9	0.1	0.1	#	0.2
West Virginia	21.0	47.4	29.1	0.1	0.5	1.6	0.3	#
Wisconsin	11.8	38.2	46.3	2.6	0.2	0.4	0.3	0.2
Wyoming	8.8	38.7	48.5	1.4	2.0	0.4	0.2	0.0

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

^aPercentage of day 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 facilities* 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 schools* 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.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2012, a larger percentage (48.7 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 53 states (“All states”) were educated *inside the regular class less than 40% of the day* than in any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 37 of the 53 states. The percentage exceeded 50 percent in 25 states, including the following three states in which the percentage exceeded 70 percent: Nevada (74.6 percent), Arizona (73.3 percent), and South Carolina (71.4 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, reported under the category of *intellectual disabilities* in nine states. The percentage of students accounted for by this category exceeded 50 percent in South Dakota (57.0 percent) and North Dakota (52.8 percent).
- In six states, the educational environment 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, reported under the category of *intellectual disabilities*. The six states were: Iowa (64.0 percent), Puerto Rico (48.6 percent), Alabama (45.5 percent), Connecticut (43.7 percent), Kentucky (40.7 percent), and Vermont (40.2 percent).
- The educational environment category of *separate school* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *intellectual disabilities* in the District of Columbia (37.4 percent).

Part B Participation on State 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 2011–12?

Exhibit 66. Percentages 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 2011–12

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
All states	77.9	77.8	78.2	#	#	#	12.1	10.7	6.1	9.0	9.2	10.0
Alabama	90.5	88.7	88.5	—	—	—	—	—	—	8.8	10.1	10.6
Alaska	93.6	91.1	87.9	—	—	—	—	—	—	5.2	6.4	7.5
Arizona	91.0	89.1	86.7	—	—	—	—	—	—	7.9	9.2	10.0
Arkansas	87.8	84.1	53.4	—	—	—	—	—	—	11.3	14.8	43.6
BIE schools	—	—	98.8	—	—	—	—	—	—	—	—	—
California	48.3	73.6	83.2	—	—	—	40.6	12.0	—	9.3	9.0	9.6
Colorado	89.5	88.4	86.5	—	—	—	—	—	—	9.2	9.2	9.5
Connecticut	60.9	61.8	62.5	—	—	—	27.4	26.0	19.5	11.3	10.3	10.7
Delaware	91.2	89.8	90.3	—	—	—	—	—	—	8.4	9.9	9.1
District of Columbia	86.8	88.0	77.6	—	—	—	—	—	—	9.6	7.4	4.9
Florida	89.4	86.4	70.0	—	—	—	—	—	—	9.0	9.7	18.3
Georgia	70.9	64.5	78.0	—	—	—	20.7	24.3	—	7.7	10.5	9.7
Hawaii	92.5	92.8	89.0	—	—	—	—	—	—	4.5	2.9	2.8
Idaho	89.7	87.8	85.6	—	—	—	—	—	—	8.7	10.1	11.1
Illinois	90.2	89.4	83.2	—	—	—	—	—	—	8.8	8.9	10.6
Indiana	71.4	69.5	80.8	—	—	—	21.3	18.5	0.0	6.5	9.7	10.5
Iowa	93.2	93.3	90.5	—	—	—	—	—	—	5.9	5.2	5.6
Kansas	74.6	68.3	66.4	—	—	—	16.2	21.6	21.8	8.1	8.7	10.5
Kentucky	91.8	88.3	83.9	—	—	—	—	—	—	7.7	10.5	15.5
Louisiana	66.5	50.7	85.9	—	—	—	26.5	40.0	—	6.5	7.8	11.4
Maine	89.7	86.9	78.9	—	—	—	—	—	—	8.4	9.3	10.2
Maryland	76.0	65.5	53.2	—	—	—	15.6	23.2	35.3	7.9	9.3	10.6

See notes at end of exhibit.

Exhibit 66. Percentages 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 2011–12—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	88.8	89.0	87.1	#	0.1	#	—	—	—	10.3	8.5	8.2
Michigan	72.8	70.2	72.2	—	—	—	10.1	10.8	—	15.7	17.0	19.1
Minnesota	89.5	68.3	68.3	—	—	—	0.0	19.6	17.1	9.8	10.5	11.3
Mississippi	87.1	83.8	97.2	—	—	—	—	—	—	11.5	13.3	—
Missouri	90.4	89.1	87.2	—	—	—	—	—	—	9.5	10.3	10.1
Montana	88.8	88.8	82.8	—	—	—	—	—	—	9.3	7.4	10.4
Nebraska	92.6	89.9	88.9	—	—	—	—	—	—	7.1	9.7	10.6
Nevada	90.2	90.9	91.8	—	—	—	—	—	—	9.7	8.9	7.3
New Hampshire	91.4	92.0	88.5	—	—	—	—	—	—	7.6	5.6	4.4
New Jersey	91.6	91.8	90.3	—	—	—	—	—	—	7.4	6.5	7.3
New Mexico	92.3	91.8	91.1	—	—	—	—	—	—	6.9	7.2	6.1
New York	89.7	88.0	85.9	0.0	0.0	0.0	—	—	—	8.6	8.1	7.8
North Carolina	71.6	67.6	85.4	0.0	0.0	0.0	21.8	24.0	0.0	6.3	7.4	6.6
North Dakota	76.0	69.3	67.4	0.0	0.0	0.0	14.5	18.4	17.7	8.1	10.6	10.0
Ohio	87.9	87.7	88.2	—	—	—	—	—	—	11.5	11.2	10.2
Oklahoma	48.9	37.1	25.5	—	—	—	41.0	51.3	57.1	7.7	7.6	7.3
Oregon	84.5	87.6	83.2	—	—	—	—	—	—	14.2	10.6	10.1
Pennsylvania	77.4	69.7	64.9	—	—	—	12.4	19.8	22.0	9.4	9.1	9.2
Puerto Rico	95.4	94.4	91.9	—	—	—	—	—	—	3.9	3.6	6.1
Rhode Island	91.7	91.8	87.7	—	—	—	—	—	—	7.0	5.5	5.1
South Carolina	92.5	94.8	93.0	—	—	—	—	—	—	7.1	4.9	5.3
South Dakota	92.2	89.0	83.0	—	—	—	—	—	—	7.7	10.6	13.9
Tennessee	44.8	37.7	74.8	—	—	—	46.7	51.8	0.0	8.0	9.5	9.9
Texas	55.2	52.0	49.8	—	—	—	33.5	37.7	39.2	10.9	9.4	8.6
Utah	92.4	89.0	84.5	—	—	—	—	—	—	7.4	10.1	13.0
Vermont	87.4	93.9	86.1	—	—	—	—	—	—	8.1	3.9	4.6
Virginia	83.8	81.7	92.8	0.0	0.0	0.0	6.4	7.8	1.3	9.4	9.1	3.9

See notes at end of exhibit.

Exhibit 66. Percentages 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 2011–12—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	90.5	88.8	71.8	—	—	—	—	—	—	6.8	6.2	6.5
West Virginia	89.9	87.2	83.9	—	—	—	—	—	—	8.5	10.0	11.1
Wisconsin	89.4	89.4	88.3	—	—	—	—	—	—	9.8	9.3	9.0
Wyoming	95.3	92.6	87.9	0.0	0.0	0.0	0.0	0.0	0.0	4.6	7.3	11.6

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but less than 0.05 or 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 content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular 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 C.F.R. 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 sum of the students served under IDEA, Part B, by the state who participated in an assessment and students served under IDEA, Part B, by the state who did not participate in an assessment, then multiplying the result by 100. Percentage for “All states” was calculated for all states for which data were available 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 sum of the students served under IDEA, Part B, by all states who participated in an assessment and students served under IDEA, Part B, by all states who did not participate in an assessment, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2011–12. Data were accessed fall 2013.

For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A *regular assessment based on grade-level academic achievement standards* in math was administered by all of the states for which data were available to some students in grade 4 (52 states), some students in grade 8 (52 states), and some students in high school (53 states). An *alternate assessment based on grade-level academic achievement standards* was administered to some students in each of grades 4, 8, and high school by only one of the six states for which data were available. An *alternate assessment based on modified academic achievement standards* was administered to some students in grade 4 by 15 of the 17 states for which data were available, some students in grade 8 by 16 of the 17 states for which data were available, and some students in high school by nine of the 13 states for which data were available. An *alternate assessment based on alternate academic achievement standards* was administered by all of the states for which data were available to some students in grade 4 (52 states), some students in grade 8 (52 states), and some students in high school (51 states).
- Of the four types of state math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All states” for which data were available in grade 4 (77.9 percent), grade 8 (77.8 percent), and high school (78.2 percent).
- Compared to the other types of state math assessments, a *regular assessment based on grade-level academic achievement standards* was also taken by a larger percentage of students with disabilities in grade 4 in 51 individual states, in grade 8 in 50 individual states, and in high school in 52 individual states. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment taken by students with disabilities in grade 4 in Tennessee (46.7 percent), in grade 8 in Oklahoma (51.3 percent) and Tennessee (51.8 percent), and in high school in Oklahoma (57.1 percent).

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 2011–12?

Exhibit 67. 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 state: School year 2011–12

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
All states	76.0	74.5	79.5	0.2	0.2	#	13.5	14.2	5.3	9.0	9.1	9.2
Alabama	90.8	89.0	88.6	—	—	—	—	—	—	8.8	10.1	10.6
Alaska	92.7	91.1	88.6	—	—	—	—	—	—	5.2	6.7	7.5
Arizona	91.0	89.2	87.2	—	—	—	—	—	—	7.9	9.2	10.0
Arkansas	87.8	84.1	76.1	—	—	—	—	—	—	11.3	14.8	21.5
BIE schools	91.4	87.6	85.0	1.3	4.2	6.0	3.6	2.7	1.0	3.1	3.6	6.8
California	40.0	38.2	80.4	—	—	—	48.4	49.7	—	9.3	9.0	9.6
Colorado	89.1	88.0	86.0	—	—	—	—	—	—	9.3	9.2	9.4
Connecticut	51.1	59.2	64.2	—	—	—	36.6	28.2	18.8	11.3	10.3	10.6
Delaware	86.6	88.5	88.8	—	—	—	—	—	—	8.3	9.9	9.5
District of Columbia	87.0	89.4	78.7	—	—	—	—	—	—	9.5	7.4	4.9
Florida	89.3	86.6	80.3	—	—	—	—	—	—	9.0	9.7	9.7
Georgia	76.3	69.4	79.4	—	—	—	14.4	19.4	—	7.7	10.5	11.7
Hawaii	92.5	93.0	89.1	—	—	—	—	—	—	4.4	3.0	2.7
Idaho	89.8	88.1	85.9	—	—	—	—	—	—	8.7	10.1	11.1
Illinois	90.3	89.5	82.9	—	—	—	—	—	—	8.8	8.9	10.6
Indiana	70.0	67.8	83.0	—	—	—	22.4	19.5	0.0	6.5	9.7	10.5
Iowa	93.0	93.1	90.5	—	—	—	—	—	—	5.9	5.3	5.6
Kansas	70.2	70.1	66.9	—	—	—	20.4	20.2	22.3	8.3	8.3	9.8
Kentucky	91.8	88.3	88.1	—	—	—	—	—	—	7.7	10.5	11.4
Louisiana	65.9	50.9	85.8	—	—	—	27.1	39.9	—	6.5	7.9	12.5
Maine	89.2	87.5	79.0	—	—	—	—	—	—	9.1	9.3	10.2
Maryland	75.1	67.9	53.0	—	—	—	16.5	21.2	35.1	7.9	9.3	11.0
Massachusetts	88.7	89.9	86.9	#	0.1	0.1	—	—	—	10.3	8.0	8.1

See notes at end of exhibit.

Exhibit 67. 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 state: School year 2011–12—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
Michigan	68.3	69.5	73.5	—	—	—	13.5	11.7	—	17.0	17.0	19.1
Minnesota	88.7	69.0	72.8	—	—	—	0.0	18.5	14.3	10.2	10.3	9.6
Mississippi	87.2	84.1	97.0	—	—	—	—	—	—	11.5	13.3	—
Missouri	90.4	89.1	88.8	—	—	—	—	—	—	9.5	10.3	8.9
Montana	88.0	90.2	84.5	—	—	—	—	—	—	9.3	7.4	10.4
Nebraska	92.6	90.0	89.1	—	—	—	—	—	—	7.1	9.6	10.3
Nevada	90.3	90.9	91.4	—	—	—	—	—	—	9.6	9.0	7.4
New Hampshire	91.4	92.2	89.0	—	—	—	—	—	—	7.6	5.7	4.4
New Jersey	91.4	91.9	90.5	—	—	—	—	—	—	7.5	6.6	7.2
New Mexico	92.2	91.6	91.2	—	—	—	—	—	—	6.9	7.4	6.1
New York	89.7	88.1	82.2	0.0	0.0	0.0	—	—	—	8.6	8.1	8.0
North Carolina	66.5	65.2	95.4	0.0	0.0	0.0	26.9	26.4	0.0	6.3	7.4	0.0
North Dakota	72.3	67.3	68.4	0.0	0.0	0.0	17.5	20.0	16.8	8.4	10.6	10.0
Ohio	87.9	87.8	88.2	—	—	—	—	—	—	11.5	11.2	10.3
Oklahoma	41.1	36.0	27.1	—	—	—	48.9	52.9	55.7	7.5	7.6	7.3
Oregon	82.4	88.2	86.2	—	—	—	—	—	—	16.3	10.2	9.7
Pennsylvania	72.7	70.1	66.4	—	—	—	17.0	19.1	20.4	9.4	9.1	9.2
Puerto Rico	95.3	94.4	91.8	—	—	—	—	—	—	3.9	3.6	6.1
Rhode Island	91.8	91.9	87.7	—	—	—	—	—	—	7.0	5.5	5.1
South Carolina	91.0	94.8	93.1	—	—	—	—	—	—	7.2	4.9	5.3
South Dakota	92.2	89.0	82.9	—	—	—	—	—	—	7.7	10.6	13.9
Tennessee	44.9	37.5	74.3	—	—	—	46.6	52.0	0.0	8.0	9.5	8.7
Texas	52.1	53.9	57.1	—	—	—	36.4	35.5	31.7	10.8	9.5	8.8
Utah	92.4	90.3	86.7	—	—	—	—	—	—	7.4	9.2	11.6
Vermont	89.0	94.3	91.2	—	—	—	—	—	—	8.0	3.8	4.4
Virginia	80.8	83.4	90.1	9.5	7.6	0.0	0.0	0.0	0.0	9.4	8.2	8.6
Washington	90.5	89.0	81.5	—	—	—	—	—	—	6.8	6.3	6.5

See notes at end of exhibit.

Exhibit 67. 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 state: School year 2011–12—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
West Virginia	89.8	87.1	84.1	—	—	—	—	—	—	8.5	9.9	11.0
Wisconsin	88.8	89.1	88.3	—	—	—	—	—	—	9.8	9.3	9.0
Wyoming	95.2	92.6	87.9	0.0	0.0	0.0	0.0	0.0	0.0	4.6	7.3	11.6

— Percentage cannot be calculated because data were not available.

Percentage was non-zero, but less than 0.05 or 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 C.F.R. 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 sum of the students served under IDEA, Part B, by the state who participated in an assessment and students served under IDEA, Part B, by the state who did not participate in an assessment, then multiplying the result by 100. Percentage for “All states” was calculated for all states for which data were available 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 sum of the students served under IDEA, Part B, by all states who participated in an assessment and students served under IDEA, Part B, by all states who did not participate in an assessment, 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 Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2011–12. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A *regular assessment based on grade-level academic achievement standards* in reading was administered by all 53 states to some students in each of grade 4, grade 8, and high school. An *alternate assessment based on grade-level academic achievement standards* was administered to some students in each of grades 4 and 8 by three of the seven states for which data were available and to some students in high school by two of the seven states for which data were available. An *alternate assessment based on modified academic achievement standards* was administered to some students in grade 4 by 15 of the 18 states for which data were available, some students in grade 8 by 16 of the 18 states for which data were available, and some students in high school by nine of the 14 states for which data were available. An *alternate assessment based on alternate academic achievement standards* was administered by all 53 of the states to some students in each of grades 4 and 8 and by 51 of the 52 states for which data were available to some students in high school.
- Of the four types of state reading assessments, 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 (76.0 percent), grade 8 (74.5 percent), and high school (79.5 percent).
- Compared to the other types of state reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of students with disabilities in grade 4 in 50 of the 53 individual states, in grade 8 in 50 individual states, and in high school in 52 individual states. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment taken by students with disabilities in grade 4 in California (48.4 percent), Oklahoma (48.9 percent), and Tennessee (46.6 percent); in grade 8 in California (49.7 percent), Oklahoma (52.9 percent), and Tennessee (52.0 percent); and in high school in Oklahoma (55.7 percent).

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 2011–12, and how did the percentages change between 2008–09 and 2011–12?

Exhibit 68. 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: 2008–09 and 2011–12

State	2008–09		2011–12		Change between 2008–09 and 2011–12 ^a		Percent change between 2008–09 and 2011–12 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All states	60.6	22.4	63.9	20.5	3.3	-1.9	5.4	-8.3
Alabama	33.5	12.7	47.4	12.1	13.9	-0.6	41.5	-4.6
Alaska	52.6	31.7	48.3	36.3	-4.3	4.5	-8.2	14.3
Arizona	78.2	21.0	70.5	28.7	-7.6	7.7	-9.8	36.6
Arkansas	81.2	16.2	82.5	14.6	1.3	-1.5	1.6	-9.3
BIE schools	35.6	53.3	45.1	51.1	9.5	-2.2	26.8	-4.1
California	49.4	23.1	52.5	16.3	3.1	-6.8	6.3	-29.5
Colorado	60.1	33.0	67.4	28.1	7.3	-5.0	12.1	-15.0
Connecticut	75.8	18.7	81.2	15.2	5.4	-3.5	7.1	-18.7
Delaware	59.0	33.4	68.6	20.6	9.6	-12.8	16.2	-38.4
District of Columbia	44.2	48.2	45.9	43.5	1.7	-4.7	3.9	-9.8
Florida	49.8	24.0	52.5	21.1	2.6	-2.9	5.3	-12.1
Georgia	40.5	27.9	42.6	29.7	2.1	1.8	5.2	6.6
Hawaii	80.5	2.8	73.7	11.5	-6.8	8.7	-8.4	316.2
Idaho	43.5	20.4	57.2	13.8	13.7	-6.7	31.5	-32.7
Illinois	77.9	19.1	80.6	15.3	2.7	-3.7	3.4	-19.6
Indiana	58.5	26.8	74.0	10.8	15.4	-16.0	26.4	-59.7
Iowa	67.0	28.8	76.9	21.5	9.9	-7.3	14.7	-25.3
Kansas	74.2	23.5	78.8	18.5	4.7	-5.0	6.3	-21.3
Kentucky	72.1	18.7	72.1	16.9	0.0	-1.8	0.0	-9.7
Louisiana	27.2	43.5	32.9	39.3	5.8	-4.2	21.2	-9.7
Maine	73.9	23.6	80.4	16.7	6.5	-6.9	8.8	-29.1
Maryland	62.3	24.8	59.6	27.3	-2.7	2.5	-4.3	10.0

See notes at end of exhibit.

Exhibit 68. 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: 2008–09 and 2011–12—Continued

State	2008–09		2011–12		Change between 2008–09 and 2011–12 ^a		Percent change between 2008–09 and 2011–12 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Massachusetts	70.7	21.6	70.3	20.2	-0.3	-1.4	-0.5	-6.4
Michigan	66.2	31.4	63.7	29.6	-2.5	-1.8	-3.7	-5.6
Minnesota	89.0	10.7	88.3	10.9	-0.6	0.1	-0.7	1.3
Mississippi	24.3	13.4	27.8	10.1	3.5	-3.3	14.3	-24.8
Missouri	74.6	24.1	80.7	17.3	6.1	-6.8	8.2	-28.2
Montana	73.6	24.6	78.7	21.0	5.1	-3.6	6.9	-14.6
Nebraska	79.9	15.4	82.6	15.1	2.7	-0.2	3.4	-1.5
Nevada	28.3	35.0	36.0	44.6	7.7	9.6	27.0	27.3
New Hampshire	72.1	20.9	77.1	12.4	5.0	-8.5	6.9	-40.8
New Jersey	79.5	18.3	82.9	15.0	3.4	-3.3	4.2	-18.1
New Mexico	63.9	13.8	57.7	23.6	-6.2	9.8	-9.7	70.7
New York	52.4	25.6	60.5	20.7	8.0	-4.9	15.3	-19.2
North Carolina	58.2	31.9	69.5	24.1	11.3	-7.9	19.4	-24.6
North Dakota	68.3	27.4	73.3	19.4	5.0	-8.0	7.3	-29.2
Ohio	47.1	11.3	49.3	27.8	2.2	16.5	4.6	146.6
Oklahoma	77.1	22.2	78.9	20.7	1.8	-1.5	2.3	-6.9
Oregon	46.7	25.4	42.7	27.5	-4.0	2.0	-8.6	8.0
Pennsylvania	87.3	11.1	86.1	12.2	-1.2	1.1	-1.4	10.0
Puerto Rico	59.4	33.0	48.1	44.8	-11.3	11.8	-19.0	35.9
Rhode Island	71.4	22.4	83.1	10.4	11.7	-12.0	16.4	-53.5
South Carolina	40.4	52.5	41.6	46.2	1.2	-6.4	3.1	-12.1
South Dakota	78.2	18.7	66.1	24.4	-12.1	5.7	-15.4	30.5
Tennessee	66.0	12.3	75.6	7.3	9.5	-5.0	14.5	-41.0
Texas	47.5	20.7	54.0	17.6	6.5	-3.0	13.7	-14.7
Utah	68.5	21.8	51.5	44.1	-17.1	22.3	-24.9	102.0
Vermont	—	—	74.8	22.1	—	—	—	—
Virginia	47.3	14.2	52.3	9.3	5.1	-4.9	10.7	-34.3
Washington	68.7	27.3	67.8	28.6	-0.9	1.3	-1.4	4.6

See notes at end of exhibit.

Exhibit 68. 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: 2008–09 and 2011–12—Continued

State	2008–09		2011–12		Change between 2008–09 and 2011–12 ^a		Percent change between 2008–09 and 2011–12 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
West Virginia	65.9	25.5	69.9	18.2	4.0	-7.4	6.0	-28.9
Wisconsin	75.3	20.5	78.1	17.5	2.9	-3.0	3.8	-14.7
Wyoming	54.8	35.6	62.0	27.3	7.3	-8.2	13.3	-23.2

— Percentage cannot be calculated because data were not available.

^aChange between 2008–09 and 2011–12 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2011–12. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008–09 and 2011–12 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2011–12, dividing the difference by the percentage for 2008–09, 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*.

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 69. 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 2008–09, data are from the reporting period between July 1, 2008, and June 30, 2009. For 2011–12, data are from the reporting period between July 1, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2008–09 and 2011–12. Data for 2008–09 were accessed spring 2012. Data for 2011–12 were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, a total of 63.9 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 53 states (“All states”) *graduated with a regular high school diploma*. In the following three states, less than 40 percent of the students who exited services under *IDEA*, Part B, and school *graduated with a regular high school diploma*: Nevada (36.0 percent), Louisiana (32.9 percent), and Mississippi (27.8 percent). In contrast, more than 80 percent of such students *graduated with a regular high school diploma* in 10 states, including the following two states in which the value exceeded 85 percent: Minnesota (88.3 percent) and Pennsylvania (86.1 percent).
- In 2008–09, a total of 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*.
- In 37 of the 52 states for which data were available for 2008–09 and 2011–12, the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* increased. Of those 37 states, the following five were associated with a percent change increase larger than 25 percent: Alabama (41.5 percent), Idaho (31.5 percent), Nevada (27.0 percent), BIE schools (26.8 percent), and Indiana (26.4 percent). In contrast, the percent change decrease was larger than 10 percent in only three of the 15 states in which the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* decreased. The three states were Utah (-24.9 percent), Puerto Rico (-19.0 percent), and South Dakota (-15.4 percent).
- In 2011–12, a total of 20.5 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 53 states (“All states”) *dropped out*. The percentages for the individual states ranged from 7.3 percent to 51.1 percent. In the following seven states, less than 12 percent dropped out: Hawaii (11.5 percent), Minnesota (10.9 percent), Indiana (10.8 percent), Rhode Island (10.4 percent), Mississippi (10.1 percent), Virginia (9.3 percent), and Tennessee (7.3 percent). Yet in the following six states, more than 40 percent dropped out: BIE schools (51.1 percent), South Carolina (46.2 percent), Puerto Rico (44.8 percent), Nevada (44.6 percent), Utah (44.1 percent), and the District of Columbia (43.5 percent).
- In 2008–09, a total of 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*.
- In 37 of the 52 states for which data were available for both 2008–09 and 2011–12, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 37 states, the following four were associated with a percent change decrease of more than 40 percent: Indiana (-59.7 percent), Rhode Island (-53.5 percent), Tennessee (-41.0 percent), and New Hampshire (-40.8 percent). A percent change increase of more than 50 percent was found for the following four of the 15 states for which an increase in the percentage of dropouts was found: Hawaii (316.2 percent), Ohio (146.6 percent), Utah (102.0 percent), and New Mexico (70.7 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 2011–12?

Exhibit 69. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2011–12

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	39.6	8.5	12.7	0.9	0.2	10.2	27.8
Alabama	28.2	22.6	7.2	1.2	0.3	8.5	31.9
Alaska	32.5	9.2	24.4	0.9	0.3	13.3	19.4
Arizona	44.3	—	18.0	0.3	0.2	10.0	27.2
Arkansas	39.4	0.9	7.0	0.1	0.3	6.4	45.9
BIE schools	20.2	1.3	22.8	0.2	0.1	10.4	44.9
California	29.0	14.9	9.0	1.8	0.5	9.2	35.6
Colorado	35.4	0.9	14.7	1.3	0.3	12.0	35.6
Connecticut	58.6	0.6	11.0	1.8	0.2	16.5	11.3
Delaware	29.1	3.7	8.7	0.6	0.3	7.2	50.3
District of Columbia	36.5	6.6	34.5	1.0	0.9	6.9	13.7
Florida	23.6	11.6	9.5	—	0.2	15.4	39.6
Georgia	28.6	18.3	19.9	—	0.2	6.5	26.5
Hawaii	55.2	8.4	8.6	2.3	0.3	16.8	8.4
Idaho	31.4	13.9	7.5	1.9	0.1	14.5	30.7
Illinois	50.1	0.6	9.5	1.8	0.2	10.1	27.7
Indiana	61.4	11.5	9.0	0.8	0.3	6.7	10.4
Iowa	51.9	0.0	14.5	0.8	0.3	21.8	10.7
Kansas	45.9	—	10.8	1.2	0.3	12.3	29.5
Kentucky	48.4	6.6	11.4	0.5	0.3	13.2	19.6
Louisiana	24.0	19.2	28.6	0.5	0.5	17.8	9.4
Maine	51.7	1.3	10.7	0.5	0.1	20.4	15.3
Maryland	38.0	7.1	17.4	0.8	0.4	10.0	26.4
Massachusetts	54.6	3.8	15.7	3.3	0.2	10.4	12.0
Michigan	35.6	3.5	16.5	—	0.2	6.5	37.7
Minnesota	70.1	—	8.6	0.5	0.2	6.6	14.0
Mississippi	21.7	47.7	7.9	0.6	0.2	4.5	17.6
Missouri	50.2	0.1	10.8	0.9	0.2	11.6	26.1
Montana	52.1	—	13.9	0.2	0.0	9.0	24.9
Nebraska	64.2	0.4	11.8	0.9	0.4	19.7	2.6
Nevada	22.6	10.4	28.1	1.4	0.4	7.6	29.4
New Hampshire	51.0	5.8	8.2	1.0	0.2	23.3	10.5
New Jersey	60.8	—	11.0	1.4	0.1	6.0	20.7
New Mexico	38.9	12.2	15.9	0.2	0.2	7.1	25.4
New York	40.6	11.9	13.9	0.6	0.2	6.7	26.2
North Carolina	42.7	3.4	14.8	0.3	0.2	10.1	28.4
North Dakota	41.1	—	10.9	3.7	0.4	13.0	31.0
Ohio	22.9	10.3	12.9	0.2	0.2	2.5	51.1

See notes at end of exhibit.

Exhibit 69. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2011–12—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	41.2	—	10.8	0.1	0.1	5.6	42.2
Oregon	20.6	12.4	13.3	1.9	0.1	12.8	38.9
Pennsylvania	56.0	0.3	8.0	0.7	0.2	6.4	28.5
Puerto Rico	40.0	4.7	37.2	0.8	0.3	7.2	9.7
Rhode Island	43.3	0.1	5.4	3.0	0.3	10.8	37.0
South Carolina	25.0	2.9	27.7	4.2	0.2	7.3	32.7
South Dakota	25.4	—	9.4	3.4	0.3	25.5	36.1
Tennessee	44.1	8.8	4.2	1.0	0.3	5.9	35.8
Texas	38.1	19.6	12.4	0.1	0.3	14.6	14.9
Utah	41.0	2.0	35.2	1.2	0.2	7.4	12.9
Vermont	43.0	0.2	12.7	1.3	0.3	22.4	20.2
Virginia	32.3	23.4	5.7	0.1	0.2	22.6	15.7
Washington	43.1	1.9	18.2	0.2	0.1	7.1	29.3
West Virginia	44.2	7.3	11.5	#	0.2	6.2	30.5
Wisconsin	59.2	1.1	13.3	1.9	0.3	19.5	4.6
Wyoming	32.4	3.2	14.3	1.8	0.6	16.9	30.9

— Percentage cannot be calculated because data were not available.

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. Data are from the reporting period between July 1, 2011, and June 30, 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2011–12. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, a total of 39.6 percent of students ages 14 through 21 exiting *IDEA*, Part B, in the 53 states (“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 37 of the 53 individual states, this category was associated with the largest percentage of students who exited special education. In 15 of those states, this category represented a majority of the students who exited special education. In the following four of those states, the percentage was more than 60 percent: Minnesota (70.1 percent), Nebraska (64.2 percent), Indiana (61.4 percent), and New Jersey (60.8 percent).
- The second most prevalent exit reason, accounting for 27.8 percent of students who exited special education in “All states” in 2011–12, was *moved, known to be continuing* in education. In 14 of the 53 individual states, this category was associated with the largest

percentage of students who exited special education. A majority of students who exited special education was associated with this exit reason category in only Ohio (51.1 percent) and Delaware (50.3 percent).

- Two states presented somewhat distinct distributions of exit reasons for students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2011–12. In Mississippi, the largest percentage of the students, representing 47.7 percent, was classified as *received a certificate*. In Louisiana, the largest percentage of the students exiting special education, representing 28.6 percent, was associated with the category of *dropped out*.

Part B Personnel

How did the states compare with regard to the following ratios in 2011:

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 70. 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 2011

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	6.3	6.0	0.3
Alabama	6.8	6.2	0.6
Alaska	6.8	6.2	0.6
Arizona	5.7	5.4	0.2
Arkansas	7.5	6.9	0.6
California	3.6	3.4	0.2
Colorado	6.4	6.0	0.4
Connecticut	8.8	8.8	#
Delaware	3.2	2.9	0.3
District of Columbia	5.4	4.7	0.7
Florida	2.3	2.1	0.2
Georgia	9.9	9.7	0.2
Hawaii	10.4	9.2	1.2
Idaho	3.3	2.9	0.4
Illinois	7.9	7.9	#
Indiana	0.9	0.9	#
Iowa	8.8	8.8	0.0
Kansas	7.4	5.2	2.2
Kentucky	8.1	7.9	0.2
Louisiana	7.6	7.3	0.3
Maine	6.5	5.9	0.6
Maryland	9.7	8.5	1.2
Massachusetts	5.1	4.9	0.2
Michigan	6.4	6.4	#
Minnesota	7.1	6.9	0.3

See notes at end of exhibit.

Exhibit 70. 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 2011—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		
Mississippi	7.7	7.6	0.1
Missouri	7.4	7.1	0.3
Montana	5.8	5.8	#
Nebraska	6.1	5.8	0.3
Nevada	6.4	5.6	0.7
New Hampshire	9.1	9.1	0.0
New Jersey	7.7	7.7	0.1
New Mexico	5.1	5.0	0.1
New York	11.2	10.6	0.6
North Carolina	5.2	5.1	0.1
North Dakota	7.5	7.5	0.0
Ohio	7.8	7.6	0.2
Oklahoma	3.7	3.6	#
Oregon	4.1	3.8	0.3
Pennsylvania	7.8	7.8	0.1
Puerto Rico	4.6	3.8	0.8
Rhode Island	9.0	8.9	0.1
South Carolina	6.3	6.1	0.2
South Dakota	5.9	5.9	0.1
Tennessee	6.7	6.2	0.5
Texas	4.7	4.6	#
Utah	3.4	3.1	0.3
Vermont	9.5	9.3	0.2
Virginia	7.5	5.4	2.0
Washington	4.7	4.5	0.1
West Virginia	6.6	5.3	1.4
Wisconsin	7.1	6.9	0.1
Wyoming	5.4	5.2	0.2

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

^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 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 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.

- In 2011, there were 6.3 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by the 52 states (“All states”) for which data were available 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 10 or more FTE *special education teachers* per 100 students was found for New York (11.2 FTEs per 100 students) and Hawaii (10.4 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students was found for the following seven states: Oklahoma (3.7 FTEs per 100 students), California (3.6 FTEs per 100 students), Utah (3.4 FTEs per 100 students), Idaho (3.3 FTEs per 100 students), Delaware (3.2 FTEs per 100 students), Florida (2.3 FTEs per 100 students), and Indiana (0.9 FTE per 100 students).
- In 2011, 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 9 or more highly qualified FTE *special education teachers* per 100 students was found for the following five states: New York (10.6 FTEs per 100 students), Georgia (9.7 FTEs per 100 students), Vermont (9.3 FTEs per 100 students), Hawaii (9.2 FTEs per 100 students), and New Hampshire (9.1 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE highly qualified *special education teachers* per 100 students was found for the following four states: Idaho (2.9 FTEs per 100 students), Delaware (2.9 FTEs per 100 students), Florida (2.1 FTEs per 100 students), and Indiana (0.9 FTE per 100 students).
- In 2011, there was 0.3 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 1 FTE not highly qualified *special education teacher* per 100 students for all but the following five states: Kansas (2.2 FTEs per 100 students), Virginia (2.0 FTEs per 100 students), West Virginia (1.4 FTEs per 100 students), Maryland (1.2 FTEs per 100 students), and Hawaii (1.2 FTEs per 100 students).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2011. Data for BIE schools were excluded. Data were accessed fall 2012. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data for BIE schools were not available. Data were accessed fall 2013. 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 school year 2011–12?

Exhibit 71. 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 2011–12

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All states	14
Alabama	20
Alaska	2
Arizona	10
Arkansas	1
BIE schools	—
California	—
Colorado	7
Connecticut	1
Delaware	16
District of Columbia	8
Florida	2
Georgia	6
Hawaii	2
Idaho	45
Illinois	2
Indiana	27
Iowa	1
Kansas	63
Kentucky	3
Louisiana	14
Maine	—
Maryland	3
Massachusetts	2
Michigan	#
Minnesota	1
Mississippi	10
Missouri	17
Montana	35
Nebraska	—
Nevada	10

See notes at end of exhibit.

Exhibit 71. 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 2011–12—Continued

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
New Hampshire	0
New Jersey	2
New Mexico	5
New York	—
North Carolina	10
North Dakota	4
Ohio	2
Oklahoma	—
Oregon	1
Pennsylvania	21
Puerto Rico	2
Rhode Island	2
South Carolina	12
South Dakota	12
Tennessee	19
Texas	74
Utah	—
Vermont	2
Virginia	6
Washington	—
West Virginia	#
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

^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. The numerator is based on data from the entire 2011–12 school year, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data were accessed fall 2012. 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 2011 by the 43 states (“All states”) for which data were available, 14 children and students were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury to others in school year 2011–12.
- The numbers 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 school year 2011–12 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2011 in the 43 states for which data were available ranged from zero to 74. In New Hampshire, no children and students were removed to an interim alternative educational setting by school personnel for these offenses, and in Michigan and West Virginia, fewer than 5 children and students were removed for every 10,000 children and students who were served. In contrast, more than 50 children and students were removed to an interim alternative educational setting by school personnel for such offenses for every 10,000 children and students who were served in Texas (74 per 10,000 children and students) and Kansas (63 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, who were suspended out of school or expelled for more than 10 days during school year 2011–12?

Exhibit 72. 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 2011–12

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	97
Alabama	100
Alaska	123
Arizona	82
Arkansas	77
BIE schools	—
California	—
Colorado	93
Connecticut	150
Delaware	24
District of Columbia	45
Florida	123
Georgia	59
Hawaii	148
Idaho	9
Illinois	63
Indiana	117
Iowa	35
Kansas	24
Kentucky	19
Louisiana	80
Maine	—
Maryland	114
Massachusetts	84
Michigan	167
Minnesota	78
Mississippi	129
Missouri	219
Montana	37
Nebraska	—
Nevada	194
New Hampshire	93
New Jersey	36
New Mexico	38
New York	—

See notes at end of exhibit.

Exhibit 72. 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 2011–12—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	232
North Dakota	7
Ohio	119
Oklahoma	98
Oregon	69
Pennsylvania	45
Puerto Rico	1
Rhode Island	85
South Carolina	130
South Dakota	34
Tennessee	90
Texas	71
Utah	—
Vermont	47
Virginia	215
Washington	—
West Virginia	162
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

^aThe 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.

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. The numerator is based on data from the entire 2011–12 school year, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data were accessed fall 2013. 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 2011 by the 44 states (“All states”) for which data were available, 97 children and students were suspended out of school or expelled for more than 10 days during school year 2011–12.
- 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 2011–12 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2011 in the

44 individual states for which data were available, ranged from 1 to 232. In the following three states, fewer than 10 children and students were suspended or expelled out of school for more than 10 days for every 10,000 children and students served: Idaho (9 per 10,000 children and students), North Dakota (7 per 10,000 children and students), and Puerto Rico (1 per 10,000 children and students). In contrast, more than 200 children and students were suspended out of school or expelled for more than 10 days during school year 2011–12 for every 10,000 children and students served in 2011 in the following three states: North Carolina (232 per 10,000 children and students), Missouri (219 per 10,000 children and students), and Virginia (215 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 school year 2011–12?

Exhibit 73. 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 2011–12

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	406
Alabama	x
Alaska	x
Arizona	275
Arkansas	310
BIE schools	—
California	—
Colorado	476
Connecticut	491
Delaware	x
District of Columbia	122
Florida	629
Georgia	217
Hawaii	692
Idaho	x
Illinois	226
Indiana	476
Iowa	35
Kansas	87
Kentucky	109
Louisiana	x
Maine	—
Maryland	528
Massachusetts	287
Michigan	656
Minnesota	356
Mississippi	621
Missouri	1,117
Montana	176
Nebraska	—
Nevada	x
New Hampshire	401
New Jersey	185
New Mexico	x

See notes at end of exhibit.

Exhibit 73. 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 2011–12—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
New York	—
North Carolina	x
North Dakota	x
Ohio	505
Oklahoma	391
Oregon	241
Pennsylvania	184
Puerto Rico	7
Rhode Island	257
South Carolina	x
South Dakota	96
Tennessee	310
Texas	297
Utah	—
Vermont	x
Virginia	785
Washington	—
West Virginia	920
Wisconsin	—
Wyoming	—

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 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.

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. To calculate the ratio for “All states,” it was necessary to estimate the number of children and students served under the category of *emotional disturbance* by some states for which data were suppressed. These estimates were summed with the counts reported by other states to create the total number of children and students served under *emotional disturbance* by all of the states for which discipline data were available. The estimate for each state was created by allocating the total number of children and students associated with the category of *emotional disturbance* and the other disability categories for which data were suppressed for that state in relative proportions based on the national distribution of children and students served by disability in 2011. The numerator is based on data from the entire 2011–12 school year, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2011–12. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data were accessed fall 2012. 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 2011 by the 44 states (“All states”) for which data were available, 406 children and students were suspended out of school or expelled for more than 10 days during school year 2011–12.
- The numbers 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 school year 2011–12 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2011, in the 33 individual states for which non-suppressed data were available, ranged from 7 to 1,117. Fewer than 100 out every 10,000 such children and students served in 2011 were suspended or expelled for more than 10 days during school year 2011–12 in South Dakota (96 per 10,000 children and students), Kansas (87 per 10,000 children and students), Iowa (35 per 10,000 children and students), and Puerto Rico (7 per 10,000 children and students). In contrast, more than 900 such children and students were suspended out of school or expelled for more than 10 days during school year 2011–12 for every 10,000 such children and students served in 2011 in Missouri (1,117 per 10,000 children and students) and West Virginia (920 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 discussion of these same data at the national level in Section I.

How did the states compare with regard to the following ratios in 2011–12:

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 74. 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: 2011–12

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All states	8	26	14
Alabama	2	18	11
Alaska	5	5	4
Arizona	7	5	5
Arkansas	6	3	2
California	15	46	45
Colorado	1	2	4
Connecticut	24	28	42
Delaware	7	6	5
District of Columbia	27	805	22
Florida	3	5	2
Georgia	5	6	4

See notes at end of exhibit.

Exhibit 74. 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: 2011–12—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Hawaii	9	54	3
Idaho	8	4	13
Illinois	4	11	7
Indiana	6	4	3
Iowa	1	2	5
Kansas	5	2	2
Kentucky	4	3	2
Louisiana	6	2	1
Maine	13	15	32
Maryland	10	24	30
Massachusetts	18	35	74
Michigan	12	4	10
Minnesota	4	3	4
Mississippi	9	4	7
Missouri	5	4	3
Montana	3	2	1
Nebraska	2	1	2
Nevada	4	16	1
New Hampshire	22	14	10
New Jersey	9	36	31
New Mexico	10	8	11
New York	5	135	6
North Carolina	4	3	3
North Dakota	2	0	3
Ohio	10	5	6
Oklahoma	2	1	2
Oregon	4	3	7
Pennsylvania	9	28	13
Puerto Rico	7	138	50
Rhode Island	11	16	20
South Carolina	4	1	1
South Dakota	2	2	2
Tennessee	8	6	3
Texas	7	8	7
Utah	2	1	#
Vermont	17	19	38
Virginia	8	3	8
Washington	5	7	5
West Virginia	9	3	5

See notes at end of exhibit.

Exhibit 74. 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: 2011–12—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Wisconsin	5	3	4
Wyoming	10	2	5

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

^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 2011–12 was 5,013.

^bA *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. The total number of hearing requests in 2011–12 was 17,109.

^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 2011–12 was 9,212.

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 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, 2011, and June 30, 2012, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2011–12. Data for BIE schools were excluded. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data for BIE schools were not available. Data were accessed fall 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2011–12, 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 52 individual states ranged from 1 per 10,000 children and students in Colorado and Iowa to more than 20 per 10,000 children and students in the District of Columbia (27 per 10,000 children and students), Connecticut (24 per 10,000 children and students), and New Hampshire (22 per 10,000 children and students).
- In 2011–12, there were 26 *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 larger than 50 *due process complaints* per 10,000 children and students in only the following four of the 52 states: the District of Columbia (805 per 10,000 children and students), Puerto Rico (138 per 10,000 children and students), New York (135 per 10,000 children and students), and Hawaii (54 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in Nebraska, North Dakota, Oklahoma, South Carolina, and Utah.
- In 2011–12, there were 14 *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 larger than 40 *mediation requests* per 10,000 children and students was found for Massachusetts (74 per 10,000 children and students), Puerto Rico (50 per 10,000 children and students), California (45 per 10,000 children and students), and Connecticut (42 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in Louisiana, Montana, Nevada, South Carolina, and Utah.

How did the states compare with regard to the following ratios in 2011–12:

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 fully adjudicated due process complaints 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 75. 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: 2011–12

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	3	3	20
Alabama	1	1	#	12
Alaska	5	0	2	3
Arizona	6	1	#	3
Arkansas	4	2	#	2
California	11	4	2	41
Colorado	1	1	0	2
Connecticut	15	8	2	20
Delaware	5	2	1	6
District of Columbia	22	5	214	590
Florida	1	1	#	4
Georgia	4	1	#	5
Hawaii	8	1	10	26
Idaho	5	3	1	3
Illinois	3	1	#	8
Indiana	4	3	#	4
Iowa	1	#	#	1
Kansas	3	2	#	2
Kentucky	2	1	#	1
Louisiana	3	3	#	2
Maine	3	10	1	13
Maryland	8	2	1	22
Massachusetts	13	5	1	26
Michigan	8	4	#	2
Minnesota	2	1	#	3
Mississippi	5	4	1	3

See notes at end of exhibit.

Exhibit 75. 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: 2011–12—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
	Per 10,000 children and students served			
Missouri	4	1	#	3
Montana	1	1	0	1
Nebraska	2	#	0	#
Nevada	3	#	#	12
New Hampshire	11	12	2	10
New Jersey	5	2	2	28
New Mexico	5	5	1	6
New York	3	2	15	99
North Carolina	3	1	#	2
North Dakota	0	2	0	0
Ohio	2	6	#	4
Oklahoma	2	1	0	1
Oregon	2	2	0	2
Pennsylvania	4	5	2	22
Puerto Rico	6	1	69	63
Rhode Island	8	2	1	15
South Carolina	3	1	0	1
South Dakota	2	1	1	1
Tennessee	4	3	#	5
Texas	4	3	#	6
Utah	1	0	#	1
Vermont	8	9	2	17
Virginia	7	2	#	2
Washington	4	1	1	6
West Virginia	4	5	#	3
Wisconsin	4	1	#	2
Wyoming	7	3	1	1

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 2011–12 was 3,216.

^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 2011–12 was 1,678.

^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 2011–12 was 2,261.

^dA *due process complaint resolved without a hearing* is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of hearing requests resolved without a hearing in 2011–12 was 12,770.

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 hearing request 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

- In 2011–12, 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. The ratio was larger than 10 per 10,000 children and students in only the following five states: the District of Columbia (22 per 10,000 children and students), Connecticut (15 per 10,000 children and students), Massachusetts (13 per 10,000 children and students), California (11 per 10,000 children and students), and New Hampshire (11 per 10,000 children and students). In contrast, the ratio was no more than 1 per 10,000 children and students in Alabama, Colorado, Florida, Iowa, Montana, North Dakota, and Utah.
- In 2011–12, there were 3 *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. The ratio was zero in Alaska and Utah and larger than 5 per 10,000 in only the following five states: New Hampshire (12 per 10,000 children and students), Maine (10 per 10,000 children and students), Vermont (9 per 10,000 children and students), Connecticut (8 per 10,000 children and students), and Ohio (6 per 10,000 children and students).
- In 2011–12, there were 3 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. The ratio was zero in the following seven states: Colorado, Montana, Nebraska, North Dakota, Oklahoma, Oregon, and South Carolina and larger than 5 per 10,000 in only the following four states: the District of Columbia (214 per 10,000 children and students), Puerto Rico (69 per 10,000 children and students), New York (15 per 10,000 children and students), and Hawaii (10 per 10,000 children and students).
- In 2011–12, there were 20 *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. The ratio was no more than 1 per 10,000 in 10 states. In contrast, the ratio was larger than 30 per 10,000 in the following four states: the District of Columbia (590 per 10,000 children and students), New York (99 per 10,000 children and students), Puerto Rico (63 per 10,000 children and students), and California (41 per 10,000 children and students).

by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without 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 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, 2011, and June 30, 2012, whereas the denominator is based on point-in-time data from fall 2011.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2011–12. Data for BIE schools were excluded. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2011. Data for BIE schools were not available. Data were accessed fall 2012. 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) under Parts B and C of the *IDEA* 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 original SPP that states submitted in 2005 covered a period of six years for federal fiscal year (FFY) 2005 through FFY 2010 and 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 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. The original SPP was extended for two years for FFYs 2011 and 2012.

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 2013 each state submitted an APR under Part B and Part C to OSEP for the FFY 2011 APR reporting period (i.e., July 1, 2011, through June 30, 2012). This section examines and summarizes the states' performance during FFY 2011 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 2011 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia (DC), Puerto Rico (PR), and the outlying areas of 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) submitted SPP/APRs as did the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. 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, 10 results indicators, and one results/compliance indicator) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Exhibits 76 and 77 explain the measurement that was in place during the FFY 2011 reporting period for each Part B and Part C indicator on which states were required to report and identify whether each indicator is a compliance or a results indicator. States were not required to report Part B indicators B16 and B17 and Part C indicators C10 and C11 for FFY 2011.

Exhibit 76. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2011

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 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

See notes at end of exhibit.

Exhibit 76. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2011—Continued

Indicator	Measurement	Type of indicator
B4 – Suspension/Expulsion	Rates of suspension and expulsion: (A) percent of districts having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children with IEPs aged 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/hospital placements.	Results
B6 – Preschool LRE	Percent of children aged 3 through 5 with IEPs attending a (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school, or residential facility.	Results
B7 – Preschool Outcomes	Percent of preschool children aged 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

See notes at end of exhibit.

Exhibit 76. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2011—Continued

Indicator	Measurement	Type of indicator
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 birthdays.	Compliance
B13 – Secondary Transition	Percent of youths with IEPs aged 16 and above with an IEP that included appropriate measurable postsecondary goals that were annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that would reasonably enable the student 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
B14 – Post-school Outcomes	Percent of youths who were no longer in secondary school, had IEPs in effect at the time they left school, and were: (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; or (c) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
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
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 State Performance Plan and Annual Performance Report) were timely and accurate.	Compliance

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2011.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: “Part B State Performance Plan (SPP) and Annual Performance Report (APR): Part B Indicator Measurement Table,” 2011-12. Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2013/index.html> (accessed June 24, 2014).

Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2011

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 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency had: (a) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday; (b) notified (consistent with any opt-out policy adopted by the state) the state education agency (SEA) and the local education agency (LEA) where the toddler resided at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and (c) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.	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
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

See notes at end of exhibit.

Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2011—Continued

Indicator	Measurement	Type of indicator
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) were timely and accurate.	Compliance

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table,” 2011-12. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2013/index.html> (accessed June 24, 2014).

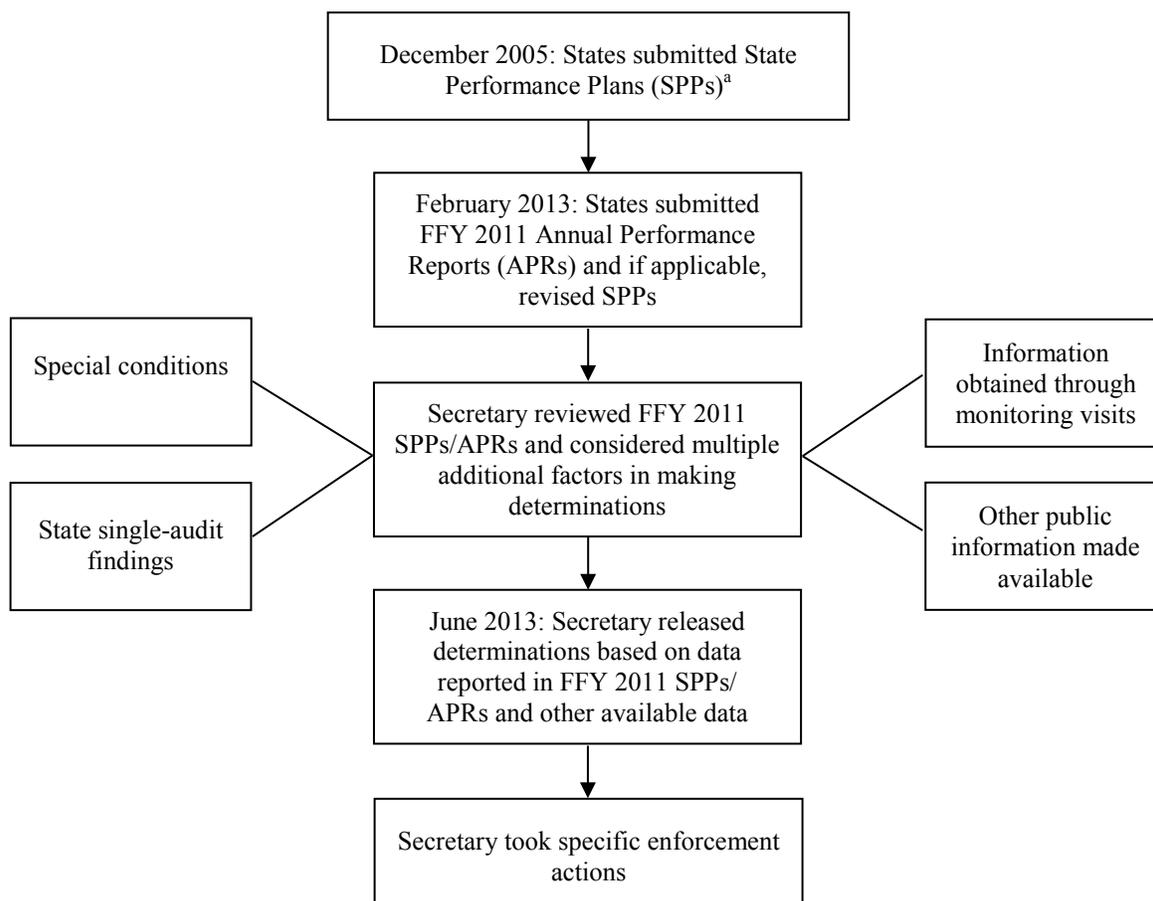
The Determination Process

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 78 presents the key components in the determination process.

Exhibit 78. Process for determining the extent to which each state met IDEA, Part B and Part C, requirements: Federal fiscal year 2011



^aIn December 2005, each state submitted an SPP that covered a period of six years for FFY 2005 through 2010. Sections 616(b)(1)(C) and 642 require each state to review its SPP under Part B and Part C 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. The original SPP was extended for two years for FFYs 2011 and 2012. States are required to submit a new SPP for FFYs 2013 through 2018 on February 2, 2015.

NOTE: In June 2012, the secretary issued determinations based on data reported in the FFY 2010 APR and other available data. A discussion of those determinations is found in the *35th Annual Report to Congress, 2013*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP Memo 13-6 to State Education Agency Directors of Special Education and State Data Managers dated December 12, 2012.” Available at <http://www2.ed.gov/policy/speced/guid/idea/bapr/2013/index.html>; “OSEP Memo 13-7 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons dated December 12, 2012.” Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2013/index.html> (accessed June 24, 2014).

Since 2007, the Department has made an annual determination for each state under Part B and Part C of the *IDEA* and based each state’s determination on the totality of the state’s data in its SPP/APR and other publicly available information about the state, including any information about outstanding compliance issues. For the years 2007 through 2012, the Department used specific factors in making determinations, including considering (1) state data in any one compliance indicator if it reflected very low performance, (2) whether the state lacked valid and reliable data for that indicator, or (3) as was the

case in the later years, the state's inability to correct longstanding noncompliance that had been the subject of continuing Departmental enforcement actions such as special conditions on the state's grant. In making each state's 2013 determination under Parts B and C, the Department used a Compliance Matrix that reflected the totality of the state's compliance data instead of one particular factor. However in making this transition to a matrix approach in 2013 to consider multiple factors, the Department also applied the prior single factor approach such that no state would receive a lower determination under the 2013 Compliance Matrix approach than it would have had in the prior years' single factor approach.

In making the determinations for each state in June 2013, the Department used a Compliance Matrix that reflected the following data: (1) the state's FFY 2011 data for compliance indicators (including whether the state reported valid and reliable data for each indicator), and, if the data reflected a certain level of compliance, whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2010 under such indicators; (2) the state's FFY 2011 data, reported under section 618 of the *IDEA*, for the timeliness of state complaint and due process decisions; (3) whether the Department imposed Special Conditions on the state's FFY 2012 *IDEA*, Part B or Part C grant award, whether those Conditions were in effect at the time of the determination, and the number of years for which the state's grant award had been subject to Special Conditions; and (4) whether there were any findings of noncompliance identified in FFY 2009 or earlier by either the Department or the state that the state had not yet corrected.

In the determinations released in June 2013, each state received a score on its Compliance Matrix, ranging from zero to two points, for each of the compliance indicators and for the other factors noted above related to that state's compliance data. Using the cumulative number of points as the denominator, and using the actual number of points the state received in the scoring under these factors as the numerator, the Compliance Matrix reflected a percentage score that the Department used to make each state's 2013 determination under Parts B and C of the *IDEA*. The percentage score on the Compliance Matrix was used in the 2013 determinations to identify a state as either "meets requirements," "needs assistance," or "needs intervention" such that if a state received a Compliance Matrix percentage score below 75 percent, it received a determination of "needs intervention." As noted above, however, no state was identified as "needs intervention" even if its Compliance Matrix percentage score was below 75 percent, unless it also did not meet one of the three factors identified in the 2012 determinations criteria: (1) the state's compliance data reflected very low performance (i.e., below 50 percent); (2) the state lacked valid and reliable data for a compliance indicator; or (3) the state's grant was subject to Special Conditions for multiple years for failing to comply with key *IDEA* requirements, the noncompliance had been long-standing, the state's data in response to the Department's FFY 2012 Special Conditions

demonstrated continued noncompliance, and the Special Conditions were in effect at the time of the 2013 determination.

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 an enforcement 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) at any time when the secretary determines that a state 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*. The Department has taken enforcement actions based on the first two categories in the former sentence but, to date, no state has received a determination that it needs substantial intervention in implementing the requirements of *IDEA*.

Determination Status

In June 2013, 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 79 shows the results of the FFY 2011 determinations by state for Part B; Exhibit 80 shows the results for Part C.

**Exhibit 79. States determined to have met IDEA, Part B, requirements, by determination status:
Federal fiscal year 2011**

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	Colorado	American Samoa	Virgin Islands	Bureau of Indian Education	District of Columbia
Alaska	Delaware	Guam			
Arizona	Maine	Illinois			
Arkansas	Massachusetts	Indiana			
California	Northern Mariana Islands	Iowa			
Connecticut	Oklahoma	Louisiana			
Federated States of Micronesia	Puerto Rico	New York			
Florida	Texas				
Georgia	West Virginia				
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
North Carolina					
North Dakota					
Ohio					
Oregon					
Republic of Palau					
Pennsylvania					
Republic of the Marshall Islands					
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Utah					
Vermont					
Virginia					

See notes at end of exhibit.

**Exhibit 79. States determined to have met IDEA, Part B, requirements, by determination status:
Federal fiscal year 2011—Continued**

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
Washington					
Wisconsin					
Wyoming					

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made determinations based on the totality of each state's data, including its FFY 2011 APR data, which determinations were issued in June 2013.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2012 and 2013. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Oct. 31, 2013).

**Exhibit 80. States determined to have met IDEA, Part C, requirements, by determination status:
Federal fiscal year 2011**

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		North Dakota	California
Alaska	Delaware	District of Columbia			South Carolina
Arkansas	Hawaii	Guam			
Colorado	Northern Mariana Islands	Illinois			
Connecticut	Oklahoma	Maine			
Florida		Nevada			
Georgia		New York			
Idaho		Virgin Islands			
Indiana		Wisconsin			
Iowa					
Kansas					
Kentucky					
Louisiana					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
New Hampshire					
New Jersey					
New Mexico					
North Carolina					
Ohio					
Oregon					
Pennsylvania					
Puerto Rico					
Rhode Island					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wyoming					

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made the FFY 2011 determinations, which were released in June 2013.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2012 and 2013. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Oct. 31, 2013).

The results of an examination of the states' Part B and Part C determinations for FFY 2010 and FFY 2011 are presented in exhibits 81 and 82. A summation of the numbers presented in exhibit 81 shows that 41 states met the requirements for Part B in FFY 2011. In addition, this exhibit shows that between FFY 2010 and FFY 2011, 17 states had a more positive determination or made progress; six states received a more negative determination or slipped; and 37 states received the same determination for both years. Of the 17 states that showed progress, 13 states made sufficient progress to meet the requirements in FFY 2011. Of the 37 states that received the same determination status in both years, 28 met the requirements in both years; seven were found to be in need of assistance for another year; and two were determined to be in need of intervention for another year.

Exhibit 81. Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2010 and 2011

Determination status FFY 2011	Change in determination status since FFY 2010			Total
	Progress	Slippage	No change	
Total	17	6	37	60
Meets requirements	13	0	28	41
Needs assistance	4	5	0	9
Needs assistance two or more consecutive years	0	0	7	7
Needs intervention	0	1	0	1
Needs intervention two consecutive years	0	0	1	1
Needs intervention three or more consecutive years	0	0	1	1

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. Based on the states' data submissions, the secretary of education made the FFY 2010 determinations, which were released in June 2012. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made the FFY 2011 determinations, which were released in June 2013. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the 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," 2012 and 2013. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Oct. 31, 2013).

A summation of the numbers presented in exhibit 82 shows that 39 states met the requirements for Part C in FFY 2011. In addition, this exhibit shows that between FFY 2010 and FFY 2011, six states had a more positive determination or made progress; four states received a more negative determination or slipped; and 46 states received the same determination for both years. Of the six states that showed progress, five made sufficient progress to meet the requirements in FFY 2011. Of the 46 states that received the same determination status in both years, 34 met the requirements in both years; nine were found to be in need of assistance for another year; and three were found to be in need of intervention for another year.

Exhibit 82. Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2010 and 2011

Determination status FFY 2011	Change in determination status since FFY 2010			Total
	Progress	Slippage	No change	
Total	6	4	46	56
Meets requirements	5	0	34	39
Needs assistance	1	4	0	5
Needs assistance two or more consecutive years	0	0	9	9
Needs intervention	0	0	0	0
Needs intervention two consecutive years	0	0	1	1
Needs intervention three or more consecutive years	0	0	2	2

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. Based on the states' data submissions, the secretary of education made the FFY 2010 determinations, which were released in June 2012. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made the FFY 2011 determinations, which were released in June 2013. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the 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," 2012 and 2013. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Oct. 31, 2013).

As a result of the determinations for Part B and Part C issued to states for FFY 2010 and FFY 2011, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and the states 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 2013 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2011 APRs. In the APRs, states reported actual performance data from FFY 2011 on the indicators. States also discussed how the FFY 2011 actual performance data compared to FFY 2010 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 2013 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 2013 were sufficiently complete to show how states performed on related Part B and C indicators. This section summarizes states' FFY 2011 actual performances on each indicator and how states' FFY 2011 actual performances compare to states' FFY 2010 actual performances. Two documents

published online by OSEP in 2013, under 2013 SPP/APR Analyses—Parts B and C: “Part B Complete (revised B7, 9.30.13)” and “Part C Complete (revised C3, 9.30.13)” 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 in October 2013.

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 an individualized education program (IEP) developed and implemented by their third birthday. Indicator 12 is considered a compliance indicator with a target of 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 83 displays the results of a 2013 analysis of FFY 2011 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Exhibit 83. 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 individualized education programs (IEPs) developed and implemented by their third birthday: Federal fiscal year 2011

Percentage of children ^a	Number of states
Total	56
100	10
90 to 99	44
80 to 89	2

^a“Percentage of children” measures a state’s performance on Part B Indicator 12, for which the target is 100 percent.

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part B Complete (revised B7, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

For Indicator 12, a total of 10 states reported full compliance at 100 percent of the target, and 44 additional states reported percentages that were between 90 to 99 percent of the target. Only two states reported a percentage less than 90 percent of the target, and the smallest percentage reported was 88 percent.

Exhibit 84 presents the results of a 2013 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2011 actual performance data to FFY 2010 actual performance data on Indicator 12 from the 56 states that reported data. The results are that a total of 31 states showed progress; 14 states showed slippage; and 11 states showed the same performance in FFY 2010 and FFY 2011.

Exhibit 84. Number of states, by change in performance status on IDEA, Part B, Indicator 12: Federal fiscal year 2011

Change in status ^a	Number of states
Total	56
Progress	31
Slippage	14
No change	11

^a“Change in status” was determined by whether a state’s FFY 2011 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 individualized education programs (IEPs) developed and implemented by their third birthdays, compared to the same percentage reported by the state in its FFY 2010 performance data.

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part B Complete (revised B7, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

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 from the *IDEA*, Part C early intervention program to preschool and other appropriate community services by their third birthday. Timely transition planning is measured by the following three sub-indicators: (a) individualized family service plans (IFSPs) with transition steps and services; (b) notification to local education agency (LEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B.¹⁴ 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, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 85 displays the results of a 2013 analysis of FFY 2011 actual performance data on the three sub-indicators from the 55 states for which Indicator 8 applies and valid and reliable data were available.

¹⁴ Note that the timely transition requirements in effect during the FFY 2011 APR reporting period were the requirements in the prior Part C regulations in 34 C.F.R. section 303.148 and that the early childhood transition requirements in the new Part C regulations in 34 C.F.R. section 303.209 were published on September 28, 2011, and became effective on July 1, 2012 (which is the FFY 2012 APR reporting year). The three sub-indicators changed with the FFY 2012 APR reporting period to reflect the new requirements.

Exhibit 85. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2011

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	55	55	55
90 to 100	52	52	45
80 to 89	1	1	6
70 to 79		1	4
60 to 69	1	1	
50 to 59	1		

^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 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part C Complete (revised C3, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

As shown in exhibit 85, 52 states reported that they had complied with the requirement of the sub-indicator 8A concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In addition, 52 states reported that they had complied with the requirement of the sub-indicator 8b concerning notifications to the LEA for 90 to 100 percent of the children. In contrast, only 45 states reported meeting the requirement of sub-indicator 8C concerning a transition conference for 90 to 100 percent of the children. However, none of the 10 states that reported meeting the requirements of sub-indicator 8C for less than 90 percent of the children reported meeting the requirement for less than 75 percent of the children.

Exhibit 86 shows the results of a 2013 analysis of the reported changes in performance status based on comparisons of FFY 2011 actual performance data to FFY 2010 actual performance data on the three sub-indicators from the 55 states with data available for both time periods. Progress was made by 18 states on 8a (IFSP steps and services), 17 states on 8b (notification to LEA), and 27 states on 8c (transition conference). Slippage from FFY 2010 was reported by fewer states (eight states) on sub-indicator 8b than on sub-indicators 8a (18 states) and 8c (17 states). In contrast, no change was reported by more states (30) on sub-indicator 8b than on sub-indicator 8a (19 states) and sub-indicator 8c (11 states).

Exhibit 86. Number of states, by change in performance status on IDEA, Part C, Indicator 8: Federal fiscal year 2011

Change in status ^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	55	55	55
Progress	18	17	27
Slippage	18	8	17
No change	19	30	11

^a“Change in status” was determined by whether a state’s FFY 2011 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 (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local education agency, if the child was potentially eligible for Part B; and (c) 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 2010 actual performance data.

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: “Part C Complete (revised C3, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

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 findings of 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, are 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, the Republic of Palau, and the Republic of the Marshall Islands. Exhibit 87 displays the results of a 2013 analysis of FFY 2011 actual performance data on Indicator 15 for the 60 states for which this indicator applies.

Exhibit 87. Number of states, by percentage of IDEA, Part B, noncompliance findings corrected within one year of identification: Federal fiscal year 2011

Percentage of noncompliance findings corrected ^a	Number of states
Total	60
90 to 100	44
80 to 89	8
70 to 79	2
<70	4
Valid and reliable actual performance data not available	2

^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 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part B Complete (revised B7, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

For Indicator 15, there were 44 states that reported achieving 90 percent or more of the target, eight states that reported achieving between 80 and 89 percent of the target, two states that reported achieving between 70 and 79 percent of the target, and four states that reported achieving less than 70 percent. Reliable valid data were not available for two states.

Exhibit 88 presents the results of a 2013 analysis that compared FFY 2011 actual performance data to FFY 2010 actual performance data on Indicator 15 from the 57 states for which reliable and valid data were available for both time periods. Overall, 21 states showed improvement; 20 states showed slippage; and 16 states showed no change in performance.

Exhibit 88. Number of states, by change in performance status on IDEA, Part B, Indicator 15: Federal fiscal year 2011

Change in status ^a	Number of states
Total	60
Progress	21
Slippage	20
No change	16
Valid and reliable actual performance data not available for FFY 2010 or FFY 2011, or both	3

^a“Change in status” was determined by whether a state’s FFY 2011 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 2010 actual performance data.

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part B Complete (revised B7, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

General Supervision: Part C Indicator 9

The state lead agency is responsible for ensuring the general supervision of all early intervention service programs and providers 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 findings of 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. 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 89 displays the results of a 2013 analysis of FFY 2011 actual performance data on Indicator 9 from the 56 states for which this indicator applies.

Exhibit 89. Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2011

Percentage of noncompliance findings corrected ^a	Number of states
Total	56
90 to 100	41
80 to 89	3
70 to 79	3
50 to 69	3
Valid and reliable actual performance data not available	6

^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 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part C Complete (revised C3, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

For Indicator 9, there were 41 states that reported correcting between 90 percent and 100 percent of the noncompliant findings. In addition, three states reported percentages that ranged from 80 to 89 percent of target; three states reported percentages that ranged from 70 to 89 percent of the target; and three states reported between 50 and 69 percent of the target. Valid and reliable performance data were not available for six states.

Exhibit 90 shows the results of a 2013 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2011 actual performance data to FFY 2010 actual performance data on Indicator 9 from the 47 states for which valid and reliable data for both time periods were available. The exhibit reveals eight states reported progress, while 11 states reported slippage, and 28 states reported the same performance in FFY 2010 and FFY 2011.

Exhibit 90. Number of states, by change in performance status on IDEA, Part C, Indicator 9: Federal fiscal year 2011

Change in status ^a	Number of states
Total	56
Progress	8
Slippage	11
No change	28
Valid and reliable actual performance data not available for FFY 2010 or FFY 2011, or both	9

^a“Change in status” is determined by whether a state’s FFY 2011 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 2010 actual performance data.

NOTE: The FFY 2010 APR reporting period was from July 1, 2010, through June 30, 2011. The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2013 SPP/APR Analyses—Parts B and C: Part C Complete (revised C3, 9.30.13),” 2013. Available at <http://leadership-2013.events.tadnet.org/pages/660> (accessed Oct. 31, 2013).

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 (FFY) 2013 (i.e., Oct. 1, 2012, through Sept. 30, 2013), NCSER conducted three grant competitions: Special Education Research Grants program, Accelerating the Academic Achievement of Students With Learning Disabilities Research Initiative, and Research Training Program in Special Education: Early Career Development and Mentoring. In FFY 2013, 356 applications were peer reviewed, and 18 new research and research training grants were awarded across the three grant programs.

Descriptions of projects funded by NCSER grants in FFY 2013 under Part E of the *Education Sciences Reform Act of 2002* follow. The descriptions summarize the proposed purposes of the projects based on information taken from the research grants and contracts database on the IES website. NCSER awarded 14 grants for its Special Education Research Grants program under the following seven topics: Autism Spectrum Disorders; Early Intervention and Early Learning in Special Education; Families of Children With Disabilities; Mathematics and Science Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; and Transition Outcomes for Secondary Students With Disabilities. NCSER made no awards for the Cognition and Student Learning in Special Education; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; and Technology for Special Education topics in FFY 2013. Competitions

for the Research Training Programs in Special Education: Postdoctoral Research Training and Special Education Research and Development Center topics were not held in FFY 2013. The descriptions of the Special Education Research Program Grants are organized and presented in terms of the seven topics. Following them are descriptions of the grants NCSEER awarded under the Accelerating the Academic Achievement of Students With Learning Disabilities Research Initiative and the Research Training Program in Special Education: Early Career Development and Mentoring program. Additional information on the projects funded in FFY 2013 and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed July 16, 2013).

Autism Spectrum Disorders

Award Number: R324A130216

Institution: Canisius College

Principal Investigator: Christopher Lopata

Description: *Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs).* Core features of HFASDs include a significant and pervasive deficit in social skills and repetitive and restricted behaviors, interests, and/or activities. Associated features include problems in pragmatic communication, comprehension of affective information, and emotional-behavioral functioning. Together, these deficits and features interfere with learning and academic performance because classroom learning involves social communication, sustained attention, and behavioral regulation. The increasing number of students with HFASD and the heterogeneity in symptoms pose a major intervention challenge to schools. This has led to a significant need for manualized, school-based interventions for students with HFASD. This project will use a cluster randomized controlled trial to evaluate the efficacy of a comprehensive school-based intervention (CSBI) on the outcomes of elementary school children with HFASD. The research team hypothesizes that students with HFASD who complete the CSBI will demonstrate significantly greater social-communicative understanding, fewer ASD symptoms, better social skills, higher rates of peer interactions, and greater academic achievement compared to students in a control group. In addition, the team will examine the potential mediating role of fidelity of implementation and moderating roles of IQ and language level. The research team will randomly assign schools to the treatment and control conditions, with stratification by economic level. The team will recruit 96 students and their parents over a four-year period. For the treatment group, the intervention will take place over the course of the full school year, with data collected on fidelity of implementation for each component. The team will conduct pre- and post-testing of child outcomes at the beginning and end of each school year for both groups using direct child measures, teacher and parent reports, and behavioral observation. The team will analyze the data using linear mixed effects models and, for the potential mediating effect of implementation fidelity, structural equation modeling. Products of the project will include evidence of the efficacy of the CSBI on elementary school students with HFASD, peer-reviewed publications, and presentations.

Amount: \$3,399,077

Period of Performance: 8/1/2013–7/31/2017

Early Intervention and Early Learning in Special Education

Award Number: R324A130350

Institution: University of California, San Diego

Principal Investigator: Aubyn Stahmer

Description: *Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism.*

Infants and toddlers who have difficulties in communication, behavior regulation, and developing early relationships are at risk for autism spectrum disorders (ASD) and represent a significant public health challenge. Service providers hesitate to serve very young children with social and communicative difficulties in the hopes that the infants will “grow out” of these delays. Yet these issues persist over time in 75 percent of young children presenting with multiple problems, and, if untreated, these children are likely to need intervention when they reach school age. Early intervention agencies are also struggling to implement appropriate, effective programs for this population, and families have limited access to services. Evidence-based practices for young children with ASD were not designed for community contexts, and very few communities are providing them. The purpose of this project is to adapt an evidence-based practice for infants and toddlers (ages 12–24 months) at risk for ASD and their families. The proposed study builds directly on the promising results of a pilot study in which a parent-implemented program originally targeted for preschoolers called *Teaching Social Communication to Children with Autism* (TSC) was selected in collaboration with community stakeholders to address the needs of infants and toddlers at risk for ASD. This study will focus on specific adaptations identified during the pilot that will be needed to meet the needs of early intervention agencies, as well as infants and toddlers and their families (e.g., enhancing provider coaching and support, revising the manual to be more developmentally appropriate). The researchers will use an existing community collaborative structure to adapt TSC for use in early intervention agencies serving young children at risk for ASD. There will be three phases of the proposed research. In Phase 1, the research team will use a qualitative focus group approach to obtain a comprehensive understanding of how different providers and parents use, modify, and apply TSC with infants and toddlers and their families and to examine additional support that might be needed for ongoing implementation. During Phase 2, the team will use information from Phase 1 to adapt TSC supports to enhance sustainability. The research team will develop a toddler TSC manual and accompanying supports using an iterative process of community testing and feedback. In Phase 3, the research team will conduct a community-based pilot study of the training plan and the adapted TSC program in terms of fidelity, feasibility, and promise for change in child outcomes. Products of the project will include a fully developed TSC program that can be implemented in early intervention settings with infants and toddlers, data on the feasibility and promise of the program, peer-reviewed publications, and presentations.

Amount: \$1,155,999

Period of Performance: 7/1/2013–6/30/2016

Award Number: R324A130205

Institution: University of Cincinnati

Principal Investigator: Allison Breit-Smith

Description: *Developing an Expository Book Reading Intervention for Preschool Children with Language Impairment.*

Language impairment (LI) is a common disorder among the school-age population, affecting approximately 7.4 percent of children. Approximately half of the children identified with LI at a young age will go on to be identified later with a reading disability. Young children with impaired language are six times more likely to be identified with a reading disability at school age than children without impaired language. One intervention demonstrating significant and positive effects on preschool children's early language and literacy skills is interactive book reading, in which adults (e.g., parents, teachers) actively involve children in the book reading process. However, few language and literacy interventions have focused on using expository (nonfiction) texts that provide information such as facts, explanations, and reasons for true-life phenomenon with preschool-aged children. Instead,

interventions have largely included fictional narratives, with little attention to expository text and language comprehension skills. However, knowledge of the structures and language of expository texts appears to be critical to later reading achievement. The purpose of this project is to develop a supplemental book reading intervention that uses expository books to teach language and expository text skills (i.e., topic knowledge, text structures, signal words, academic vocabulary, inferential language) to preschool-age children with LI. This four-year research project will use an iterative process that includes three phases. Phase I will include development, implementation, and revision of two of the four intervention modules. Phase II will include development, implementation, and revision of the remaining two intervention modules. Phase III will include a feasibility/pilot study to (1) assess the promise of the intervention for improving the language and expository text skills of children identified with LI and (2) assess the effects of the intervention on practitioners' expository text knowledge, self-efficacy, and quality of book reading interactions. In addition, the research team will develop and test an intervention-based assessment as a proximal outcome measure for the intervention. Products of the project will include a fully developed expository book reading intervention that can be implemented within the typical school day, an intervention-based assessment measure, data on the feasibility and promise of the intervention, peer-reviewed publications, and presentations.

Amount: \$1,456,438

Period of Performance: 7/1/2013–6/30/2017

Award Number: R324A130121

Institution: Florida State University

Principal Investigator: Juliann Woods

Description: *Embedded Practices and Intervention with Caregivers (EPIC)*. For children enrolled in Part C of the *Individuals with Disabilities Education Act* (early intervention services for infants and toddlers birth through age 2), the role of the early intervention provider is to enhance a family's capacity to meet the developmental needs of the infant or toddler. A substantial gap exists, however, between recommended and actual practice in Part C service delivery, particularly related to interventions that facilitate the caregivers' ability to support their children's learning. Researchers consistently identify the child as the focus of home visits with the early intervention provider implementing "hands on" instruction directly to the child, rather than supporting and enhancing interactions between the parent and child. There is little research on evidence-based practices with caregivers (parents) as implementers of their children's interventions and even less that is focused on the unique learning needs of infants and toddlers with significant disabilities. The purpose of this project is to develop and pilot test a caregiver-implemented intervention approach called *Embedded Practices and Intervention with Caregivers (EPIC)*. This intervention aims to increase the consistency and effectiveness with which caregivers embed learning opportunities in everyday routines so that their infants or toddlers with significant disabilities acquire and maintain critical functional skills. Once EPIC is developed, the research team will evaluate whether the EPIC approach leads to increased caregiver use of embedded instruction and improved child outcomes. The research will take place in three phases: (1) development, refinement, and feasibility testing of the intervention; (2) validation of the intervention components; and (3) pilot testing of the intervention. The research team will collect data through focus groups of stakeholders (e.g., caregivers and early intervention professionals) to inform the manual and protocol development. In addition, four caregiver-child dyads will try out the intervention and provide the researchers with information regarding the initial acceptability, feasibility, utility, and fidelity of implementation. Next, the team will conduct a series of three single-subject studies to examine contextual variation in the implementation of the intervention. Finally, the pilot study will examine the promise of the intervention on caregiver use of embedded instruction and child learning outcomes. Products of the project will include a fully developed

version of the intervention, data on the feasibility of the use of the intervention with caregivers of infants and toddlers with disabilities, evidence of the potential impact of the intervention on caregiver use of embedded instruction and child learning outcomes, published reports, and presentations.

Amount: \$1,499,971

Period of Performance: 6/01/2013–5/31/2016

Award Number: R324A130066

Institution: The Ohio State University

Principal Investigator: Laura Justice

Description: *Read It Again! In Early Childhood Special Education.* The majority of children in early childhood special education programs exhibit disabilities that place them at high risk for future reading difficulties. These difficulties include primary speech-language impairment or a general developmental delay in which language skills are impaired concomitantly with one or more other developmental domains, typically cognition. Children with primary speech-language impairment or a general developmental delay typically show significant lags in attainment of important early literacy skills during the preschool years, exhibit significantly poorer kindergarten readiness compared to their peers, and are susceptible to exhibiting a reading disability in the later primary grades. In the last decade, numerous intervention studies have focused on improving the language and literacy skills of young children. However, very few of these interventions emphasize teachers' use of differentiated instructional strategies that are essential for such interventions to be used effectively in early childhood special education classrooms. Furthermore, very few available language and literacy interventions have been rigorously examined for their relevance to children with disabilities. The purpose of this project is to examine the efficacy of an intervention called *Read It Again!* for children with disabilities enrolled in early childhood special education and their typically developing classmates over the academic year and during kindergarten. *Read It Again!* comprises 60 lessons delivered over a 30-week period in twice weekly whole-class sessions. Components of the intervention include a systematic scope and sequence of instruction targeting four key areas of literacy development (narrative, vocabulary, phonological awareness, and print knowledge) and embedding of explicit language and literacy instruction within shared-reading sessions. The research team will conduct a randomized controlled trial of *Read It Again!* over the course of four years by recruiting more than 100 early childhood special educators and their students. The team will assign two sequential cohorts of teachers to a treatment or control condition to participate in the study during an initial implementation year followed by a maintenance year. The team will collect data across a range of literacy outcomes at pretest and at post-test for each cohort of participants. The team will use hierarchical linear models with children nested within classrooms to compare the relative impacts of *Read It Again!* to the comparison condition on children's language, literacy, and school readiness outcomes. Products of the project will include assessment of evidence for the efficacy of *Read It Again!* in early childhood special education classrooms, peer-reviewed publications, and presentations.

Amount: \$ 3,500,000

Period of Performance: 7/1/2013–6/30/2017

Award Number: R324A130249

Institution: Rectors and Visitors of the University of Virginia

Principal Investigator: Jennifer LoCasale-Crouch

Description: *Supporting Young Children's School Readiness and Reduced Challenging Behaviors: An Online Course to Enhance Toddler Teacher-Child Interactions.* Children who struggle with behavioral problems at school entry are at significant risk for a host of school difficulties. Many of these children will be referred for special education because of adjustment problems in the classroom, achievement problems co-varying with behavioral concerns, or both. Many will ultimately be placed within the special education system. Interventions are available to prevent and reduce these early disruptive behaviors by providing children with high-quality teacher-child interactions and targeted supports for their skill

development. Teachers in toddler classrooms, however, are not receiving access to these interventions or effective professional development on how to use them. As a result, the quality of teacher-child interactions in toddler classrooms is low, and the number of children with early challenging behaviors who receive special education services in elementary school is high. The purpose of this project is to develop, refine, and test an online course for teachers of toddlers aimed at improving the quality of their interactions with children as a mechanism to support children's school readiness and reduce challenging behaviors. There will be three phases for this work: (1) module development, (2) field testing, and (3) pilot testing. The research team will develop an initial course module that will provide an opportunity for early feedback from small groups of teachers and expert consultants. Course development will cover both content and technology for delivering the content. The team will revise the initial module based on feedback received, creating a version that will be field tested. Following feedback from the field test, the team will pilot test a revised version of the course. The team will analyze the data and make final revisions to the course. Products of the project will include a fully developed online course for teachers of toddlers with behavioral challenges, data on the feasibility and promise of the intervention, peer-reviewed publications, and presentations.

Amount: \$1,476,894

Period of Performance: 9/1/2013–8/31/2017

Families of Children With Disabilities

Award Number: R324A130180

Institution: University of Nebraska, Lincoln

Principal Investigator: Kristin Duppong Hurley

Description: *Parent Connectors: An Efficacy Study of Peer-Support for Parents of Middle School Youth with Emotional Disturbance.* Youth with emotional and behavioral disorders are more likely to experience poor education outcomes than those from any other disability group. Although the effectiveness of parental involvement in improving academic outcomes of students is supported by research, students with emotional disturbance (ED) are the least likely to have families who are involved in their education. Because schools have not yet established effective interventions for this population, there is a need to evaluate the efficacy of family support programs. The purpose of this project is to evaluate the efficacy of *Parent Connectors*, an innovative parent-to-parent intervention developed to support the families of middle-school youth with ED. The investigators aim to examine: (1) the outcomes of the intervention on caregiver strain and self-efficacy (proximal outcomes), parent and child participation in education and mental health services, and child behavioral and educational outcomes in school (intermediate outcomes); (2) whether these outcomes are maintained in the subsequent school year following the completion of services; and (3) how various factors and processes may mediate or moderate outcomes. More specifically, the project will examine (a) how child demographics and parent characteristics may moderate proximal and intermediate outcomes; (b) how processes such as implementation level may mediate proximal and intermediate outcomes; and (c) how proximal outcomes may mediate intermediate outcomes, which may then mediate improvement in child academic performance (distal outcomes). The research team will conduct a longitudinal, randomized controlled trial with three cohorts of families of middle school students with ED. The team will randomly assign families to *Parent Connectors* or services as usual, with stratification by school. The team will collect data on proximal, intermediate, and distal parent and child outcomes for both groups at pre-test and post-test, with a 12-month follow-up data collection to examine the sustainability of outcomes following the conclusion of *Parent Connectors* services. Products of the project will include analysis of the efficacy of *Parent Connectors* on middle school students with ED and their families, peer-reviewed publications, and presentations.

Amount: \$3,206,013

Period of Performance: 7/1/2013–6/30/2017

Mathematics and Science Education

Award Number: R324A130001

Institution: University of North Carolina at Charlotte

Principal Investigator: Diane Browder

Description: *The Solutions Project: Teaching Students with Moderate/Severe Intellectual Disability to Solve Mathematical Problems.* Students with significant cognitive impairments often have difficulty participating in key aspects of the mathematics learning process. Many of these students have not had access to the general education curriculum. Recent education policy has encouraged instruction and assessment efforts to focus on grade-level content for all students, including students with moderate and severe intellectual disabilities. The major mathematics textbooks on educating students with severe disabilities include minimal information on teaching mathematics, aside from money and measurement. However, recent studies indicate that students with moderate and severe intellectual disabilities are capable of problem solving in mathematics. The purpose of this project is to develop materials for teaching mathematical problem solving to students with moderate and severe intellectual disabilities by combining methods used to teach problem solving to students with high-incidence disabilities and evidence-based practices for teaching mathematics to students with moderate and severe intellectual disabilities. The intervention will include scripted teacher read alouds and a standard problem format to improve accessibility for nonreaders; adapting schema-based instruction, including use of a graphic organizer; and teaching students to generalize the problem solving across problems, real-life activities, and education settings. The intervention will also include a peer-tutoring component to be implemented in general education math classrooms. During the first year of the project, the research team will develop 150 word problems and a teaching script. In the second year, the team will develop generalization strategies and a word problem assessment. The team will develop the criterion word problem-solving assessment to measure students' ability to solve word problems related to addition, subtraction, and comparing sets/quantities. During the third-year pilot study, the team will use a multiple probe single-case design across dyads, replicated across classrooms, to evaluate the impact of the intervention on word problem solving and generalization to real world activities and a general education context. On completion of the pilot study, the team will develop a manual to include all components of the instructional package and other support materials. Products of the project will include a fully developed word problem-solving intervention for students with moderate and severe intellectual disabilities, peer-reviewed publications, and presentations.

Amount: \$1,199,999

Period of Performance: 7/1/2013–6/30/2016

Professional Development for Teachers and Related Services Providers

Award Number: R324A130144

Institution: Regents of the University of Minnesota

Principal Investigator: Kristen McMaster

Description: *Supporting Teachers' Data-Based Instruction in Early Writing: Tools, Learning, and Collaborative Support.* Learning to write is critical to students' overall literacy development. Writing provides students with the means to communicate what they know and is important for integrating knowledge and critical thinking. Beyond the K–12 school years, lack of writing proficiency can have a serious impact on postsecondary and employment opportunities. Improving student writing outcomes is particularly important for students with or at risk for disabilities that affect writing. Researchers have found that only 6 percent of eighth-grade students with learning disabilities (LD) reached proficiency in writing, and 46 percent were below the basic level. Writing by students with LD is often characterized by fewer ideas, poorer organization, and lower quality than that of their peers without LD, as well as by difficulties with handwriting, spelling, and mechanics. Early identification and effective, individualized writing instruction could prevent long-term negative consequences for many students. The purpose of this

project is to develop a professional development system to support teachers' use of data-based instruction (DBI) with students with or at risk for disabilities that affect early writing development. The professional development system is called DBI-TLC, representing the tools, learning modules, and collaborative support that the system provides. Over the course of three years, the researchers will develop the DBI protocol, including a manual to document teacher knowledge and skills related to DBI, their instructional decisions, and implementation fidelity. The team will develop and use tools for measuring the feasibility of the DBI-TLC intervention to determine whether it is accessible, meets teacher needs, and is cost effective. Finally, the team will assess the promise of DBI-TLC to improve teachers' knowledge, skills, and self-efficacy related to DBI and early writing practices; teachers' use of DBI; and students' early writing outcomes. Products of the project will include a fully developed professional development program designed to improve teachers' early writing instruction and data-based instruction for students with or at risk for LD, tools for measuring intervention fidelity, peer-reviewed publications, and presentations.

Amount: \$1,499,458

Period of Performance: 9/1/2013–8/31/2016

Reading, Writing, and Language Development

Award Number: R324A130161

Institution: Regents of the University of Minnesota

Principal Investigator: Theodore Christ

Description: *Decision Rule Research Project: Curriculum-Based Measurement in Reading.* Curriculum-based measurement (CBM) is frequently used to estimate the rate of individual student progress and evaluate instructional effects. CBM resources provide teachers with guidelines and decision rules for interpreting CBM scores and making instructional and placement decisions based on the data. However, these guidelines and rules have little information about the technical adequacy of the guidelines and rules, indicating that potentially high-stakes decisions could be made with little support for the reliability or validity of the data interpretation and decision-making procedures. This project will evaluate CBM progress monitoring data, decision rules, and data interpretation procedures in reading. The project will answer questions related to the amount of data needed to best guide decisions, optimal standardization of assessment conditions, quality of measures and instrumentation, precision of growth estimates, accuracy of decision rules, schedule for data collection, and combinations of these factors to yield reliable and valid results to guide education decisions. The project will result in evidence-based guidelines for the reliable and valid interpretation of CBM progress monitoring reading data as they are used to guide education practices and teacher decisions. The research team has four activities planned for the development and validation of the guidelines. First, the team will use extant datasets to review technical documentation of CBM instrumentation related to reading, analyze the datasets, and conduct simulation studies to investigate accurate methods for estimating growth and determining decision rules. Second, the team will collect progress monitoring data to evaluate the rules generated in the first activity using a subset of progress monitoring measures. Third, the team will compare the results and guidelines based on simulated data from the first activity with the results from the data collection and analyses from the second activity. Fourth, the project team will develop a web-based program that enables practitioners to enter and interpret data. The team will use a combination of analytic strategies, including linear mixed effects regression, ordinary least squares, and analysis of variance, to determine guidelines and compare their reliability and validity across activities. Products of the project will include a fully developed and validated set of guidelines for progress monitoring data collection, interpretation, and use and a web-based interface that enables practitioners to enter and interpret data.

Amount: \$1,599,994

Period of Performance: 07/01/2013–6/30/2017

Award Number: R324A130214

Institution: Texas A & M University

Principal Investigator: Nathan Clemens

Description: *Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students at Risk for Reading Disabilities.* Progress monitoring is recommended for students who are considered at risk for reading disabilities. While progress-monitoring measures are readily available and frequently used in early elementary school, little research exists on which reading-monitoring measures are most appropriate for use in kindergarten, and there is little information about their psychometric properties. This project will investigate the technical adequacy of six existing early literacy measures and validate their use for monitoring the reading progress of kindergarten students at risk for reading disabilities. The project will result in the identification of progress-monitoring measures that are the most reliable, sensitive to growth, valid, and feasible for monitoring reading progress. This project will compare results from six reading progress-monitoring measures. The research team will recruit approximately 500 kindergarteners at risk for reading disabilities across three cohorts based on school- and researcher-administered screening assessments in fall of the kindergarten year. Students in cohorts 1 and 2 will be assessed in kindergarten and followed through second grade to examine the predictive validity of the progress-monitoring measures for later reading achievement. Students in cohort 3 will be assessed only in kindergarten to investigate the practical implementation of the measures and their acceptability and ease of interpretation by teachers and school staff. The team will determine the technical adequacy of each progress-monitoring measure, including reliability of estimated trend lines, concurrent and predictive validity, and validity of slope estimates. The team will also investigate whether there are differences in the technical adequacy of the measures for students who are English learners compared to those who are not and will analyze teacher ratings to determine which progress measures best reflect students' reading skills and are easiest to administer and interpret. The main product of the project will be a set of conclusions and practical implications pertaining to the technical adequacy of measures used to monitor the progress of kindergarten children who are at risk for developing reading disabilities.

Amount: \$1,599,401

Period of Performance: 07/01/2013–6/30/2017

Award Number: R324A130262

Institution: Florida State University

Principal Investigator: Jeanne Wanzek

Description: *Passport to Literacy: Examining the Effectiveness of the Voyager Passport Intervention for Fourth-Grade Students with or at High Risk for Reading Disabilities.* Many students who enter fourth grade, particularly those with disabilities, struggle significantly with reading. Research to date indicates that an estimated 69 percent of fourth-graders with disabilities and 30 percent of fourth-graders without disabilities cannot read at basic levels. Students who enter the upper grades as poor readers continue to struggle throughout their schooling. They are at high risk for academic failure, dropping out, unemployment, low income, and criminal activity. The purpose of this project is to evaluate the *Voyager Passport* intervention with fourth-grade children with or at high risk for reading disabilities to determine whether the intervention improves reading outcomes. Despite its wide use, *Voyager Passport* has never been rigorously evaluated. Approximately 650 fourth-graders with reading difficulties and disabilities and 280 students who do not struggle with reading will participate in this research project. The research team will conduct two efficacy studies during this project. The first study will examine the efficacy of *Voyager Passport* compared to instruction and intervention the schools typically provide for students with reading difficulties and disabilities. The second study will compare the relative efficacy of standard implementation of *Voyager Passport* to an intensified version and to instruction schools typically provide for students with the most severe reading difficulties and disabilities. For both studies, two successive cohorts of fourth-grade students will participate. The team will randomly assign students to a condition within pairs or groups of three and assess the students immediately after the intervention and in fall and spring of the year following the intervention. The research team will analyze the data to estimate

immediate and long-term differences between groups on reading outcomes. Products of the project will include reports on the efficacy of standard and intensive implementations of the *Voyager Passport* intervention for improving reading outcomes for students with reading difficulties or disabilities, peer-reviewed publications, and presentations.

Amount: \$3,464,901

Period of Performance: 07/01/2013–06/30/2017

Award Number: R324A130102

Institution: Southern Methodist University

Principal Investigator: Jill Allor

Description: *Project Intensity: The Development of a Supplemental Literacy Program Designed to Provide Extensive Practice with Multiple-Criteria Text for Students with Intellectual Disabilities.* Many students with intellectual disabilities fail to achieve minimal literacy skills. Intervention techniques effective for struggling readers can also improve literacy outcomes for students with intellectual disabilities. Students with intellectual disabilities, however, need more intensive instruction and support to master discrete skills, transfer learned skills to other tasks, and overcome low language skills that can limit comprehension. The purpose of this project is to develop a reading program that will supplement current reading instruction and increase the intensity of instruction for students with intellectual disabilities. The intervention will include carefully designed texts and lessons to provide focused opportunities to develop listening and reading comprehension skills, additional cumulative review of key skills, and explicit instruction in transferring and applying skills to other texts and tasks. The research team will develop approximately 130 lessons arranged into four bands that span content typically taught in kindergarten and first grade. The bands will increase in difficulty and include phonological awareness, phonics, vocabulary, fluency, and comprehension instruction. Students will receive the intervention lessons two to three times per week after skills are introduced in the core reading program. During years 1 and 2, the team will develop and revise lesson units based on results from exploratory field testing and feedback from teachers, parents, and expert consultants. The team will conduct two pilot studies in years 2–4 to assess the feasibility and promise of the intervention for improving literacy outcomes. The first study will span one academic semester and assess children's progress on weekly measures that are proximal to the intervention. The second study will span five academic semesters to assess progress on distal measures that are administered monthly. Both pilot studies will use a single-case multiple baseline design. Products of the project will include a fully developed, supplemental intervention to teach reading to students with intellectual disabilities and published reports describing its promise for improving literacy outcomes.

Amount: \$1,499,904

Period of Performance: 7/1/2013–6/30/2017

Transition Outcomes for Secondary Students With Disabilities

Award Number: R324A130065

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Michael Wehmeyer

Description: *Assessing Self-Determination in the Era of Evidence-Based Practices: The Development and Validation of Student and Adult Measures of Self-Determination.* Higher levels of self-determination are related to better life outcomes for students with disabilities. However, the current measures of self-determination available were developed in the 1990s and were developed and tested for a specific disability group. This limitation creates issues with cross-disability group comparisons of self-determination and does not allow comparisons between students with and without disabilities. The development of the *Self-Determination Inventory System (SDIS)* will address this problem by developing a valid self-determination assessment for a range of disability groups and for youth and young adults without disabilities. The research team will develop, refine, calibrate, and validate the computer adaptive

test of the SDIS for youth and young adults with and without disabilities. The research team will also develop, refine, calibrate, and validate a computer adaptive version to be completed by the teachers or parents of the youth or young adults with or without disabilities. Approximately, 3,600 students ages 13–22 with and without disabilities will participate in the study. Another 1,600 teachers, parents, and other adult caregivers will complete the adult *SDIS*. The *SDIS* will focus on four characteristics of self-determination: autonomous functioning, self-regulation, self-realization, and psychological empowerment. Products of the project will include a fully developed and validated computer adaptive test of self-determination for youth with and without disabilities, a fully developed and validated adult version of the computer adaptive test of the youth's or young adult's self-determination completed by the teachers or parents, peer-reviewed publications, and presentations.

Amount: \$1,589,610

Period of Performance: 7/1/2013–6/30/2017

Accelerating the Academic Achievement of Students With Learning Disabilities Research Initiative

Award Number: R324D130003

Institution: Vanderbilt University

Principal Investigator: Douglas Fuchs

Description: *Improving Reading and Mathematics Outcomes for Students with Learning Disabilities: Next Generation Intensive Interventions.* Over the last 10 to 15 years, strides have been made in the development of reading and mathematics instruction to improve student achievement, yet there is a wide and persistent achievement gap between students with disabilities and their peers without disabilities. The proportion of students determined to be at high risk for disability or school failure decreases with more intensive interventions, and students who receive more intensive instruction show significant improvements compared to students who receive instruction their schools typically provide. A number of students, however, show limited or no progress despite receiving secondary, tertiary, or both levels of more intensive instruction. Thus, there is a need to develop a science of intensive instruction for students who have disabilities in reading, mathematics, or both, or who are at high risk for being identified as such. By late elementary school, academic deficits and achievement gaps between students with disabilities and their peers have become well established, and the likelihood of accurately identifying students who need more intensive interventions (i.e., true positives) is improved. The purpose of this project is to develop and evaluate the efficacy of math and reading interventions for students with learning disabilities in grades 3–5. The primary research will involve two sets of studies across five years: (1) developing math and reading interventions and (2) evaluating the efficacy of the interventions and their components. The research team will develop approximately 60 lessons for each academic area, intended to be administered three times per week, for 40 minutes per session, over a period of 20 weeks. The interventions will consist of multiple evidence-based components and be tailored to each grade level. The reading intervention will focus on basic literacy skills and the transition from story-based to informational text. The math intervention will focus on the transition from whole numbers to fractions, decimals, and algebraic thinking. The interventions will be linked to the Common Core State Standards. During year 1, the research team will develop base reading and math programs, consisting of multiple evidence-based components. The team will conduct a series of four six-week pilot studies to contrast the effects of two active treatment conditions against each other and a business-as-usual condition. The team will compare approaches to inferencing in reading, approaches to algebraic thinking in math, and explicit transfer approaches in both reading and math. During year 2, the team will develop language comprehension and executive functioning components and conduct another series of four six-week pilot studies to contrast the newly developed components with a business-as-usual condition. In year 3, the research team will conduct four 20-week randomized controlled trials (two in reading and two in math) to contrast two further refined components with a business-as-usual condition. In reading, these studies will focus on two of the four components (inferencing, explicit transfer, language comprehension, executive functioning) selected on the basis of results from years 1 and 2. In math, these studies will focus on two of the four

components (algebraic thinking, explicit transfer, language comprehension, executive functioning) also selected on the basis of results from years 1 and 2. In year 4, the team will conduct two randomized controlled trials (one in reading and one in math) to assess the added value of the embedded language comprehension and executive functioning components over the base intervention. The team will finalize reading and math interventions based on results from these studies. In year 5, the team will conduct its final randomized controlled trials for the reading and math interventions. For all studies, the team will randomly assign students to a condition and then randomly assign them to their small group.

Amount: \$10,000,000

Period of Performance: 9/1/2013–8/31/2018

Research Training Program in Special Education: Early Career Development and Mentoring

Award Number: R324B130005

Institution: Board of Regents, University of Nebraska, University of Nebraska—Lincoln

Principal Investigator: Michael Hebert

Description: *Structures: Improving the Reading Comprehension of Struggling Readers in 4th Grade through Expository Text Structure and Writing.* The principal investigator (PI) will develop skills in qualitative and mixed methods research and apply the skills to the research project. The project is designed to develop and pilot test a supplemental intervention aimed at teaching students with and at risk for learning disabilities (LD) to detect and use expository text structures to analyze and interpret complex text. The PI will develop and test *Structures*, an intervention for students with and at risk for LD, in three phases. The intervention will take place in small groups led by a teacher and will focus on modeling, guided practice, and independent practice to enhance reading comprehension in the context of specific content areas (e.g., science). Intervention components will include detecting key features of different text structures (description, sequence, compare/contrast, cause and effect, and problem-solution), writing extensive responses to text to inform analyses and interpretations, and discriminating multiple text structures within complex texts. In Phase I, the PI will use an iterative development process using qualitative methods to determine the elements for each instructional component, the sequence of procedures for teaching text structure, and the level of specificity needed in the lesson materials. In Phase II, the PI will use mixed methods to determine whether the instructional procedures are feasible for teachers with varied levels of experience to implement with fidelity and to explore whether there is evidence that the lessons improve student learning. In Phase III, the PI will use a small-scale randomized trial to determine whether teachers can implement the entire sequence of revised lessons with fidelity and whether the intervention has promise for improving the reading comprehension of students with and at risk for LD.

Amount: \$399,073

Period of Performance: 7/1/2013–6/30/2017

Award Number: R324B130023

Institution: Rector and Visitors of the University of Virginia

Principal Investigator: Michael Kennedy

Description: *Using Multimedia to Improve Middle School Science and Special Education Teachers' Use of Evidence-Based Vocabulary Practices, and the Impact of Vocabulary Performance of Students with Disabilities.* The principal investigator (PI) will develop skills in use of multi-level modeling statistics and item response theory, development of reliable and valid measures of teacher implementation and practices, and working with practitioners to design and implement professional development (PD) activities while conducting related research activities. Using a multimedia approach, the researcher aims to develop and pilot test PD processes to improve vocabulary instruction and use of curriculum-based measures (CBMs) by science and special education teachers, thereby improving vocabulary learning in science courses for students with disabilities. The goals of the research project are to develop and pilot PD materials and processes to augment middle school science and special education teachers' knowledge and

skills in the delivery of evidence-based vocabulary instruction for students with disabilities. The PD activities include teachers' use of the following media-based tools: (1) Content Acquisition Podcasts (CAPs), which are short instructional vignettes, and (2) the teachers' productions of their own videos practicing effective vocabulary instructional strategies and use of CBMs. The PI will follow a series of iterative steps in developing the materials, procedures, and CBMs with input from the practitioners, followed by a small-scale randomized controlled trial to pilot test the procedures. The PI will randomly assign middle school co-teacher dyads (science teacher and special education teacher) to the intervention or the control condition (standard practice PD). The PI will examine the extent to which: (1) teachers improve procedural knowledge of vocabulary instruction and CBMs after viewing CAPs alone, (2) teachers improve implementation of the evidence-based vocabulary practices and CBMs after viewing CAPs plus producing their own videos, and (3) these PD activities are associated with student achievement in middle school students with and without disabilities (with a focus on those with disabilities) compared to standard PD activities.

Amount: \$399,974

Period of Performance: 7/1/2013–6/30/2017

Award Number: R324B130014

Institution: University of Georgia Research Foundation

Principal Investigator: Jennifer Ledford

Description: *Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism.* The principal investigator (PI) will develop skills in conducting single-case design research on children with autism while conducting a series of studies using this population and methodology. The research goals are to modify a small group intervention with peer models and examine the impact on academic and social skills. The PI will modify, refine, and pilot test an intervention for children with autism using a series of single-case design studies. The intervention is a small-group direct instruction (SGDI) with systematic response prompting and typically developing peer models to teach children with autism social and academic skills. Evidence exists that this intervention is effective for preschool children, but the intervention will be modified for different populations of children and different implementers. The PI will conduct a series of single-case design studies beginning with implementation by the research team and moving to implementation by classroom teachers to examine implementation feasibility, modifications to the SGDI, and impacts of the intervention on teaching behavior and student academic and social outcomes. More specifically, the PI will examine whether the SGDI techniques are effective for teaching elementary as well as preschool students, with a focus on students with autism; whether these techniques can be used to teach targeted academic and social skills that can generalize to other settings; and whether teachers or other classroom personnel can implement these procedures with fidelity.

Amount: \$365,894

Period of Performance: 7/1/2013–6/30/2017

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 conduct studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. This section of the annual report describes studies authorized by sections 664(a) and 664(c) of the law; the next section (Section VI) describes studies that contribute to the national assessment of *IDEA* 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 conduct 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 type 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, authorized by section 664(a) of *IDEA* and supported by IES, were ongoing during federal fiscal year 2013 (i.e., Oct. 1, 2012, through Sept. 30, 2013):

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), Kindergarten and First-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies conducted by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It is following a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children are expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in the fall of 2010 and the spring of 2011. The study design also includes data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children are expected to be in fourth grade; and spring 2016, when most of the children are expected to be in fifth grade. This particular contract covered national data collections in fall 2010, spring 2011, and fall 2011. These data collections included one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function, height, and weight), computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, this contract included surveys of child care providers of children in after-school care, and an assessment of Spanish-speaking children’s basic reading skills in Spanish. Data collection from special education teachers on study children with an individualized education program was supported with *IDEA* studies and evaluations funding (\$345,000). The reports from this study are expected to be available at <http://nces.ed.gov/ecls/> (accessed Oct. 6, 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), First- and Second-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies conducted by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It is following a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children are expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in the fall of 2010 and the spring of 2011. The study design also includes data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children are expected to be in fourth grade; and spring 2016, when most of the children are expected to be in fifth grade. This particular contract covered national data collections in spring 2012, fall 2012, and spring 2013. These data collections included one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function, height, and weight); computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, an evaluation of children’s hearing was conducted in the fall 2012 collection. Data collection from special education teachers on study children with an IEP and from classroom teachers and school administrators on

Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$859,454). The reports from this study are expected to be available at <http://nces.ed.gov/ecls/> (accessed Oct. 6, 2014).

Amount: \$31,347,491

Period of Performance: 8/20/2010–2/19/2015

Contract Number: ED-IES-12-C-0037

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Third- and Fourth-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies conducted by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It is following a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children are expected to be in fifth grade. Approximately 18,000 children participated in the first year of study, which included data collections in the fall of 2010 and the spring of 2011. The study design also includes data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children are expected to be in fourth grade; and spring 2016, when most of the children are expected to be in fifth grade. This particular contract covers national data collections in spring 2014 and spring 2015. These data collections include one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science, as well as executive function, height, and weight); a child questionnaire; computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, an evaluation of children’s hearing was conducted in the spring 2014 collection. Data collection from special education teachers on study children with an individualized education program and from classroom teachers and school administrators and on Response to Intervention practices in study schools is supported with *IDEA* studies and evaluations funding (\$350,926). The reports from this study are expected to be available at <http://nces.ed.gov/ecls/> (accessed Oct. 6, 2014).

Amount: \$28,346,941

Period of Performance: 6/29/2012–6/28/2017

Contract Number: ED-CFO-10A-0133/0002

Contractor: SRI Associates, Westat, RMCE, and Compass Evaluation and Research

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 is examining early intervention service delivery across states; special education and related services received by children and youths over time, across states, and by school characteristics; and how the distribution of personnel providing special education services varies over time, across states, and by school characteristics. Among the extant data sources the study team is using are cross-sectional data from the *IDEA* 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 Apr. 17, 2014).

Amount: \$1,149,233

Period of Performance: 9/17/2010–9/16/2015

Contract Number: ED-IES-10-C-0073

Contractor: Mathematica Policy Research, the University of Minnesota's Institute on Community Integration (ICI), Decision Information Resources (DIR)

Project Director: Joshua Haimson

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 and school experiences of a nationally representative sample of youths with disabilities. The study is addressing several questions. What are the personal, family, and school characteristics of youths with disabilities in public schools across the country? What regular education, special education, transition planning, and other relevant services and accommodations do youths with disabilities receive? How do the services and accommodations differ from those for youths not served under *IDEA*, including those identified for services under section 504 of the *Rehabilitation Act of 1973*? How do the services and accommodations for youths with disabilities vary with youth characteristics? How much have the services and accommodations of youths with disabilities changed over time? The NLTS 2012 focuses on a group of about 12,000 students ages 13 to 21 (in December 2011), of which 10,000 were students with individualized education programs across the federal disability categories. Data collection includes surveys of youths and their parents/guardians. The study team gathered information in 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 youths with disabilities was released in August 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134011/index.asp> (accessed Mar. 3, 2014). Reports describing the survey results will be announced on <http://ies.ed.gov/ncee> (accessed Mar. 3, 2014).

Amount: \$24,093,405

Period of Performance: 9/27/2010–6/26/2016

Section VI

Extent and Progress of the Assessment of National Activities

Extent and Progress of the Assessment of National Activities

As specified in section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, the secretary has the responsibility to conduct a “national assessment” of activities carried out with federal funds under *IDEA*. The secretary has delegated to the Institute of Education Sciences (IES), [in accordance with section 664(a) of *IDEA*] the responsibility for performing this national assessment [as required by section 664(b)] of the implementation and effectiveness of *IDEA* and of the federal, state, and local programs and services supported under the law. 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 of *IDEA*, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies and evaluations related to the national assessment during federal fiscal year (FFY) 2013 (i.e., Oct. 1, 2012, through Sept. 30, 2013).

Contract Number: ED-04-CO-0059/0022

Contractor: Westat, Council for Exceptional Children, and Compass Consulting

Project Director: 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, including 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 was released in January 2014 and 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

Project Director: 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 by early 2015. Reports from this study will be announced at <http://ies.ed.gov/ncee/> (accessed Apr. 17, 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

Project Director: Fred Doolittle

Description: *Evaluation of Response to Intervention Practices for Elementary School Reading.* This evaluation is investigating the effects on Grades 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 is expected to be released by early 2015 and will be announced at <http://ies.ed.gov/ncee/> (accessed Apr. 17, 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

Project Director: 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) To what extent is assistance from TA&D grantees perceived as helpful in the implementation of special education policies and practices and how satisfied are customers with the support they receive related to the implementation of *IDEA*? Data collection for the interim report occurred in 2011 and 2012 and 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/>). For the final report, additional data will be collected from each State Deaf-Blind Project grantee and from those who provide services at the local level to children with deaf-blindness and their families. These data will be analyzed together with relevant extant data. The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed Apr. 17, 2014).

Amount: \$2,995,294

Period of Performance: 9/25/2009–8/31/2016

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 2012

State	Birth through age 2		3 through 5		6 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
Alabama	2,993	1.6	7,344	4.0	72,361	7.0
Alaska	810	2.4	2,116	6.6	15,843	9.6
Arizona	5,100	2.0	15,386	5.6	112,895	7.8
Arkansas	3,130	2.7	12,789	10.6	51,909	8.1
California	33,737	2.2	75,285	4.9	613,061	7.3
Colorado	5,989	3.0	12,799	6.1	76,481	6.9
Connecticut	4,410	3.9	8,025	6.6	61,705	8.1
Delaware	918	2.7	2,304	6.8	16,920	8.9
District of Columbia (DC)	482	1.9	1,550	7.7	11,035	10.1
Florida	12,036	1.9	37,470	5.7	316,882	8.5
Georgia	7,519	1.9	17,395	4.2	167,642	7.4
Hawaii	1,846	3.4	2,554	4.9	17,142	6.4
Idaho	1,878	2.8	3,283	4.5	23,803	6.3
Illinois	19,247	4.0	37,211	7.5	255,219	9.1
Indiana	9,232	3.7	18,476	7.1	150,339	10.2
Iowa	3,502	3.0	7,109	5.8	58,773	8.7
Kansas	4,297	3.5	10,850	8.8	56,519	8.6
Kentucky	4,453	2.7	17,455	10.3	80,100	8.7
Louisiana	4,013	2.1	11,209	5.9	70,029	7.0
Maine	953	2.4	3,793	9.0	28,401	11.2
Maryland	7,478	3.4	13,062	5.9	90,367	7.4
Massachusetts	15,705	7.2	16,583	7.5	149,854	11.0
Michigan	9,458	2.8	20,831	5.8	182,596	8.5
Minnesota	5,027	2.4	15,289	7.1	108,496	9.4
Mississippi	1,967	1.7	10,244	8.0	54,616	8.0
Missouri	4,999	2.2	16,040	6.9	107,615	8.3
Montana	667	1.9	1,697	4.5	14,753	7.2
Nebraska	1,485	1.9	5,379	6.7	40,185	9.7
Nevada	2,553	2.4	8,047	7.1	42,285	7.3
New Hampshire	1,815	4.7	3,227	7.7	26,102	9.6
New Jersey	10,066	3.2	17,954	5.5	214,363	11.6
New Mexico	4,886	5.7	4,494	5.2	42,004	9.2
New York	28,757	4.0	65,031	9.5	385,763	9.7
North Carolina	10,206	2.8	18,665	4.9	171,433	8.2
North Dakota	943	3.4	1,804	6.5	11,430	7.7
Ohio	11,073	2.7	23,401	5.4	232,552	9.4
Oklahoma	2,612	1.7	8,500	5.3	92,393	10.9
Oregon	3,219	2.3	10,052	7.0	72,131	9.2
Pennsylvania	19,030	4.4	33,041	7.5	262,461	10.0
Rhode Island	1,977	6.1	2,910	8.5	21,255	9.5
South Carolina	3,789	2.2	10,626	5.7	88,904	8.9
South Dakota	1,071	3.0	2,659	7.3	15,657	8.6
Tennessee	3,966	1.7	13,067	5.3	114,340	8.4
Texas	22,642	2.0	43,981	3.7	395,654	6.4
Utah	3,557	2.3	9,890	6.2	68,380	9.0

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 2012—Continued

State	Birth through age 2		3 through 5		6 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
Vermont	754	4.2	1,831	9.5	12,042	9.3
Virginia	8,267	2.7	16,611	5.4	144,887	8.5
Washington	5,814	2.2	14,763	5.5	116,015	8.2
West Virginia	2,703	4.4	5,483	8.7	39,004	10.9
Wisconsin	5,679	2.7	16,325	7.5	106,962	8.8
Wyoming	1,149	5.1	—	—	11,883	9.8
50 states and DC	329,859	2.8	735,890	6.0 ^d	5,693,441	8.4
BIE schools ^e	†	†	305	†	6,199	†
American Samoa	52	—	102 ^f	—	768	—
Guam	185	—	161 ^f	—	1,856	—
Northern Mariana Islands	59	—	86 ^f	—	809	—
Puerto Rico (PR)	3,683	3.0	13,276	10.2	116,936	14.4
Virgin Islands	144	—	151 ^f	—	1,167	—
50 states, DC, BIE schools, PR, and outlying areas	333,982	—	749,971	—	5,821,176	—
Federated States of Micronesia	†	—	127 ^g	—	1,856	—
Republic of Palau	†	—	9 ^g	—	110	—
Republic of the Marshall Islands	†	—	24 ^g	—	702	—
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	—	—	750,131	—	5,823,844	—

— Not available.

† 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.

^dExcludes data for the estimated resident population birth through age 2 for Wyoming.

^eThe Bureau of Indian Education (BIE) 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 *IDEA* section 611(h)(1)(A) to serve only children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual states in which they reside.

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

^gThe three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, they may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012,” 2012. Data were accessed fall 2013. 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, by race/ethnicity and state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	x	925	231	0	1,728	75
Alaska	282	20	25	50	13	332	88
Arizona	283	79	189	1,938	4	2,587	20
Arkansas	10	15	1,118	291	9	1,616	71
California	97	3,093	2,040	19,089	82	8,766	570
Colorado	27	167	245	1,928	9	3,398	215
Connecticut	9	130	471	1,300	23	2,381	96
Delaware	x	x	220	112	6	386	190
District of Columbia	0	12	275	85	3	83	24
Florida	30	231	2,892	4,158	16	4,341	368
Georgia	12	265	2,917	525	12	3,563	225
Hawaii	0	506	19	159	195	278	689
Idaho	20	14	24	273	5	1,487	55
Illinois	7	571	2,746	5,578	7	9,653	685
Indiana	4	121	983	1,115	10	6,687	312
Iowa	x	53	186	402	x	2,638	200
Kansas	18	80	293	762	18	2,978	148
Kentucky	9	47	424	262	5	3,510	196
Louisiana	x	x	1,700	158	0	2,010	100
Maine	8	3	8	18	0	899	17
Maryland	8	340	2,211	1,054	10	3,558	297
Massachusetts	40	721	1,546	3,826	14	9,006	552
Michigan	76	166	1,796	760	10	6,446	204
Minnesota	x	195	444	421	x	3,654	196
Mississippi	x	23	902	39	x	961	34
Missouri	5	66	762	143	18	3,535	470
Montana	113	4	8	24	0	478	40
Nebraska	x	21	45	193	x	43	1,165
Nevada	13	83	233	956	24	1,032	212
New Hampshire	0	53	21	67	4	1,615	55
New Jersey	7	568	1,023	2,907	19	5,112	430
New Mexico	510	30	83	3,090	5	1,121	47
New York	55	1,570	3,739	6,991	46	16,031	325
North Carolina	126	163	2,710	1,815	8	5,151	233
North Dakota	99	8	10	19	3	744	60
Ohio	25	139	1,718	422	12	8,266	491
Oklahoma	129	30	198	27	6	2,009	213
Oregon	40	90	80	749	17	2,171	72
Pennsylvania	18	413	2,643	2,259	7	12,830	860
Rhode Island	5	38	120	519	3	1,189	103
South Carolina	7	37	1,318	386	5	1,917	119
South Dakota	176	8	21	59	3	772	32
Tennessee	13	75	727	309	8	2,715	119
Texas	35	522	2,105	11,931	35	7,806	208
Utah	49	44	37	704	30	2,616	77
Vermont	x	x	20	5	0	680	41

See notes at end of exhibit.

Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Virginia	8	316	1,649	874	3	4,764	653
Washington	94	359	229	1,326	44	3,352	410
West Virginia	x	19	103	53	x	2,431	93
Wisconsin	63	102	618	861	5	3,809	221
Wyoming	36	7	x	156	x	915	24
American Samoa	0	x	0	0	x	0	0
Guam	0	21	x	0	134	x	25
Northern Mariana Islands	0	23	0	0	23	0	13
Puerto Rico	0	0	0	3,683	0	0	0
Virgin Islands	0	x	118	15	0	x	6

x Data suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	24	79	2,179	292	3	4,621	146
Alaska	601	67	67	156	45	965	215
Arizona	848	298	583	6,730	39	6,531	357
Arkansas	40	81	3,594	1,161	27	7,627	259
California	311	6,384	4,401	41,052	265	19,318	3,554
Colorado	91	311	540	4,582	21	6,820	434
Connecticut	24	283	975	2,129	5	4,362	247
Delaware	48	53	617	354	6	1,182	44
District of Columbia	x	14	1,036	349	x	131	18
Florida	76	661	9,232	11,069	39	15,243	1,150
Georgia	30	414	6,172	2,142	20	8,015	602
Hawaii	5	501	75	439	677	469	388
Idaho	67	27	26	526	4	2,557	76
Illinois	143	1,182	4,552	8,018	65	21,908	1,343
Indiana	31	211	1,711	1,799	16	13,813	895
Iowa	37	102	431	640	11	5,609	279
Kansas	121	184	658	1,615	17	7,770	485
Kentucky	12	131	1,508	924	9	14,270	601
Louisiana	56	103	4,538	409	13	5,827	263
Maine	44	x	86	47	x	3,492	94
Maryland	45	563	4,306	1,914	31	5,687	516
Massachusetts	32	812	1,390	3,451	21	10,355	522
Michigan	174	405	3,160	1,488	24	14,989	591
Minnesota	336	615	1,473	1,533	20	10,617	695
Mississippi	24	45	4,670	200	8	5,216	81
Missouri	53	225	2,185	765	32	12,296	484
Montana	244	7	9	67	10	1,318	42
Nebraska	121	78	312	830	7	3,841	190
Nevada	93	190	821	2,994	65	3,465	419
New Hampshire	9	69	65	165	10	2,878	31
New Jersey	23	1,369	2,366	5,124	53	8,713	306
New Mexico	482	31	96	2,474	0	1,364	47
New York	251	2,259	7,348	13,071	88	28,550	13,464
North Carolina	449	333	5,059	2,697	26	9,507	594
North Dakota	192	8	59	71	12	1,419	43
Ohio	22	328	2,802	1,125	17	18,101	1,006
Oklahoma	1,412	110	574	895	18	5,083	408
Oregon	139	268	281	2,478	46	6,605	235
Pennsylvania	35	649	4,616	3,621	19	22,569	1,532
Rhode Island	36	62	184	616	5	1,890	117
South Carolina	x	103	4,001	781	x	5,379	328
South Dakota	496	19	56	108	6	1,879	95
Tennessee	30	182	2,530	912	9	9,200	204
Texas	240	1,338	4,863	22,301	49	14,273	917
Utah	170	82	105	1,538	80	7,794	121
Vermont	0	14	44	13	x	1,749	x

See notes at end of exhibit.

Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Virginia	47	753	3,740	2,325	27	9,012	707
Washington	273	722	697	3,608	78	8,349	1,036
West Virginia	x	16	165	90	x	5,076	125
Wisconsin	211	326	1,719	2,282	25	11,304	458
Wyoming	—	—	—	—	—	—	—
BIE schools ^a	305	0	0	0	0	0	0
American Samoa	0	0	0	0	102	0	0
Guam	—	—	—	—	—	—	—
Northern Mariana Islands	—	—	—	—	—	—	—
Puerto Rico	8	x	4	13,212	x	43	0
Virgin Islands	0	0	119	23	0	x	x
Federated States of Micronesia	0	0	0	0	127	0	0
Republic of Palau	0	0	0	0	x	x	0
Republic of the Marshall Islands	0	0	0	0	24	0	0

x Data suppressed to limit disclosure.

— Not available.

^aAlthough Bureau of Indian Education (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 the BIE and served with *IDEA*, Part B, section 611(h)(1)(A) funds.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2012

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	513	376	28,811	2,358	25	39,628	650
Alaska	4,595	542	740	1,095	334	7,095	1,442
Arizona	7,400	1,523	7,490	47,871	213	46,490	1,908
Arkansas	404	370	12,620	4,184	167	33,220	944
California	4,759	35,648	61,166	326,792	2,692	167,367	14,637
Colorado	919	1,255	5,057	26,514	131	40,428	2,177
Connecticut	245	1,242	9,991	14,624	49	34,358	1,196
Delaware	82	242	6,693	2,131	5	7,500	267
District of Columbia	9	45	9,385	1,071	8	450	67
Florida	1,279	3,899	82,579	86,095	256	133,816	8,958
Georgia	358	2,612	66,310	18,333	104	74,984	4,941
Hawaii	128	3,741	477	1,344	7,794	2,501	1,157
Idaho	520	190	361	4,054	67	18,130	481
Illinois	1,078	4,982	56,196	52,749	297	132,744	7,173
Indiana	537	1,105	20,340	11,035	58	110,151	7,113
Iowa	407	591	5,237	5,923	74	44,611	1,930
Kansas	983	717	5,567	8,282	57	38,093	2,820
Kentucky	126	476	9,977	2,773	29	64,914	1,805
Louisiana	539	458	34,313	1,826	24	32,188	681
Maine	377	228	823	591	17	25,962	403
Maryland	279	2,368	39,179	10,316	68	35,328	2,829
Massachusetts	468	4,016	15,505	29,615	143	96,134	3,973
Michigan	1,876	2,219	38,781	11,454	143	123,576	4,547
Minnesota	3,233	4,380	13,786	9,645	93	73,867	3,492
Mississippi	118	224	26,932	1,043	10	25,928	361
Missouri	595	1,069	20,565	4,157	95	79,061	2,073
Montana	2,219	81	187	667	44	11,230	325
Nebraska	853	471	3,386	6,428	33	27,583	1,431
Nevada	884	1,046	5,899	15,522	492	16,446	1,996
New Hampshire	74	255	656	1,053	22	23,945	97
New Jersey	301	8,013	40,330	46,551	263	117,270	1,635
New Mexico	4,752	267	981	25,111	0	10,331	562
New York	2,487	13,499	86,967	104,894	460	173,636	3,820
North Carolina	2,948	1,715	56,211	20,119	110	84,123	6,207
North Dakota	1,273	69	375	487	23	9,051	152
Ohio	384	1,669	45,092	8,954	76	166,535	9,842
Oklahoma	15,520	707	10,768	9,885	135	52,050	3,328
Oregon	1,724	1,551	2,686	15,668	374	47,404	2,724
Pennsylvania	484	3,560	46,024	24,205	98	182,831	5,259
Rhode Island	237	324	2,046	5,024	25	12,995	604
South Carolina	307	535	38,050	4,600	43	43,180	2,189
South Dakota	2,743	132	452	699	17	11,289	325
Tennessee	292	886	29,661	6,031	58	76,475	937
Texas	1,943	6,294	67,231	192,166	393	121,019	6,608
Utah	1,240	621	1,272	12,344	746	51,072	1,085
Vermont	47	74	292	130	9	11,343	147

See notes at end of exhibit.

Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2012—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Virginia	493	4,422	42,649	17,962	150	73,419	5,792
Washington	2,872	4,482	7,415	25,076	829	68,061	7,280
West Virginia	46	116	1,893	412	7	36,002	528
Wisconsin	2,164	2,450	16,904	11,071	64	71,932	2,377
Wyoming	474	51	163	1,609	21	9,346	219
BIE schools ^a	6,199	—	—	—	—	—	—
American Samoa	0	x	0	0	765	x	0
Guam	x	267	5	3	1,531	x	24
Northern Mariana Islands	0	156	0	0	499	5	149
Puerto Rico	205	8	38	116,558	10	117	0
Virgin Islands	x	x	905	229	x	30	0
Federated States of Micronesia	0	0	0	0	1,856	0	0
Republic of Palau	0	x	0	0	x	0	0
Republic of the Marshall Islands	0	0	0	0	x	x	0

— Not available.

x Data suppressed to limit disclosure.

^aBureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. 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 *IDEA* 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 about the children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 states, the District of Columbia (DC), and Puerto Rico (PR) 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*, respectively, in each year, 2003 through 2012. Exhibit B-3 identifies whether each state, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) used the *developmental delay* category for children ages 3 through 5, students ages 6 through 9, or both in 2012.

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 2003 through fall 2012

Year	Number of states ^a	Percentage of resident population served ^b
2003	47	2.82
2004	48	2.94
2005	49	2.92
2006	49	2.78
2007	49	2.86
2008	49	2.73
2009	50	2.78
2010	49	2.84
2011	49	2.89
2012	48	2.98

^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, and PR. Population data are not available for the outlying areas or the freely associated states.

^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 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).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2003–2012. 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. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2012, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2011," 2003–12. These 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. For 2010 and 2012, data for Wyoming were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. 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 2003 through fall 2012

Year	Number of states ^a	Percentage of resident population served ^b
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33	1.17
2007	35	1.11
2008	34	1.26
2009	37	1.25
2010	35	1.33
2011	35	1.41
2012	36	1.49

^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. Population data are not available for the outlying areas or the freely associated states.

^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.

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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2003–12. 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. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. In 2010 and 2011, Puerto Rico reported zero students ages 6 through 9 under the category of *developmental delay*. U.S. Department of Commerce, U.S. Census Bureau.

"Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2012," 2003–12. These 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. For 2010 data for Puerto Rico and Wyoming were excluded. For 2011, data for Puerto Rico were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2003–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. 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 2012**

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	
American Samoa	X		
Arizona		X	
Arkansas			X
BIE schools		X	
California	X		
Colorado			X
Connecticut			X
Delaware		X	
District of Columbia		X	
Federated States of Micronesia		X	
Florida			X
Georgia		X	
Guam			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	
Northern Mariana Islands		X	
Ohio			X
Oklahoma		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 2012—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
Oregon			X
Pennsylvania		X	
Puerto Rico		X	
Republic of Palau			X
Republic of the Marshall Islands		X	
Rhode Island		X	
South Carolina		X	
South Dakota			X
Tennessee		X	
Texas	X		
Utah		X	
Vermont		X	
Virgin Islands		X	
Virginia		X	
Washington		X	
West Virginia			X
Wisconsin		X	
Wyoming		X	

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. 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 some states reported children and students ages 3 through 21 served under *IDEA*, Part B, with *multiple disabilities* in different disability categories for child count and educational environments data collections in 2012 and for exiting and discipline data collections in 2011–12. In particular, 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 *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections: Fall 2012; and exiting and discipline data collections: 2011–12

State ^a	Multiple disabilities
Delaware	P
Florida	P
Georgia	P
North Dakota	P
Oregon	P
West Virginia	P
Wisconsin	P

P = Children and students with *multiple disabilities* reported in the primary disability category identified on their IEP.

^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 2011–12, states' exiting data are from the reporting period between July 1, 2011, and June 30, 2012, while states' discipline data are from the entire 2011–12 school year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2012. Data were accessed fall 2013. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Exiting Collection," 2011–12. Data were accessed fall 2012. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Discipline Collection," 2011–12. Data were accessed fall 2013. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Appendix D

IDEA Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services

***IDEA* Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services**

Appendix D presents state-level information on *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS). In particular, Exhibit D-1 presents the number of students who received CEIS and number and percentage of local education agencies (LEAs) and educational service agencies (ESAs) in the 50 states, Bureau of Indian Education (BIE) schools, the District of Columbia (DC), Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands), that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds reserved for CEIS. Exhibit D-2 presents state-level data on the number and percentage of LEAs and ESAs that met the *IDEA*, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in section 611 allocations, and took the *MOE reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2011–12.

Exhibit D-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2011–12

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used IDEA 611 and 619 funds for CEIS	
		Number	Percentage ^a
Alabama	732	3	2.3
Alaska	36	1	1.9
American Samoa	0	0	0.0
Arizona	10,356	21	3.7
Arkansas	3,267	43	16.5
BIE schools	4,451	159	95.2
California	16,359	13	1.4
Colorado	0	0	0.0
Connecticut	2,976	16	9.5
Delaware	9,377	10	27.8
District of Columbia (DC)	4,730	5	11.6
Federated States of Micronesia	—	—	—
Florida	66,520	30	40.5
Georgia	4,362	37	18.7
Guam	0	0	0.0
Hawaii	187	1	100.0
Idaho	0	0	0.0
Illinois	202,362	201	23.1
Indiana	4,924	19	5.2
Iowa	11,832	19	5.2
Kansas	39	1	1.3
Kentucky	4,935	10	5.7
Louisiana	65,682	128	85.3
Maine	1,582	22	10.2
Maryland	2,770	1	4.0
Massachusetts	50	1	0.3
Michigan	9,836	56	10.4
Minnesota	3,958	133	49.6
Mississippi	24,070	78	51.7
Missouri	1,279	7	1.3
Montana	0	0	0.0
Nebraska	7,581	34	13.5
Nevada	65,090	1	5.9
New Hampshire	508	10	5.8
New Jersey	6,836	20	3.0
New Mexico	3,311	14	11.1
New York	44,805	66	9.4
North Carolina	13,000	25	11.4

See notes at end of exhibit.

Exhibit D-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2011–12—Continued

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used IDEA 611 and 619 funds for CEIS	
		Number	Percentage ^a
North Dakota	1,162	8	25.0
Northern Mariana Islands	0	0	0.0
Ohio	52,083	172	19.2
Oklahoma	3,754	18	3.3
Oregon	11,881	15	7.5
Pennsylvania	56,887	10	1.6
Puerto Rico (PR)	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	7,526	30	55.6
South Carolina	18,623	32	34.8
South Dakota	1,315	13	8.4
Tennessee	3,174	7	5.0
Texas	138,235	149	12.0
Utah	68,958	17	14.2
Vermont	1,986	11	18.3
Virgin Islands	509	1	50.0
Virginia	18,065	17	12.9
Washington	568	8	3.0
West Virginia	0	0	0.0
Wisconsin	20,598	91	20.4
Wyoming	5,361	24	49.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	1,008,488	1,808	12.3

— Not available.

^aPercentage was calculated by dividing the number of LEAs and ESAs that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality in school year 2011–12 and the number of LEAs and ESAs that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS, by the total number of LEAs and ESAs in school year 2011–12, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2012. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit D-2. Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2011–12, by state: School year 2011–12

State	LEAs/ESAs had an increase in 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage ^a
Alabama	8	6.1
Alaska	0	0.0
American Samoa	0	0.0
Arizona	0	0.0
Arkansas	0	0.0
BIE schools	—	—
California	25	2.6
Colorado	0	0.0
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia (DC)	0	0.0
Federated States of Micronesia	0	0.0
Florida	0	0.0
Georgia	0	0.0
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	—	—
Indiana	13	3.6
Iowa	0	0.0
Kansas	0	0.0
Kentucky	13	7.4
Louisiana	0	0.0
Maine	0	0.0
Maryland	0	0.0
Massachusetts	15	3.9
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	10	1.8
Montana	0	0.0
Nebraska	14	5.6
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	10	7.9
New York	0	0.0
North Carolina	0	0.0
North Dakota	0	0.0

See notes at end of exhibit.

Exhibit D-2. Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2011–12, by state: School year 2011–12—Continued

State	LEAs/ESAs had an increase in 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage ^a
Northern Mariana Islands	0	0.0
Ohio	7	0.8
Oklahoma	48	8.8
Oregon	0	0.0
Pennsylvania	35	5.4
Puerto Rico (PR)	0	0.0
Republic of Palau	0	0.0
Republic of the Marshall Islands	0	0.0
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	0	0.0
Texas	12	1.0
Utah	3	2.5
Vermont	0	0.0
Virgin Islands	0	0.0
Virginia	0	0.0
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	3	0.7
Wyoming	0	0.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	216	1.5

— Not available.

^aPercentage was calculated by dividing the number of LEAs and ESAs that met the *IDEA*, Part B, requirements and had an increase in 611 allocations and took the maintenance of effort reduction in school year 2011–12, by the total number of LEAs and ESAs, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Metadata and Process System (EMAPS), OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2012. Data were accessed fall 2013. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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