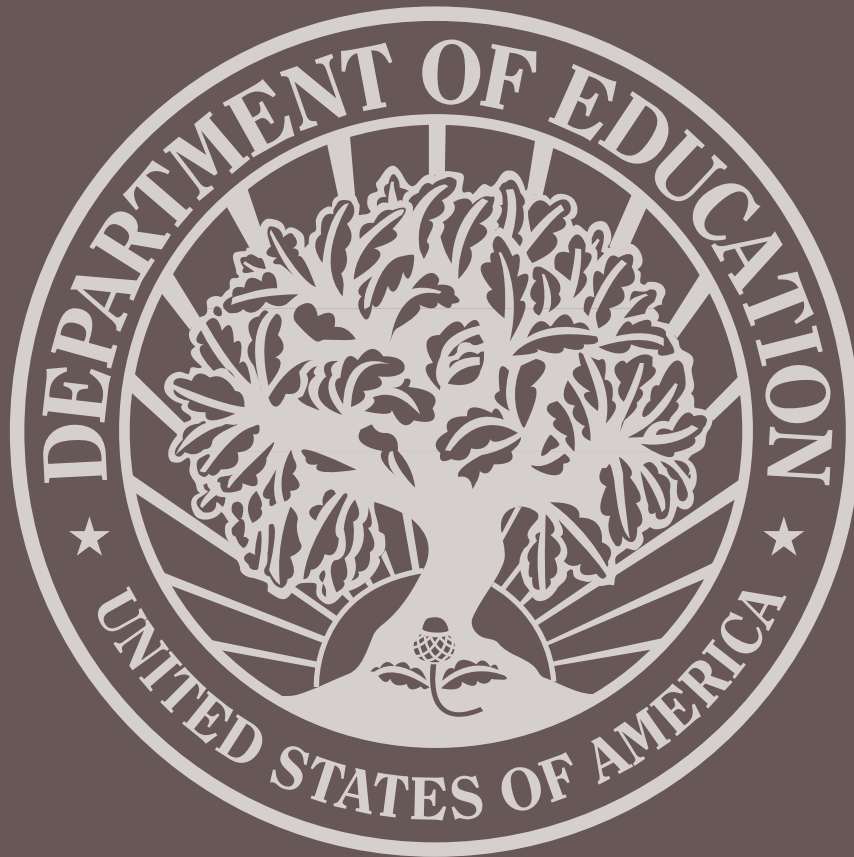


U.S. Department of Education



**39th Annual Report to Congress on the
Implementation of the
*Individuals with Disabilities Education Act, 2017***

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39th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2017

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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January 2018

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Content Contact:

Richelle Davis
Phone: 202-245-7401
Email: richelle.davis@ed.gov

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Preface

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

The most recent reauthorization of *IDEA* (P.L. 108-446) occurred in December 2004, and section 664(d) of the *IDEA* continues to require the annual report. With the 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 *39th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2017*[†] describes our nation's progress in (1) providing a free appropriate public education (FAPE) for children with disabilities under *IDEA*, Part B, and early intervention services to infants and toddlers with disabilities and their families under *IDEA*, Part C; (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 eligible children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in making FAPE available to eligible children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, individuals with disabilities who receive services under *IDEA*, Part C or Part B, are referred to as infants and toddlers served under *IDEA*, Part C; children served under *IDEA*, Part B; or students served under *IDEA*, Part B. "Special education services" is a term used throughout this report to represent services provided under *IDEA*, Part

[†] The year in the title reflects the U.S. Department of Education's target year for submitting the report to Congress. The most current data in this report were collected from July 2014 through December 2015. 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 as the "XX Annual Report to Congress"; they will not include "on the Implementation of the *Individuals with Disabilities Education Act*."

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

This *39th Annual Report to Congress, 2017* follows the *38th Annual Report to Congress, 2016* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *38th Annual Report to Congress, 2016*, the *39th Annual Report to Congress, 2017* 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 *38th Annual Report to Congress, 2016* in the following ways: (1) the most recent data presented in this report represent the following applicable reporting periods: fall 2015, school year 2014–15, or a 12-month reporting period during 2014–15; (2) where data are presented for a 10-year period, the oldest data are associated with fall 2006; and (3) the *39th Annual Report to Congress, 2017* is the first annual report to present data newly collected from states: the cumulative number of infants and toddlers with disabilities who participated in Part C during the school year in addition to the longstanding point-in-time data collection (i.e., the number of infants and toddlers served under Part C on the state-designated data collection date).

A summary of each of the six sections and three appendices that make up the *39th Annual Report to Congress, 2017* follows.

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

Section I contains national data pertinent to Parts C and B of *IDEA*. It contains four subsections. The four subsections focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5

[‡] Section 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.

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 infants, toddlers, 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, the Commonwealth of Puerto Rico (Puerto Rico herein), and the four outlying areas of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands (the Northern Mariana Islands herein), and the Virgin Islands. In addition, the exhibits that concern special education and related services provided under *IDEA*, Part B, include data for Bureau of Indian Education (BIE) schools operated or funded by the U.S. Department of the Interior and the three freely associated states: 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 infants, toddlers, 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 *IDEA*. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP)/Annual Performance Report (APR). Based on the information provided by the state in the SPP/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 2016, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2014 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, children, and students 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 2016 (October 1, 2015, through September 30, 2016) 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 and students 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 2016 (Oct. 1, 2015, through Sept. 30, 2016).

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 supported in FFY 2016 (Oct. 1, 2015, through Sept. 30, 2016) 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 2015 in each state, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, the Northern Mariana Islands, Guam, and the Virgin Islands) and children ages 3 through 5 served under *IDEA*, Part B, and students ages 6 through 21 served under *IDEA*, Part B, in 2015 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, 2006 through 2015. 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 reported any children ages 3 through 5 or any students ages 6 through 9 under the *developmental delay* category in 2015.

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

Appendix C presents state-level information on the number of students who received coordinated early intervening services (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 *maintenance of effort (MOE) reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2014–15.

[§] 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 *39th Annual Report to Congress, 2017* 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 2015, there were 357,715 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 354,081 were served in the 50 states and the District of Columbia. This number represented 3 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Exhibit 1).
- From 2006 through 2015, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.5 percent to 3 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 2006 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent. However, the percentage increased to 4.9 in 2014 and remained there in 2015. 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 2006 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent and it remained there in 2013 and 2014, then increased to 2.8 in 2015. From 2006 through 2015, approximately 1 percent of the infants and toddlers under 1 year old in the resident population were served under Part C (Exhibit 2).
- Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.3 and 1.1, 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 Black or African American infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, and 0.9, 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 Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 3).
- Cumulative child count data reveal that both Native Hawaiian or Other Pacific Islander and White infants and toddlers had a risk ratio of 1.2, 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. Infants and toddlers who were Asian, Black or African American, and associated with two or more racial/ethnic groups had risk

- ratios of 0.8, 0.9, and 0.7, 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 Hispanic/Latino infants and toddlers, each with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 4).
- In 2015, 88.7 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 7.3 percent of those served under Part C. Consequently, 96.1 percent of infants and toddlers served under *IDEA*, Part C, in 2015 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 5).
 - In 2015, *home* was the primary early intervention service setting for more than 85 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 (12.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander children (4.5 percent) (Exhibit 6).
 - Of the Part C exiting statuses in 2014–15, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (35.8 percent). Specifically, this category accounted for 127,137 of 354,082 infants and toddlers. An additional 3.2 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 17.6 percent of the infants and toddlers. *Part B eligibility not determined* and *Withdrawal by parent (or guardian)* accounted for 12.2 percent and 10.5 percent, respectively (Exhibit 7).
 - In 2014–15, 127,137, or 60.3 percent, of the 210,919 children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.3 percent of these children were found to be eligible for Part B but continued to receive services under Part C. Eligibility for Part B was not determined for 20.5 percent of the children served under *IDEA*, Part C, who had reached age 3. The remaining 13.9 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 (8.8 percent) and those who exited with no referrals (5.1 percent) (Exhibit 8).
 - During 2014–15, a total of 86 *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 70 (81.4 percent) of the complaints, while 15 (17.4 percent) of the complaints were withdrawn or dismissed. Only 1 (1.2 percent) of the complaints that were received during the reporting period was pending or unresolved by the end of the period (Exhibit 9).
 - A total of 106 *due process complaints* were received during 2014–15 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. For 90 (84.9 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For eight (7.5 percent) of the *due process complaints*

received, a hearing was conducted, and a written legal decision was issued. For the remaining eight complaints (7.5 percent), a hearing was still pending as of the end of the reporting period (Exhibit 10).

- During 2014–15, a total of 170 *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 87 (51.2 percent) of the *mediation requests* received. The mediation that was held in three (1.8 percent) of these cases was related to a *due process complaint*, while the session held in 84 (49.4 percent) of these cases was not related to a *due process complaint*. Of the 83 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 81 (47.6 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining two (1.2 percent) were still pending at the end of the reporting period (Exhibit 11).

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

- In 2015, 763,685 children ages 3 through 5 were served under Part B in the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 746,765 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 6.2 percent of the resident population ages 3 through 5. Between 2006 and 2015, the number of children ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available increased from 714,384 to 763,685. This addition of 49,301 children represented a 6.9 percent increase in the number of children served. In 2006, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available, was 5.9 percent. The percentage 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. In 2014, the percentage increased to 6.1 percent and in 2015, the percentage increased to 6.2 percent (Exhibit 12).
- In 2015, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairment* (specifically, 330,881 of 763,685, or 43.3 percent, of children). The next most common disability category was *developmental delay* (37.4 percent), followed by *autism* (9.5 percent). The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 9.8 percent of children served under *IDEA*, Part B (Exhibit 13).
- In 2015, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1 (i.e., 1.4, 1.2, and 1.2, 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, 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 ages 3 through 5 and children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.7, 0.9, and 0.9, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined (Exhibit 14).

- In 2015, a total of 66.6 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 of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 39.4 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 22.6 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 4.6 percent of the children ages 3 through 5 served under *IDEA*, Part B. The educational environment for the remaining students, representing only 6.2 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location* (Exhibit 15).
- In 2015, 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 of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood 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, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 48.7 percent of American Indian or Alaska Native children, 34.4 percent of Asian children, 40.1 percent of Black or African American children, 42 percent of Hispanic/Latino children, 37 percent of Native Hawaiian or Other Pacific Islander children, 38.2 percent of White children, and 38.6 percent of the children associated with two or more racial/ethnic groups. A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group, except American Indian or Alaska Native children. A slightly larger percentage of American Indian or Alaska Native children (20.3 percent) 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 in another location than attended a *separate class* (16.4 percent) (Exhibit 16).
- In 2014, a total of 37,873, or 94.5 percent, of the 40,074 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified (Exhibit 17).
- In 2014, a total of 50,652, or 94 percent, of the 53,888 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were qualified (Exhibit 18).

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

- In 2015, a total of 6,050,725 students ages 6 through 21 were served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 5,936,518 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.9 percent of the resident population ages 6 through 21. In 2006, the total number of students ages 6 through

21 served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas, was 6,081,890. In each year between 2006 through 2011, the number of students served was less than in the previous year. However, more students were served under Part B in 2012 and in each subsequent year through 2015. In 2006, 9 percent of the resident population ages 6 through 21 were served under Part B in the 50 states, the District of Columbia, and BIE schools. Between 2006 and 2010, the percentage of the population in these jurisdictions served gradually decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent. In 2014, the percentage increased to 8.7 percent. In 2015, the percentage increased to 8.9 percent (Exhibit 19).

- Between 2006 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased gradually from 11.4 percent to 10.6 percent. The percentage increased in each year thereafter and reached 11.3 percent in 2015. The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.4 percent to 10.8 percent between 2006 and 2010, where it stayed until 2014 when the percentage reached 11 percent. In 2015, the percentage increased to 11.2 percent. The percentage of the population ages 18 through 21 served under Part B was 1.9 percent in each year from 2006 through 2008, and 2 percent in each year from 2009 through 2015 (Exhibit 20).
- In 2015, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disability* (specifically, 2,348,891, or 38.8 percent, of the 6,050,725 students ages 6 through 21 served under Part B). The next most common disability category was *speech or language impairment* (17.3 percent), followed by *other health impairment* (15.0 percent), *autism* (9.1 percent), *intellectual disability* (6.9 percent), and *emotional disturbance* (5.7 percent). Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.2 percent of students ages 6 through 21 served under *IDEA*, Part B (Exhibit 21).
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under disability categories changed by less than two-tenths of a percentage point between 2006 and 2015 for all but three categories. The percentage of the population reported under *autism* increased by 0.5 of a percentage point and the percentage of the population reported under *other health impairment* increased by 0.4 of a percentage point. The percentage of the population reported under *specific learning disability* decreased by 0.6 of a percentage point (Exhibit 22).
- Between 2006 and 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased gradually from 0.3 percent to 0.8 percent. Between 2006 and 2015, 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 106 percent, 189 percent, and 209 percent larger in 2015 than in 2006, respectively (Exhibit 23).
- From 2006 through 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairment* increased gradually from 0.9 percent to 1.3 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 impairment* were 44 percent, 52 percent, and 80 percent larger in 2015 than in 2006, respectively (Exhibit 24).

- From 2006 through 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disability* decreased from 4 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 disability* were 11 percent, 14 percent, and 9 percent smaller in 2015 than in 2006, respectively (Exhibit 25).
- In 2015, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.5, 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 two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.5, 0.9, and 0.9, 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, were as likely to be served under Part B as children ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 26).
- With a risk ratio of 4.1, American Indian or Alaska Native students ages 6 through 21 were much more likely to be served under *IDEA*, Part B, for *developmental delay* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for each of the other disability categories except *autism* and *orthopedic impairment*. Asian students ages 6 through 21 were 1.1 times more likely to be served under *IDEA*, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was less than 1 for each of the other disability categories. The risk ratios for Black or African American students ages 6 through 21 served under *IDEA*, Part B, were larger than 1 for the following disability categories: *developmental delay* (1.7), *emotional disturbance* (2.0), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.5), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 6 through 21 was less than 1 for *deaf-blindness* (0.9) and *orthopedic impairment* (0.9) and equal to 1 for *autism*, *hearing impairment*, and *speech and language impairment*. With a risk ratio larger than 1, Hispanic/Latino students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *orthopedic impairment* (1.2), *specific learning disability* (1.3), and *speech and language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 6 through 21 was less than 1 for all other disability categories except *intellectual disability*. Native Hawaiian or Other Pacific Islander students ages 6 through 21 were at least two times more likely to be served under *IDEA*, Part B, for *developmental delay* (2.1), *hearing impairment* (2.8), and *multiple disabilities* (2.0) than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well. With a risk ratio larger than 1, White students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2),

and *traumatic brain injury* (1.3). The risk ratio for White students ages 6 through 21 was less than 1 for all other disability categories except *emotional disturbance*, *speech or language impairment*, and *visual impairment*. With a risk ratio larger than 1, students ages 6 through 21 associated with two or more races were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *developmental delay* (1.3), and *emotional disturbance* (1.3). The risk ratio for students ages 6 through 21 associated with two or more races was smaller than 1 for every other disability category except *autism* and *other health impairment* (Exhibit 27).

- For the students ages 6 through 21 served under *IDEA*, Part B, in 2015, *specific learning disability* 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 44.7 percent of American Indian or Alaska Native students, 25 percent of Asian students, 40.7 percent of Black or African American students, 46.8 percent of Hispanic/Latino students, 51.3 percent of Native Hawaiian or Other Pacific Islander students, 34.7 percent of White students, and 34.3 percent of the students associated with two or more racial/ethnic groups. *Speech or language impairment* was the second or third most prevalent category for students ages 6 through 21 in every racial/ethnic group. The students served in this disability category accounted for 14.7 percent of American Indian or Alaska Native students, 25 percent of Asian students, 13.1 percent of Black or African American students, 18.3 percent of Hispanic/Latino students, 10.1 percent of Native Hawaiian or Other Pacific Islander students, 18 percent of White students, and 17.5 percent of the students associated with two or more racial/ethnic groups (Exhibit 28).
- In 2015, a total of 5,737,952, or 94.8 percent, of the 6,050,725 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 (62.7 percent), were educated *inside the regular class 80% or more of the day*. A total of 18.7 percent of students ages 6 through 21 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 13.5 percent were educated *inside the regular class less than 40% of the day*. Only 5.2 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 29).
- From 2006 through 2015, 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 55.2 percent to 62.7 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 23.5 percent in 2006 to 18.6 percent in 2014. In 2015, 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* increased to 18.7 percent. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class less than 40% of the day* decreased from 16.3 percent in 2006 to 13.5 percent in 2014 and remained at 13.5 percent in 2015. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” ranged from 5 percent to 5.3 percent during the years from 2006 to 2015 (Exhibit 30).
- In 2015, 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 impairment* (86.6 percent) were educated *inside the*

regular class 80% or more of the day. Only 16.5 percent of students reported under the category of *intellectual disability* and 13.3 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 disability* (49.7 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 2015, larger percentages of students reported under the categories of *deaf-blindness* (28.6 percent) and *multiple disabilities* (24.0 percent) than students reported under other disability categories were educated in “Other environments” (Exhibit 31).

- In 2015 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 55.2 percent to 65.5 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 16.5 and 26.2 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 (21.3 percent), were educated *inside the regular class less than 40% of the day.* “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group (Exhibit 32).
- In school year 2014–15, between 38.5 and 48.4 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 37.5 and 47.4 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. Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in math in school year 2014–15 took an *alternate assessment based on alternate academic achievement standards.*

In school year 2014–15, between 38.4 and 46.7 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 39.5 and 49.3 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 reading. Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in reading in school year 2014–15 took an *alternate assessment based on alternate academic achievement standards* (Exhibit 33).

- No more than 6.28 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 2014–15 were classified as nonparticipants. Similarly, no more than 5.73 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 2014–15 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2014–15 were classified as nonparticipants for both the math assessment (10.64 percent) and the reading assessment (10.73 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 6 percent for high school students expected to be assessed in math (8.83 percent) and high school students expected to be assessed in reading (8.00 percent) (Exhibit 34).

- In school year 2014–15, between 43 and 49 of the 58 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available 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 24.5 percent. The median percentage of students served under Part B in grade 4 through grade 6 who were found to be proficient with these tests was in a range from 10.9 percent to 18.1 percent. The median percentage of students served under Part B in grade 7 through high school who were found to be proficient with these tests was in a range from 6.6 percent to 7.4 percent. Non-suppressed data were not available for any jurisdiction that administered an *alternate assessment based on grade-level academic achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated for those students. Non-suppressed data were available for two jurisdictions that administered an *alternate assessment based on modified academic achievement standards* for math to some students served under *IDEA*, Part B, in high school. The median percentage of students served under *IDEA*, Part B, in high school who were found to be proficient with these math tests was 12.8 percent. Non-suppressed data were available for between 49 and 52 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 42.4 percent to 50.2 percent.

In school year 2014–15, between 45 and 49 of the 58 jurisdictions (i.e., the 49 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available 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 9.8 percent to 20.7 percent. Non-suppressed data were available for only one jurisdiction that administered an *alternate assessment based on grade-level academic achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated for those students. Non-suppressed data were available for two jurisdictions that administered an *alternate assessment based on modified academic achievement standards* for reading to some students served under *IDEA*, Part B, in high school. The median percentage of students served under *IDEA*, Part B, in high school who were found to be proficient with these reading tests was 13.7 percent. Non-suppressed data were available for between 48 and 52 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 50.3 percent to 55 percent (Exhibit 35).

- 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 2014–15 (specifically, 252,172, or 45.2 percent, of the 557,512 such students). This was

followed by *moved, known to be continuing* in education (25.6 percent) and *dropped out* (11.6 percent) (Exhibit 36).

- In 2014–15, a total of 69.9 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 18 percent *dropped out*. From 2005–06 through 2014–15, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 56.7 percent to 69.9 percent. From 2005–06 through 2014–15, the percentage of students who exited special education and school by having *dropped out* decreased from 26.3 percent to 18 percent (Exhibit 37).
- From 2005–06 through 2014–15, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students exiting special education and school in each year. The graduation percentage increased by at least 10 percentage points for each disability category except *orthopedic impairment* (2.4 percentage points), *intellectual disability* (5.3 percentage points), and *multiple disabilities* (5.3 percentage points) (Exhibit 38).
- From 2005–06 through 2014–15, the dropout percentage decreased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students exiting special education and school in each year. The dropout percentage decreases were 10 percentage points or less for each disability category. In each year from 2005–06 through 2014–15, 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 35 percent, which was substantially larger than the dropout percentage for any other disability category (Exhibit 39).
- In 2014, a total of 319,427, or 94 percent, of the 339,833 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 40).
- In 2014, a total of 388,906, or 93.5 percent, of the 415,781 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Exhibit 41).

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

- In 2014, a total of 97.2 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. More than 95 percent of FTE related services personnel in 8 of the 11 categories were fully certified. The three exceptions were *interpreters* (88.1 percent), *physical therapists* (93.0 percent), and *occupational therapists* (93.1 percent) (Exhibit 42).
- During school year 2014–15, 8,837 children and students ages 3 through 21 served under *IDEA*, Part B, in the jurisdictions 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 6,694,745 children and students ages 3 through 21 were served under Part B in 2014, in the states for which data were available, this type of action occurred with only 13 children and students for every 10,000 children and students who were served under Part B in 2014. Only 518 children and students ages 3 through 21 served under *IDEA*, Part B, or 1 for every 10,000 children and students served in 2014, in the

jurisdictions 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 2014–15. There were 51,710 children and students ages 3 through 21 served under *IDEA*, Part B, or 77 for every 10,000 children and students served in 2014, in the jurisdictions for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2014–15. There were 23,766 children and students ages 3 through 21 served under *IDEA*, Part B, or 37 for every 10,000 children and students served in 2014, in the jurisdictions for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2014–15 (Exhibit 43).

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2014, there were 50 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 20 or less 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 2014, no more than 4 children and students were removed by a hearing officer for likely injury during school year 2014–15. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2014, there were 366 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 135 or less 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 2014, there were 123 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 69 or less per 10,000 children and students (Exhibit 44).
- During 2014–15, a total of 4,991 *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 3,016 (60.4 percent) of the complaints, while 1,784 (35.7 percent) of the complaints were withdrawn or dismissed. A total of 191 (3.8 percent) of the complaints that were received during the 2014–15 reporting period were pending or unresolved by the end of the period (Exhibit 45).
- A total of 17,107 *due process complaints* were received during 2014–15 through the dispute resolution process for children and students served under *IDEA*, Part B. For 11,119 (65.0 percent) of the *due process complaints* received during the 2014–15 reporting period, a resolution was achieved without a hearing. For 2,571 (15.0 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 3,417 (20.0 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 46).
- During 2014–15, a total of 10,260 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,574 (34.8 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,790 (27.2 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 925 requests (9.0 percent), a mediation session was still pending as of the end of the 2014–15 reporting

period. The remaining 2,971 *mediation requests* (29.0 percent) were withdrawn or otherwise not to be held by the end of the reporting period (Exhibit 47).

- A total of 122,795 or 1.8 percent of the 6,814,410 children and students ages 3 through 21 served under Part B in 2015 by the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2011–12, 2012–13, or 2014–15, prior to being served under Part B (Exhibit 48).

Data Sources Used in This Report

This *39th Annual Report to Congress, 2017* 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 2016.

EDFacts Data Warehouse

Data Collections

The text and exhibits contained in the *39th Annual Report to Congress, 2017* were developed primarily from data in the Department's EDW. EDW is a repository for performance data collected across offices in the Department. It contains all of the data 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* on the state-designated data collection date,
- The settings in which Part C program services and environments in which Part B education services are received on the state-designated data collection date,
- The cumulative number of infants and toddlers served under Part C of *IDEA* during the state-designated 12-month reporting period,
- 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,

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.

- 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.

In addition, this report presents some data on *IDEA*, Part B maintenance of effort (MOE) reductions and coordinated early intervening services (CEIS), which are also maintained in EDW.

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	Point-in-time child count	State-designated date between Oct. 1, 2015, and Dec. 1, 2015	April 6, 2016
	Cumulative child count	Cumulative for state-determined 12-month reporting period, 2014–15	April 6, 2016
	Point-in-time program settings	State-designated date between Oct. 1, 2015, and Dec. 1, 2015	April 6, 2016
	Exiting	Cumulative for state-determined 12-month reporting period, 2014–15	Nov. 4, 2015
	Dispute resolution	Cumulative for July 1, 2014–June 30, 2015	Nov. 4, 2015
Part B	Child count	State-designated date between Oct. 1, 2015, and Dec. 1, 2015	April 6, 2016
	Educational environments	State-designated date between Oct. 1, 2015, and Dec. 1, 2015	April 6, 2016
	Assessment	State-determined testing date for school year 2014–15	Dec. 16, 2015
	Exiting	Cumulative for July 1, 2014–June 30, 2015	Nov. 4, 2015
	Personnel	State-designated date between Oct. 1, 2014, and Dec. 1, 2014	Nov. 4, 2015
	Discipline	Cumulative for school year 2014–15	Nov. 4, 2015
	Dispute resolution	Cumulative for July 1, 2014–June 30, 2015	Nov. 4, 2015
MOE reduction and CEIS	FFYs 2013 and 2014 and school years 2012–13, 2013–14, and 2014–15	May 4, 2016	

As shown in the chart, the data collections regarding the domains related to the point-in-time Part C child count and program settings, and Part B child count, educational environments, assessment, and personnel concern measurements on the state-designated data collection date. 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 data collection date. 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 collection regarding the cumulative Part C child count concerns the group of the infants or toddlers who participated in Part C some time during the 12-month reporting period and were less than 3 years old when they were initially enrolled.

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, and they are also 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 that contain data collected by states at a particular point in time (e.g., the point-in-time 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., the cumulative Part C child count and Part B exiting) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2014–15).

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 C. 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 *39th Annual Report to Congress, 2017* 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 the 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 2015; school year 2014–15). 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 2016. The data for fall 2014 and school year 2013–14 were prepared as of fall 2015, the data for fall 2013 and school year 2012–13 were prepared as of fall 2014, and the data for fall 2012 and for school year 2011–12 were 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 when 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 also available at <http://www2.ed.gov/programs/osepidea/618-data/index.html>.

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 *38th Annual Report to Congress, 2016*, with one exception: the categories used to account for the types of assessments in math and reading that were administered by the states no longer included a category for a field test version of a *regular assessment based on grade-level academic achievement standards* or for a field test version of an *alternate assessment based on alternate academic achievement standards*.

In addition, the *39th Annual Report to Congress, 2017* is the first to present the cumulative Part C child count information in addition to the point-in-time Part C child count information obtained on the state-designated data collection date.

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>.

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 disability.” Therefore, the U.S. Department of Education refers to the disability subcategory “intellectual disability” rather than “mental retardation” in this report.

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: <https://www.census.gov/programs-surveys/popest/about.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 U.S. 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 upon request (contact: richelle.davis@ed.gov). 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 *Individuals with Disabilities Education Act (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 who are eligible to receive preschool services under *IDEA* Part B, Section 619 until such children are eligible to enter kindergarten or an earlier timeframe, consistent with 34 CFR §303.211 [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

Bureau of Indian Education (BIE),³ 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 2006 through fall 2015

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		
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
2013	339,071	335,023	11,886,860	2.8
2014	350,581	346,394	11,868,245	2.9
2015	357,715	354,081	11,913,185	3.0

^aPercentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, on the state-designated data collection date 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, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2006–15. 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, 2015,” 2006–15. Data for 2006 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

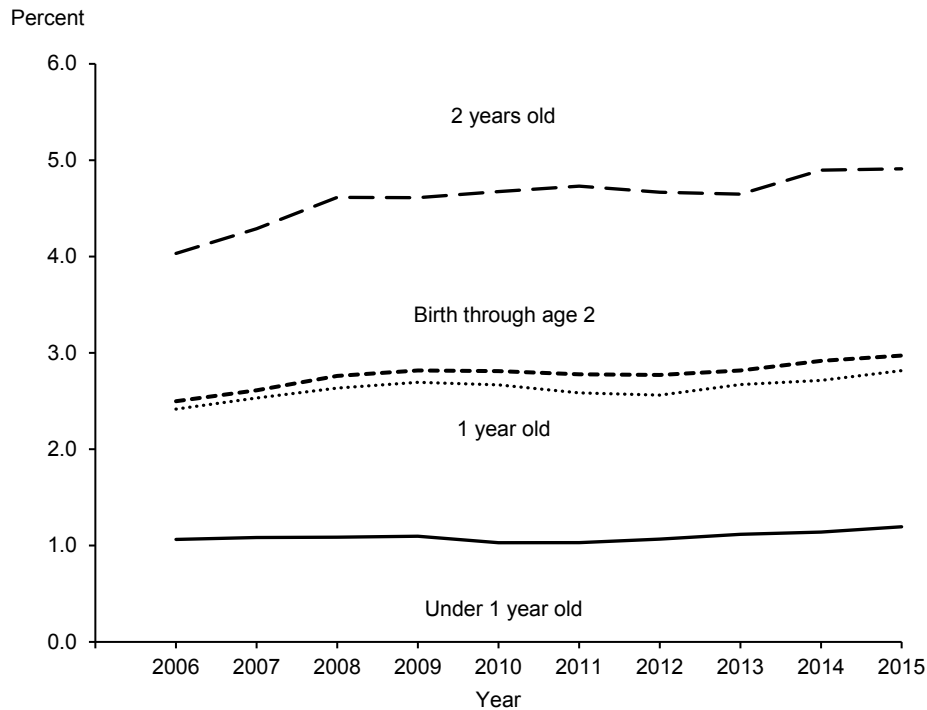
- In 2015, there were 357,715 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 354,081 were served in the 50 states and the District of Columbia. This number represented 3 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.

³ 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 to 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 2006 and 2015, the total number of infants and toddlers served under *IDEA*, Part C, in the 50 states, the District of Columbia, Puerto Rico, and the four outlying areas increased from 304,510 to 357,715. This addition of 53,205 infants and toddlers represented a 17.5 percent increase in the number of infants and toddlers served.
- In 2006, 2.5 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 2013, 2.8 percent of this population were served under Part C. In 2015, 3 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 2006 through fall 2015



NOTE: Percentage was calculated by dividing the number of infants and toddlers in the age group served under *IDEA*, Part C, on the state-designated data collection date 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,” 2006–15. 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, 2015,” 2006–15. These data are for the 50 states and DC. Data for 2006 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2006 through 2015, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.5 percent to 3 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 2006 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent. However, the percentage increased to 4.9 in 2014 and remained there in 2015.
- 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 2006 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent and it remained there in 2013 and 2014, then increased to 2.8 in 2015.
- From 2006 through 2015, 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 2015

Race/ethnicity	Child count ^a in 50 states and DC	Resident population birth through age 2 in 50 states and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	354,081	11,913,185	3.0	†	†
American Indian or Alaska Native	2,859	100,597	2.8	3.0	1.0
Asian	13,701	577,360	2.4	3.0	0.8
Black or African American	44,271	1,645,771	2.7	3.0	0.9
Hispanic/Latino	89,462	3,067,296	2.9	3.0	1.0
Native Hawaiian or Other Pacific Islander	908	24,354	3.7	3.0	1.3
White	188,138	5,922,325	3.2	2.8	1.1
Two or more races	14,743	575,482	2.6	3.0	0.9

† 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) on the state-designated data collection date. Data on race/ethnicity were suppressed for 68 infants and toddlers served under Part C in seven states; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these states 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. Due to rounding, it may not be possible to reproduce the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: "*IDEA* Part C Child Count and Settings Collection," 2015. These data are for the 50 states and DC. 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, 2015," 2015. These data are for the 50 states and DC. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.3 and 1.1, 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 Black or African American infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, and 0.9, 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 Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

Exhibit 4. Cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in 12-month reporting period 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: 12-month reporting period, 2014–15

Race/ethnicity	Cumulative child count ^a in 50 states and DC	Resident population birth through age 2 in 50 states and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	681,149	11,913,185	5.7	†	†
American Indian or Alaska Native	5,494	100,597	5.5	5.7	1.0
Asian	26,737	577,360	4.6	5.8	0.8
Black or African American	87,240	1,645,771	5.3	5.8	0.9
Hispanic/Latino	173,380	3,067,296	5.7	5.7	1.0
Native Hawaiian or Other Pacific Islander	1,720	24,354	7.1	5.7	1.2
White	362,523	5,922,325	6.1	5.3	1.2
Two or more races	23,990	575,482	4.2	5.8	0.7

† Not applicable.

^aCumulative child count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group(s) during the 12-month reporting period.

^bPercentage of the population served may be referred to as the risk index. It was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period 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 during the 12-month reporting period 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, during the 12-month reporting period 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. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2015. These data are for the 50 states and DC. 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, 2015,” 2015. These data are for the 50 states and DC. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

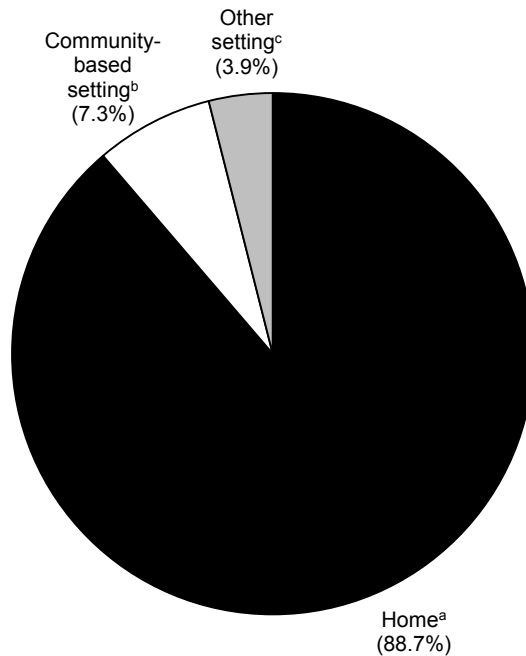
- Cumulative child count data reveal that both Native Hawaiian or Other Pacific Islander and White infants and toddlers had a risk ratio of 1.2, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- The cumulative number of infants and toddlers who were Asian, Black or African American, and associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, and 0.7, 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.
- The cumulative number of American Indian or Alaska Native and Hispanic/Latino infants and toddlers, each with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

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

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

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

Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2015



^aHome refers to the principal residence of the eligible child’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. 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.

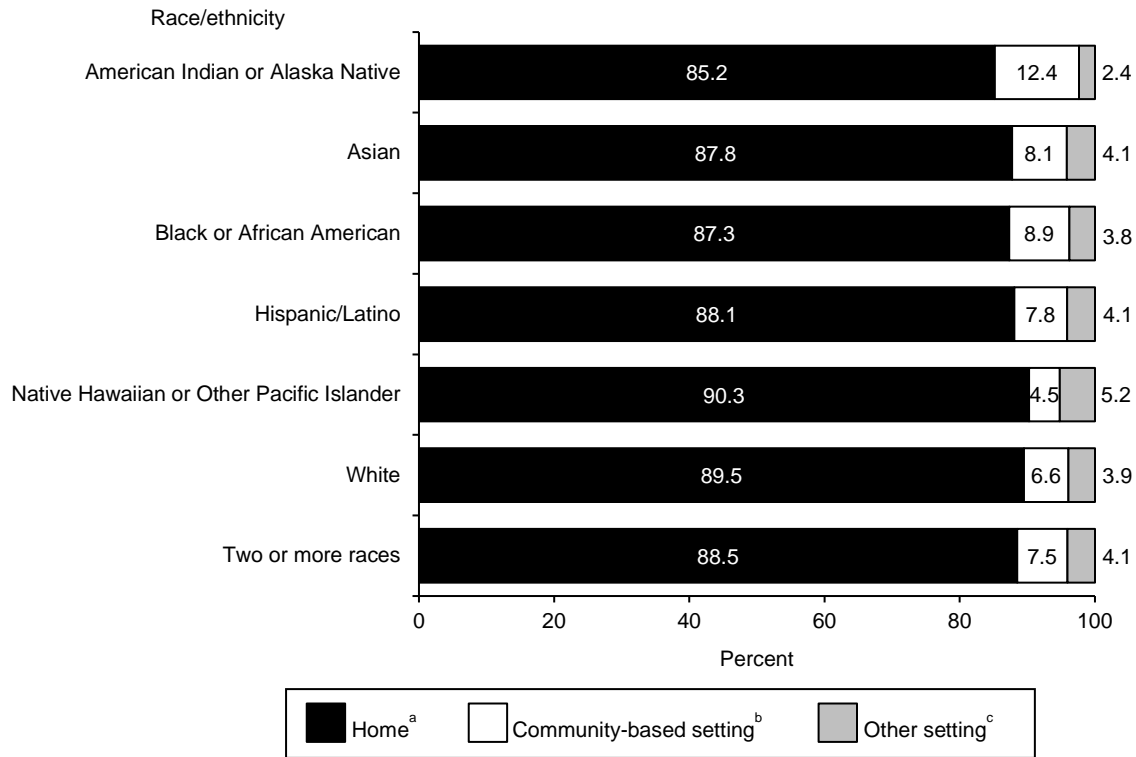
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the primary service setting on the state-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the primary service settings on the state-designated data collection date, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2015. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 88.7 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 7.3 percent of those served under Part C. Consequently, 96.1 percent of infants and toddlers served under IDEA, Part C, in 2015 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 6. 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 2015



^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. 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 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 on the state-designated data collection date 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 on the state-designated data collection date, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

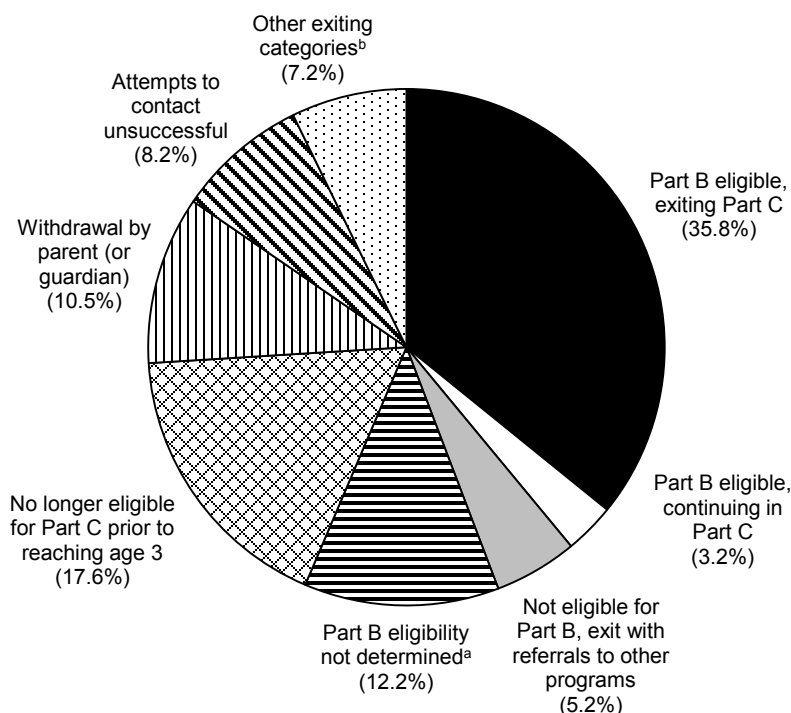
SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2015. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, home was the primary early intervention service setting for more than 85 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 (12.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander children (4.5 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 7. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2014–15



^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* (3.0 percent); *deceased* (0.3 percent); and *moved out of state* (3.9 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 (354,802), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

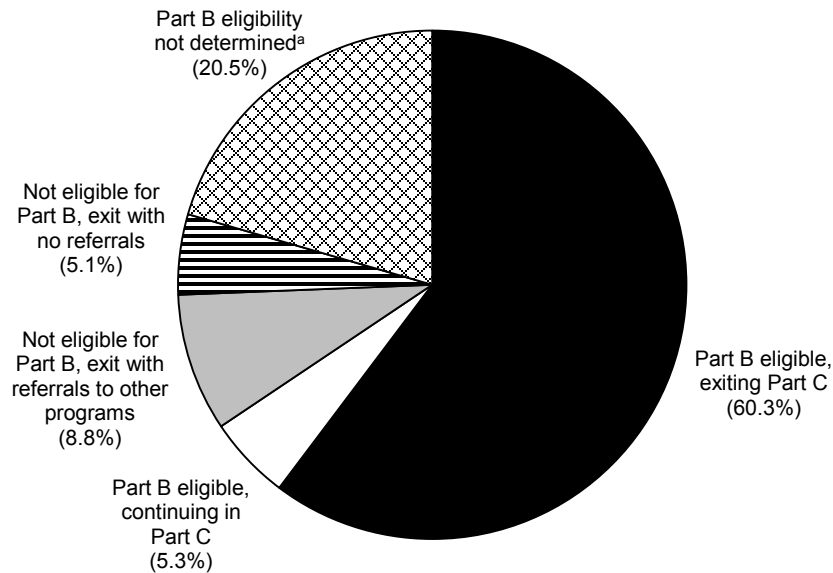
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: "*IDEA* Part C Exiting Collection," 2014–15. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting statuses in 2014–15, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 127,137 of 354,082, or 35.8 percent, of infants and toddlers. An additional 3.2 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 17.6 percent of the infants and toddlers.
- *Part B eligibility not determined* and *Withdrawal by parent (or guardian)* accounted for 12.2 percent and 10.5 percent, respectively.

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

Exhibit 8. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2014–15



^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 7. 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 (210,919), 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*,” 2014–15. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014–15, 127,137, or 60.3 percent, of the 210,919 children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.3 percent of these children were found to be eligible for Part B but continued to receive services under Part C.

- Eligibility for Part B was not determined for 20.5 percent of the children served under *IDEA*, Part C, who had reached age 3.
- The remaining 13.9 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 (8.8 percent) and those who exited with no referrals (5.1 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 hearing⁴ 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://ectacenter.org/topics/procsafe/procsafe.asp>.

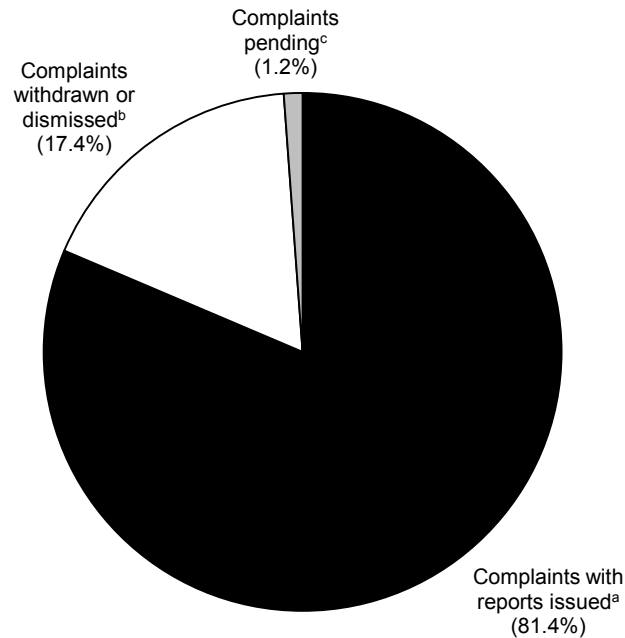
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include 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 an “infant or toddler with a disability” to include individuals under 3 years of age and 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 until the beginning of the school year following the child’s third or fourth birthday or until the child is eligible to enter kindergarten [see *IDEA*, section 635(c) and 34 C.F.R. 303.211]. The Part C legal disputes and resolution data represent all

⁴ 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.

complaints associated with these three state-level dispute resolution mechanisms under Part C during the 12 months during which the data were collected.

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

Exhibit 9. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2014–15



^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.

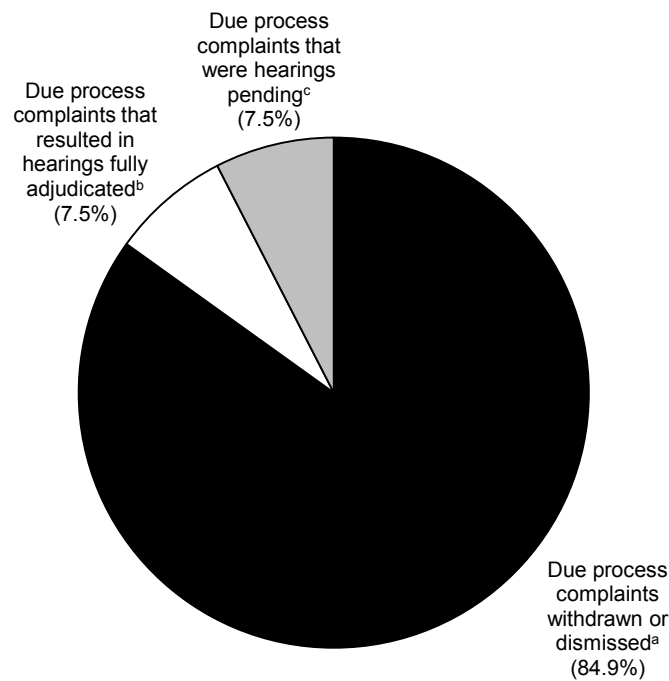
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA* or 34 C.F.R. 303, including cases in which some required content is absent from the document. Only 22 states reported one or more *written, signed complaints*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 86 *written, signed complaints*. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2014–15. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2014–15, a total of 86 *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 70 (81.4 percent) of the complaints, while 15 (17.4 percent) of the complaints were withdrawn or dismissed. Only 1 (1.2 percent) of the complaints that were received during the reporting period was 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 10. Percentage of due process complaints for infants and toddlers served under IDEA, Part C, by complaint status: 2014–15



^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.

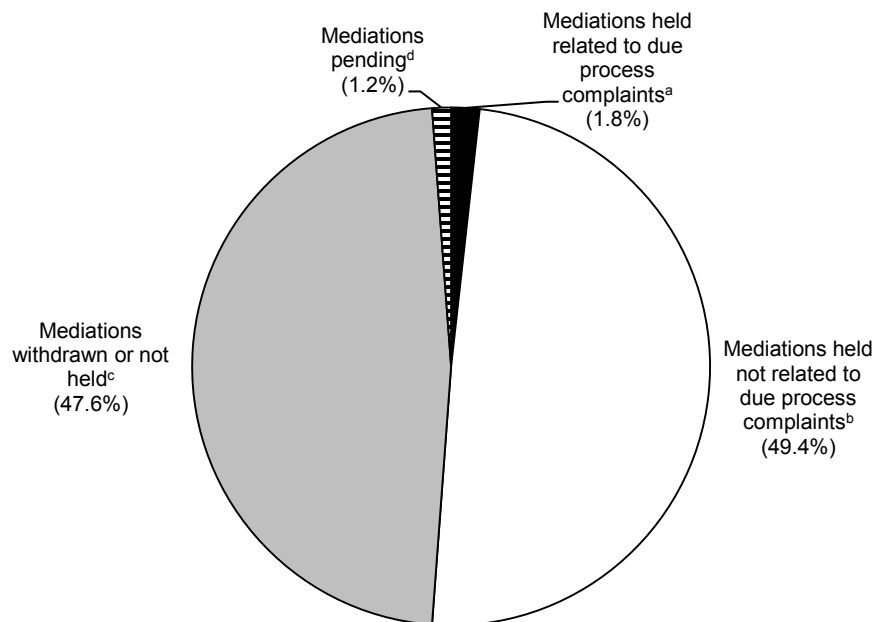
NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or state lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. Only nine 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 106 *due process complaints*. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2014–15. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 106 *due process complaints* were received during 2014–15 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- For 90 (84.9 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For eight (7.5 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining eight complaints (7.5 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 11. Percentage of *mediation requests* for infants and toddlers served under *IDEA*, Part C, by request status: 2014–15



^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 seven 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 170 *mediation requests*. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2014–15. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2014–15, a total of 170 *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 87 (51.2 percent) of the *mediation requests* received. The mediation that was held in three (1.8 percent) of these cases was related to a *due process complaint*, while the session held in 84 (49.4 percent) of these cases was not related to a *due process complaint*. Of the 83 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 81 (47.6 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining two (1.2 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 for Children with Disabilities program (*IDEA*, section 619) supplements funding available for children ages 3 through 5 with disabilities under the Grants to States program (*IDEA*, section 611). To be eligible for funding under the Preschool Grants for Children with Disabilities 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.^{5,6} 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.

⁵ 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).

⁶ 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 12. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2006 through fall 2015

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		
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
2013	745,336	729,703	12,078,921	6.0
2014	753,697	736,170	12,013,496	6.1
2015	763,685	746,765	12,012,254	6.2

^aIn 2012, data for children served by the three freely associated states were included. In 2013, data for children served by two freely associated states were included; data were not available for the Federated States of Micronesia. In 2014, data for children served by the three freely associated states were included. In 2015, 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.

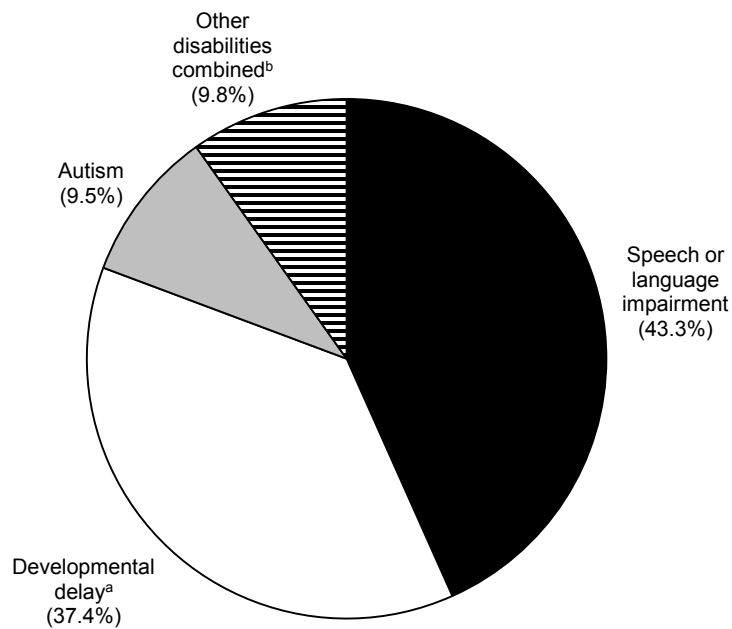
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2006–15. For 2007 and 2008, data for Vermont were not available. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, 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, 2015,” 2006–15. For 2007 and 2008, data for Vermont were excluded. For 2010, 2012, and 2013, data for Wyoming were excluded. Data for 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 763,685 children ages 3 through 5 in 2015 were served under Part B in the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 746,765 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 6.2 percent of the resident population ages 3 through 5. Between 2006 and 2015, the number of children ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available increased from 714,384 to 763,685. This addition of 49,301 children represented a 6.2 percent increase in the number of children served.

- In 2006, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available was 5.9 percent. The percentage 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. In 2014, the percentage increased to 6.1 percent and in 2015, the percentage increased to 6.2 percent.

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

Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2015



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

^b"Other disabilities combined" includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.4 percent), *hearing impairment* (1.2 percent), *intellectual disability* (1.8 percent), *multiple disabilities* (1.0 percent), *orthopedic impairment* (0.8 percent), *other health impairment* (3.1 percent), *specific learning disability* (1.1 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (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 (763,685), 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," 2015. These data are for the 50 states, BIE schools, DC, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairment* (specifically, 330,881 of 763,685, or 43.3 percent, of children). The next most common disability category was *developmental delay* (37.4 percent), followed by *autism* (9.5 percent).

- The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 9.8 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 14. 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 2015

Race/ethnicity	Child count ^a in the 50 states and DC	Resident population ages 3 through 5 in the 50 states, DC, and BIE ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	746,765	12,012,254	6.2	†	†
American Indian or Alaska Native	8,572	101,616	8.4	6.2	1.4
Asian	27,325	586,629	4.7	6.3	0.7
Black or African American	101,694	1,649,021	6.2	6.2	1.0
Hispanic/Latino	177,505	3,117,829	5.7	6.4	0.9
Native Hawaiian or Other Pacific Islander	1,824	24,107	7.6	6.2	1.2
White	400,070	5,973,648	6.7	5.7	1.2
Two or more races	29,776	559,404	5.3	6.3	0.9

† Not applicable.

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 91 children served under Part B in four states; the total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these states 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. Due to rounding, it may not be possible to reproduce the risk ratio from the values presented in the exhibit.

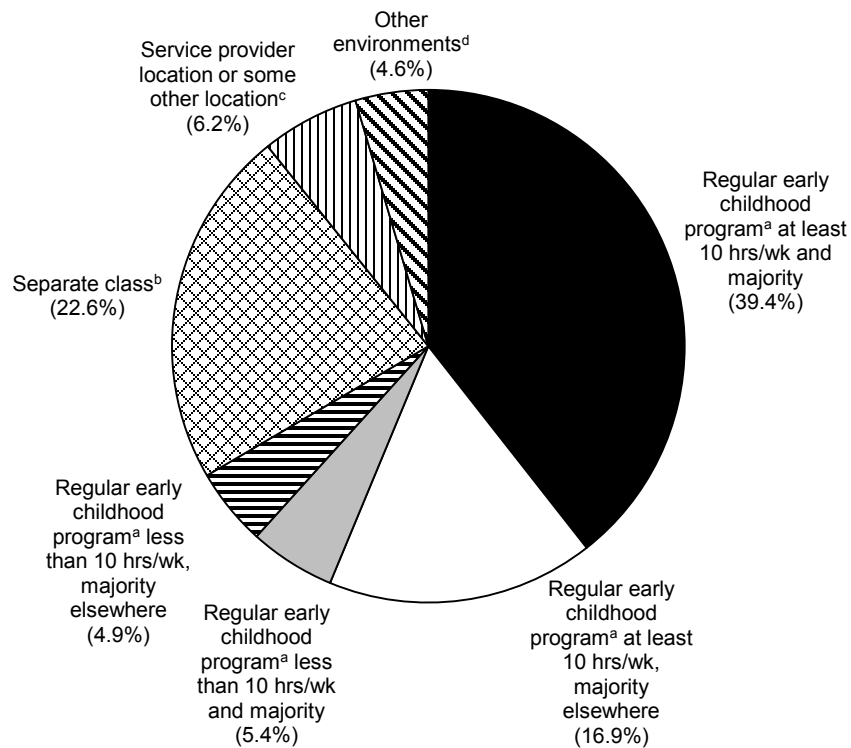
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. These data are for the 50 states, DC, and BIE schools. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2015,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1 (i.e., 1.4, 1.2, and 1.2, 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, 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 ages 3 through 5 and children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.7, 0.9, and 0.9, 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 15. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2015



^a*Regular 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.

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

^c*Service provider location or some other location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including 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* (2.5 percent), *residential facility* (less than 0.05 percent), and *home* (2.0 percent).

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," 2015. These data are for the 50 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual *IDEA* data used, go to

<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

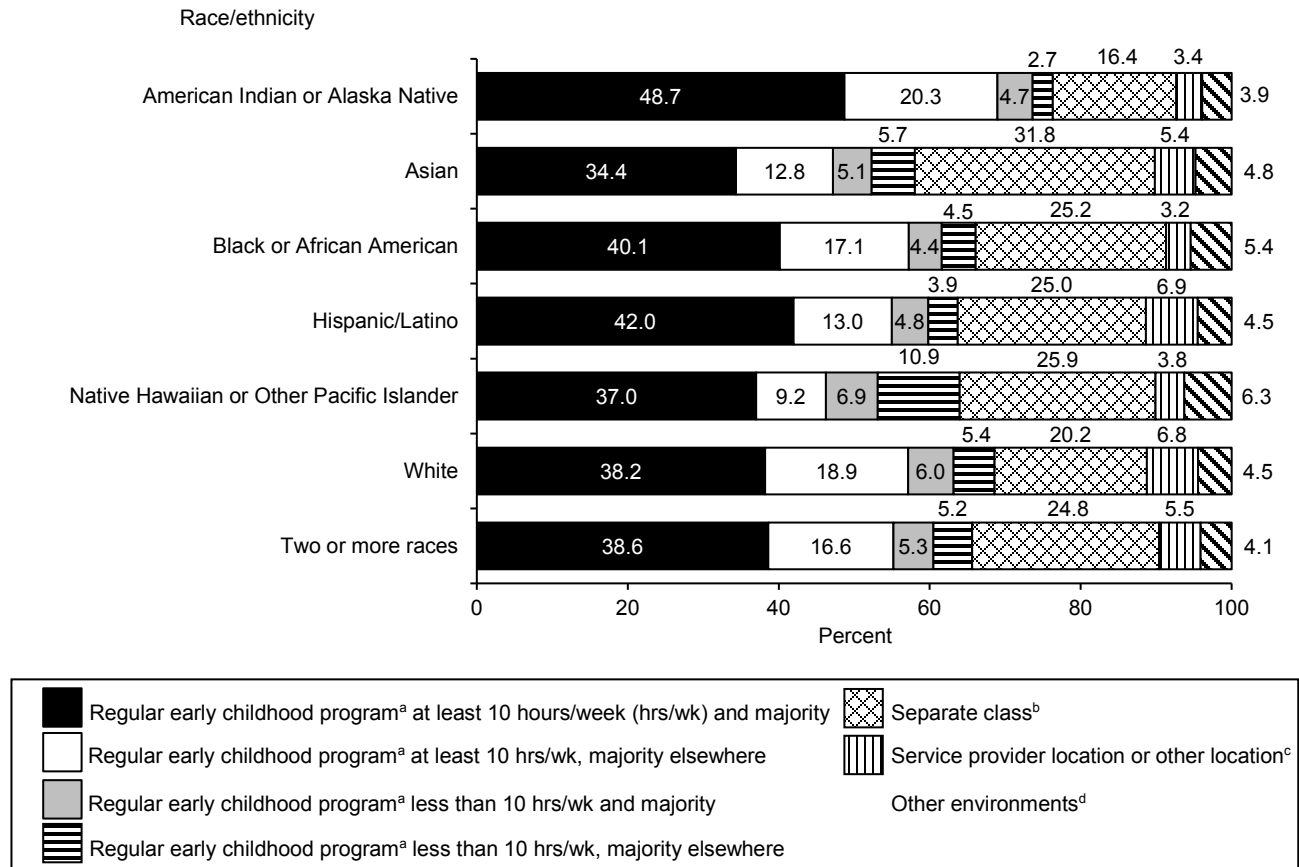
- In 2015, a total of 66.6 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school.
- Of the four categories representing children who attended a *regular early childhood program*, the category of *children attending a regular early childhood program at least 10 hours per*

week and receiving the majority of hours of special education and related services in the regular early childhood program accounted for the largest percentage of children. Moreover, as this category accounted for 39.4 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 22.6 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 4.6 percent of the children ages 3 through 5 served under *IDEA*, Part B.
- The educational environment for the remaining students, representing only 6.2 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location*.

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

Exhibit 16. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2015



^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 program includes, but is 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 refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including 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.

^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," 2015. These data are for the 50 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 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 of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood 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, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 48.7 percent of American Indian or Alaska Native children, 34.4 percent of Asian children, 40.1 percent of Black or African American children, 42 percent of Hispanic/Latino children, 37 percent of Native Hawaiian or Other Pacific Islander children, 38.2 percent of White children, and 38.6 percent of the children associated with two or more racial/ethnic groups.
- A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group, except American Indian or Alaska Native children. A slightly larger percentage of American Indian or Alaska Native children (20.3 percent) 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 in another location than attended a *separate class* (16.4 percent).

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

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

Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B: Fall 2014

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2014	40,074	37,873	94.5

^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,” 2014. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were suppressed. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014, a total of 37,873, or 94.5 percent, of the 40,074 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 18. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2014

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2014	53,888	50,652	94.0

^a*Special 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2014. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were suppressed. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014, a total of 50,652, or 94 percent, of the 53,888 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.

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* category⁷ 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.^{8,9} 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.

⁷ 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.

⁸ 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).

⁹ 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 19. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2006 through fall 2015

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		
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
2013	5,847,624	5,734,393	67,272,586	8.5
2014	5,944,241	5,825,505	67,039,493	8.7
2015	6,050,725	5,936,518	67,020,481	8.9

^aIn 2012, data for the students served by the three freely associated states were included. In 2013, data for the students served by two freely associated states were included; data were not available for the Federated States of Micronesia. In 2014, data for the students served by the three freely associated states were included. In 2015, 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,” 2006–15. 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 2013, data for BIE schools and American Samoa were not available. For 2014, data for Wyoming and American Samoa 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, 2015,” 2006–15. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

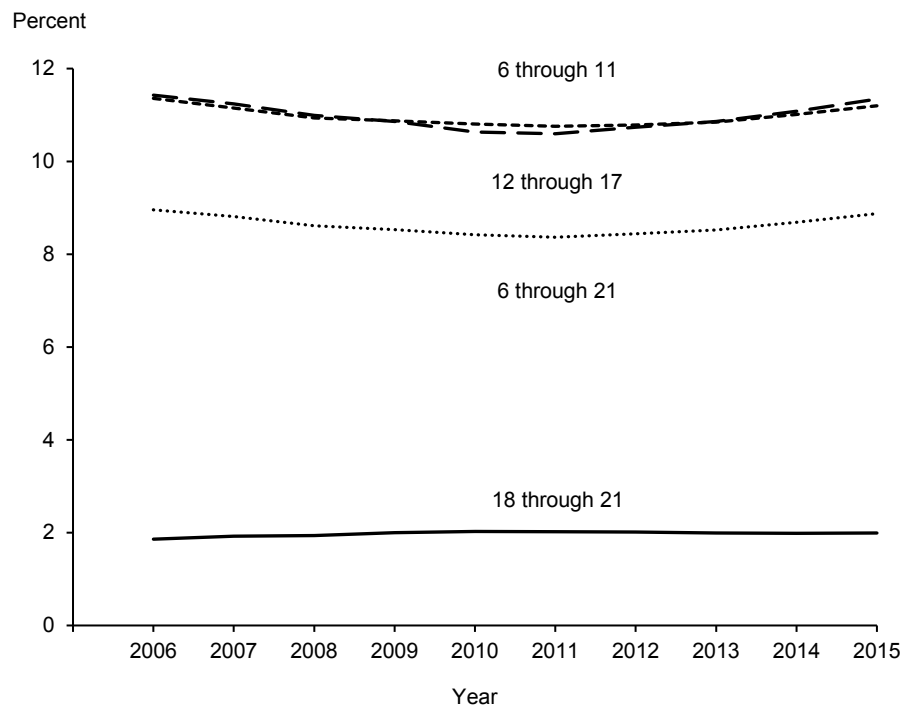
- In 2015, a total of 6,050,725 students ages 6 through 21 were served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 5,936,518 were served in the 50 states, District of Columbia, and BIE schools. This number represented 8.9 percent of the resident population ages 6 through 21.
- In 2006, the total number of students ages 6 through 21 served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas, was 6,081,890. In each year between 2006 through 2011, the number of students served was less

than in the previous year. However, more students were served under Part B in 2012 and in each subsequent year through 2015.

- In 2006, 9 percent of the resident population ages 6 through 21 were served under Part B in the 50 states, the District of Columbia, and BIE schools. Between 2006 and 2010, the percentage of the population in these jurisdictions served gradually decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent. In 2014, the percentage increased to 8.7 percent. In 2015, the percentage increased to 8.9 percent.

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

Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2006 through fall 2015



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,” 2006–15. 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 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015,” 2006–15. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

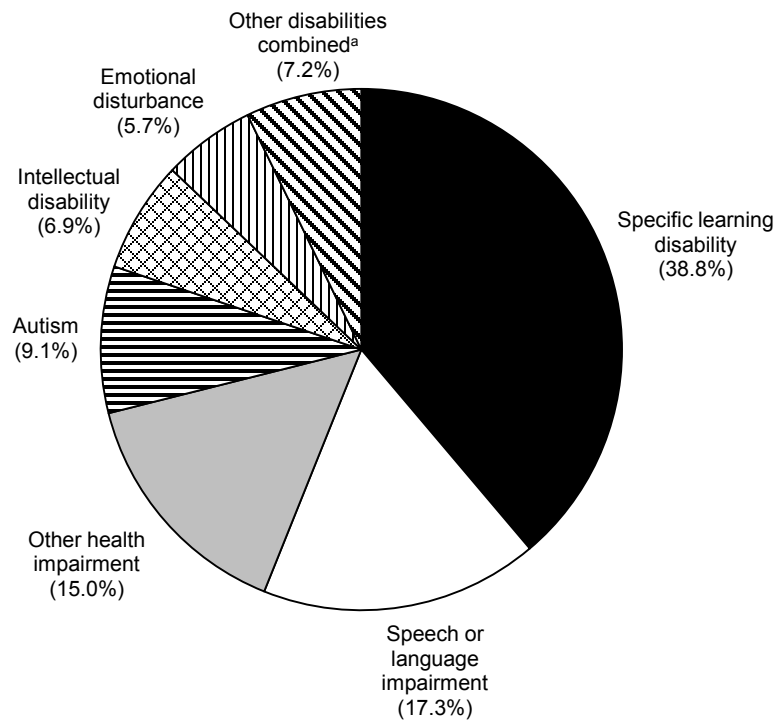
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in 2006 was 9 percent. Thereafter, the percentage stayed the same or slightly decreased, reaching

a low of 8.4 percent in 2010. The percentage remained at 8.4 until 2013 when it increased to 8.5. In 2014, the percentage increased to 8.7. In 2015, the percentage increased to 8.9.

- Between 2006 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased gradually from 11.4 percent to 10.6 percent. The percentage increased in each year thereafter and reached 11.3 percent in 2015.
- The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.4 percent to 10.8 percent between 2006 and 2010, where it stayed until 2014 when the percentage reached 11 percent. In 2015, the percentage increased to 11.2 percent.
- The percentage of the population ages 18 through 21 served under Part B, was 1.9 percent in each year from 2006 through 2008, and 2 percent in each year from 2009 through 2015.

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

Exhibit 21. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2015



^a“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (2.5 percent), *hearing impairment* (1.1 percent), *multiple disabilities* (2.1 percent), *orthopedic impairment* (0.7 percent), *traumatic brain injury* (0.4 percent), and *visual impairment* (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 (6,050,725), then multiplying the result by 100.

- In 2015, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disability* (specifically, 2,348,891, or 38.8 percent, of the 6,050,725 students ages 6 through 21 served under Part B). The next most common disability category was *speech or language impairment* (17.3 percent), followed by *other health impairment* (15.0 percent), *autism* (9.1 percent), *intellectual disability* (6.9 percent), and *emotional disturbance* (5.7 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.2 percent of students ages 6 through 21 served under *IDEA*, Part B.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2006 through fall 2015

Disability ^a	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
All disabilities below	8.8	8.7	8.5	8.4	8.3	8.2	8.2	8.3	8.5	8.6
Autism	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.7	0.8	0.8
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.6	0.6	0.6	0.5	0.5	0.5	0.5	0.5
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disability	0.8	0.7	0.7	0.7	0.6	0.6	0.6	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 impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairment	0.9	0.9	1.0	1.0	1.0	1.1	1.1	1.2	1.3	1.3
Specific learning disability	4.0	3.8	3.7	3.6	3.5	3.4	3.4	3.4	3.4	3.4
Speech or language impairment	1.7	1.7	1.6	1.6	1.6	1.5	1.5	1.5	1.5	1.5
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairment	#	#	#	#	#	#	#	#	#	#

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.

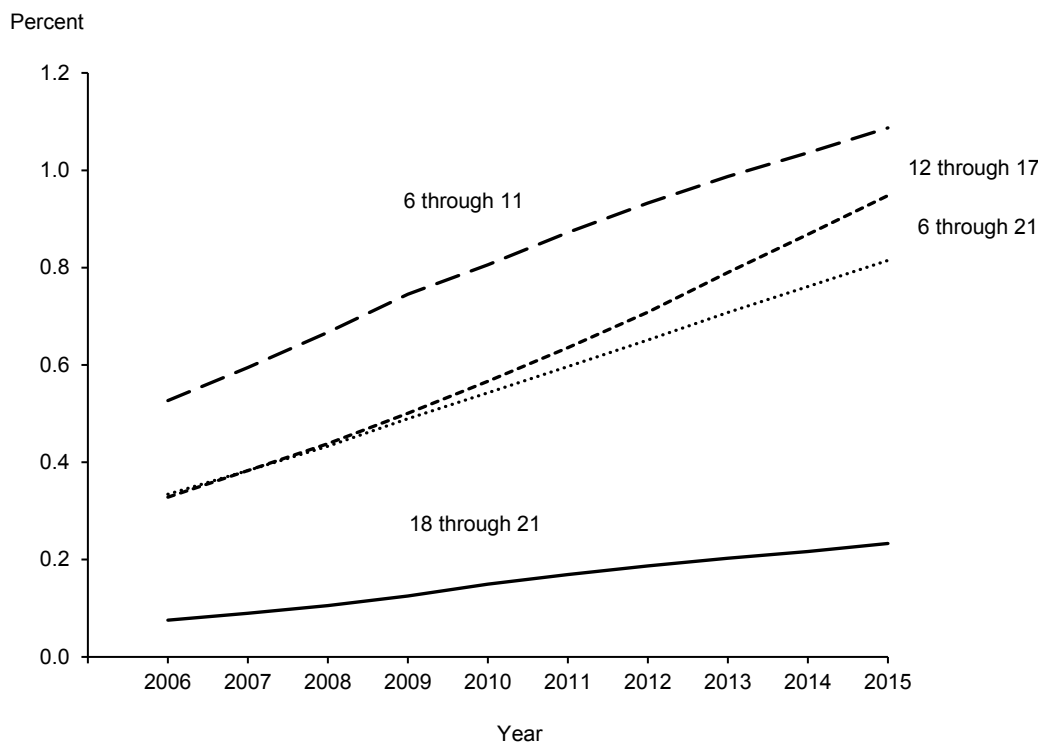
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2006–15. 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 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015," 2006–15. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, reported under disability categories changed by less than two-tenths of a percentage point between 2006 and 2015 for all but three categories. The percentage of the population reported under *autism* increased by 0.5 of a percentage point and the percentage of the population reported under *other health impairment* increased by 0.4 of a percentage point. The percentage of the population reported under *specific learning disability* decreased by 0.6 of a percentage point.

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

Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and age group: Fall 2006 through fall 2015



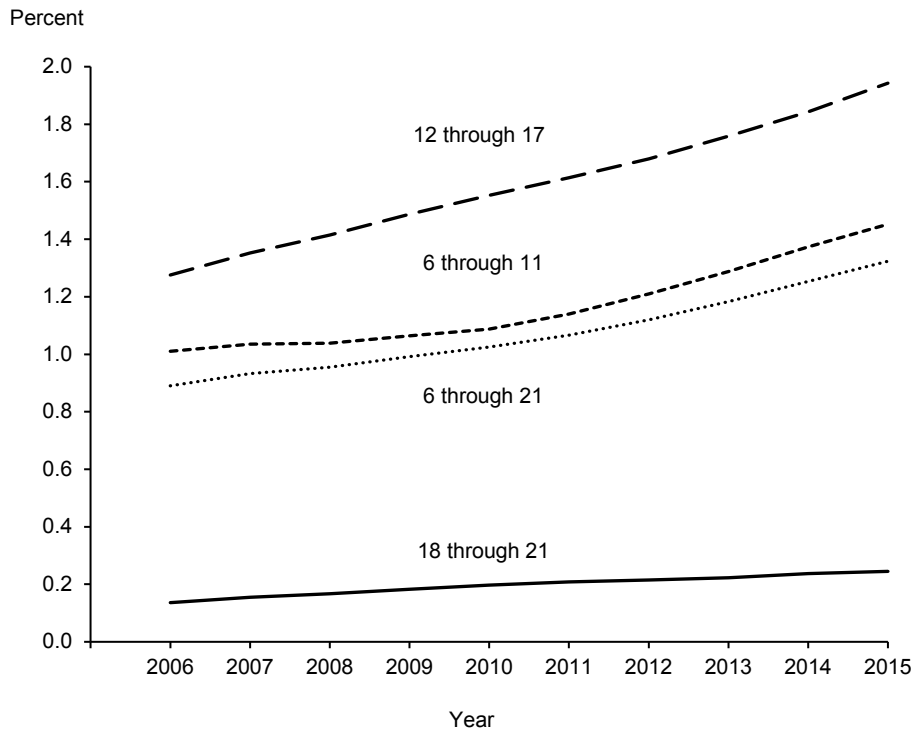
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2006–15. 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 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015,” 2006–15. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Between 2006 and 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased gradually from 0.3 percent to 0.8 percent.
- Between 2006 and 2015, 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 106 percent, 189 percent, and 209 percent larger in 2015 than in 2006, respectively.

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

Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and age group: Fall 2006 through fall 2015



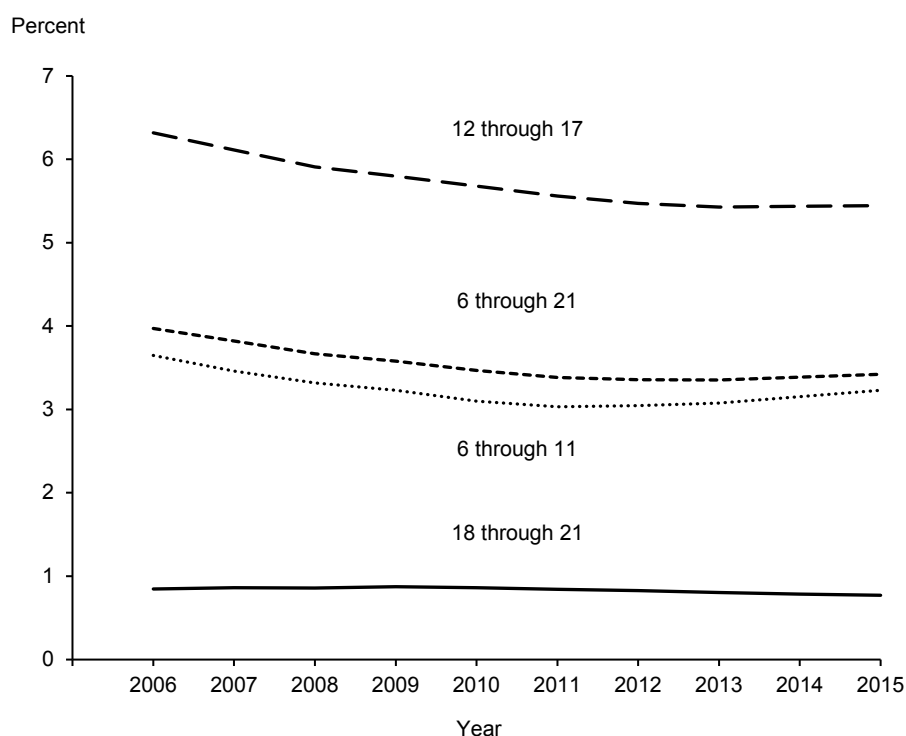
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, reported under the category of *other health impairment* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2006–15. 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 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015,” 2006–15. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2006 through 2015, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 0.9 percent to 1.3 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 impairment* were 44 percent, 52 percent, and 80 percent larger in 2015 than in 2006, 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 disability changed over time?

Exhibit 25. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disability*, by year and age group: Fall 2006 through fall 2015



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 disability* 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 disability*. 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,” 2006–15. 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 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015,” 2006–15. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, 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 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2006 through 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disability* decreased from 4 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 disability* were 11 percent, 14 percent, and 9 percent smaller in 2015 than in 2006, 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 26. 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 2015

Race/ethnicity	Child count ^a in the 50 states and DC	Resident population ages 6 through 21 in the 50 states, DC, and BIE ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	5,936,518	67,020,481	8.9	†	†
American Indian or Alaska Native	85,622	575,627	14.9	8.8	1.7
Asian	139,914	3,308,777	4.2	9.1	0.5
Black or African American	1,106,786	9,371,490	11.8	8.4	1.4
Hispanic/Latino	1,424,611	15,740,100	9.1	8.8	1.0
Native Hawaiian or Other Pacific Islander	17,977	131,550	13.7	8.8	1.5
White	2,966,615	35,467,833	8.4	9.4	0.9
Two or more races	194,994	2,425,104	8.0	8.9	0.9

† 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. Due to rounding, it may not be possible to reproduce the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2015. These data are for 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, 2015," 2015. These data are for 50 states, DC, and BIE schools. Data were accessed fall 2016. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.5, 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 two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.5, 0.9, and 0.9, 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, 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 percentage of the resident population ages 6 through 21 served under IDEA, Part B, for a particular racial/ethnic group and within the different disability categories compare to the percentage of the resident population served for all other racial/ethnic groups combined?

Exhibit 27. Risk ratio for students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2015

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	1.7	0.5	1.4	1.0	1.5	0.9	0.9
Autism	1.0	1.1	1.0	0.8	1.3	1.1	1.0
Deaf-blindness!	1.7	0.8	0.9	0.9	1.6	1.1	1.1
Developmental delay ^a	4.1	0.4	1.7	0.7	2.1	0.9	1.3
Emotional disturbance	1.7	0.2	2.0	0.6	1.3	1.0	1.3
Hearing impairment	1.3	1.1	1.0	1.4	2.8	0.8	0.8
Intellectual disability	1.6	0.5	2.2	1.0	1.7	0.7	0.7
Multiple disabilities	1.9	0.6	1.3	0.7	2.0	1.1	0.8
Orthopedic impairment	1.0	0.9	0.9	1.2	1.5	0.9	0.8
Other health impairment	1.4	0.3	1.4	0.7	1.3	1.2	1.0
Specific learning disability	2.0	0.3	1.5	1.3	1.8	0.7	0.8
Speech or language impairment	1.4	0.7	1.0	1.1	1.1	1.0	0.9
Traumatic brain injury	1.7	0.5	1.1	0.7	1.5	1.3	0.9
Visual impairment	1.6	0.9	1.1	0.9	1.8	1.0	0.9

! Interpret data with caution. There were 18 American Indian or Alaska Native students, 51 Asian students, 159 Black or African American students, 280 Hispanic/Latino students, 4 Native Hawaiian students, 696 White students, and 48 students associated with two or more races reported in the *deaf-blindness* category.

^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.

NOTE: Risk 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," 2015. 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, 2015," 2015. These data are for the 50 states, DC, and BIE schools. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, for all disabilities, American Indian or Alaska Native students, Black or African American students, and Native Hawaiian or Other Pacific Islander students ages 6 through 21, with risk ratios of 1.7, 1.4, and 1.5, respectively, were more likely to be served under IDEA, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined. Asian students, White students, and students associated with two or more races ages 6 through 21, with risk ratios of 0.5, 0.9, and 0.9, respectively, were less likely to be served under IDEA,

Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined. Hispanic/Latino students, with a risk ratio of 1, were about as likely to be served under *IDEA*, Part B, as were students ages 6 through 21 in all other racial/ethnic groups combined.

- With a risk ratio of 4.1, American Indian or Alaska Native students ages 6 through 21 were much more likely to be served under *IDEA*, Part B, for *developmental delay* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for each of the other disability categories except *autism* and *orthopedic impairment*.
- Asian students ages 6 through 21 were 1.1 times more likely to be served under *IDEA*, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was less than 1 for each of the other disability categories.
- The risk ratios for Black or African American students ages 6 through 21 served under *IDEA*, Part B, were larger than 1 for the following disability categories: *developmental delay* (1.7), *emotional disturbance* (2.0), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.5), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 6 through 21 was less than 1 for *deaf-blindness* (0.9) and *orthopedic impairment* (0.9) and equal to 1 for *autism*, *hearing impairment*, and *speech and language impairment*.
- With a risk ratio larger than 1, Hispanic/Latino students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *orthopedic impairment* (1.2), *specific learning disability* (1.3), and *speech and language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 6 through 21 was less than 1 for all other disability categories except *intellectual disability*.
- Native Hawaiian or Other Pacific Islander students ages 6 through 21 were at least two times more likely to be served under *IDEA*, Part B, for *developmental delay* (2.1), *hearing impairment* (2.8), and *multiple disabilities* (2.0) than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well.
- With a risk ratio larger than 1, White students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2), and *traumatic brain injury* (1.3). The risk ratio for White students ages 6 through 21 was less than 1 for all other disability categories except *emotional disturbance*, *speech or language impairment*, and *visual impairment*.
- With a risk ratio larger than 1, students ages 6 through 21 associated with two or more races were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *developmental delay* (1.3), and *emotional disturbance* (1.3). The risk ratio for students ages 6 through 21 associated with two or more races was smaller than 1 for every other disability category except *autism* and *other health impairment*.

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 28. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2015

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	5.3	21.1	7.0	7.5	6.4	10.2	10.2
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay ^a	6.0	2.2	2.9	1.8	3.3	2.5	3.6
Emotional disturbance	5.8	2.3	7.7	3.7	4.2	6.0	8.0
Hearing impairment	0.9	2.7	0.9	1.3	2.3	1.0	1.0
Intellectual disability	6.6	7.3	9.8	6.6	6.5	6.1	5.6
Multiple disabilities	2.4	2.9	2.0	1.6	3.1	2.3	1.8
Orthopedic impairment	0.4	1.3	0.5	0.8	0.8	0.7	0.6
Other health impairment	12.3	8.9	14.8	11.0	10.8	17.4	16.6
Specific learning disability	44.7	25.0	40.7	46.8	51.3	34.7	34.3
Speech or language impairment	14.7	25.0	13.1	18.3	10.1	18.0	17.5
Traumatic brain injury	0.4	0.5	0.4	0.3	0.4	0.5	0.4
Visual impairment	0.4	0.7	0.3	0.4	0.8	0.4	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.

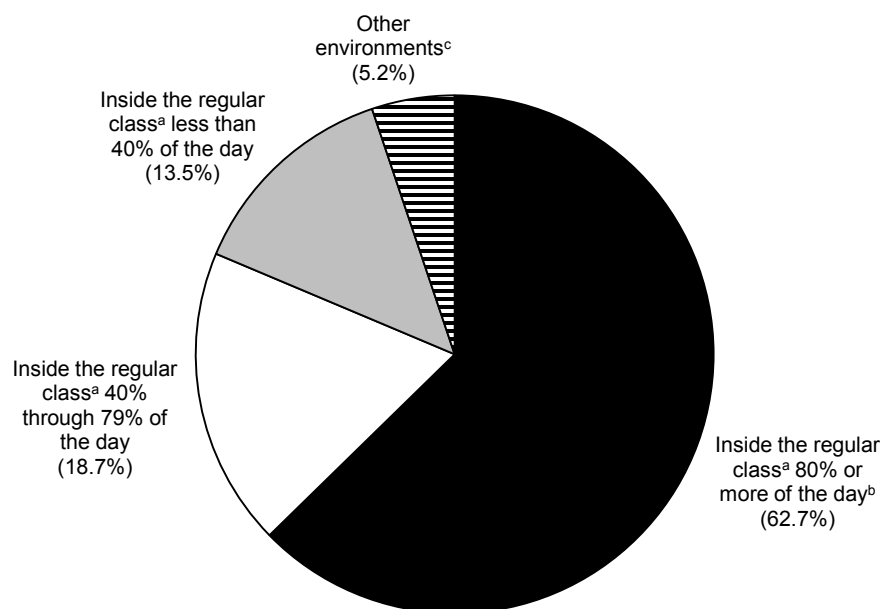
SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For the students ages 6 through 21 served under IDEA, Part B, in 2015, *specific learning disability* 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 44.7 percent of American Indian or Alaska Native students, 25 percent of Asian students, 40.7 percent of Black or African American students, 46.8 percent of Hispanic/Latino students, 51.3 percent of Native Hawaiian or Other Pacific Islander students, 34.7 percent of White students, and 34.3 percent of the students associated with two or more racial/ethnic groups.
- *Speech or language impairment* was the second or third most prevalent category for students ages 6 through 21 in every racial/ethnic group. The students served in this disability category accounted for 14.7 percent of American Indian or Alaska Native students, 25 percent of Asian students, 13.1 percent of Black or African American students, 18.3 percent of Hispanic/Latino students, 10.1 percent of Native Hawaiian or Other Pacific Islander students, 18 percent of White students, and 17.5 percent of the students associated with two or more racial/ethnic groups.

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 29. Percentage of students ages 6 through 21 served under *IDEA*, Part B, by educational environment: Fall 2015



^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* (2.8 percent), *residential facility* (0.3 percent), *homebound/hospital environment* (0.4 percent), *correctional facilities* (0.2 percent), and *parentally placed in private schools* (1.5 percent).

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 (6,050,725), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

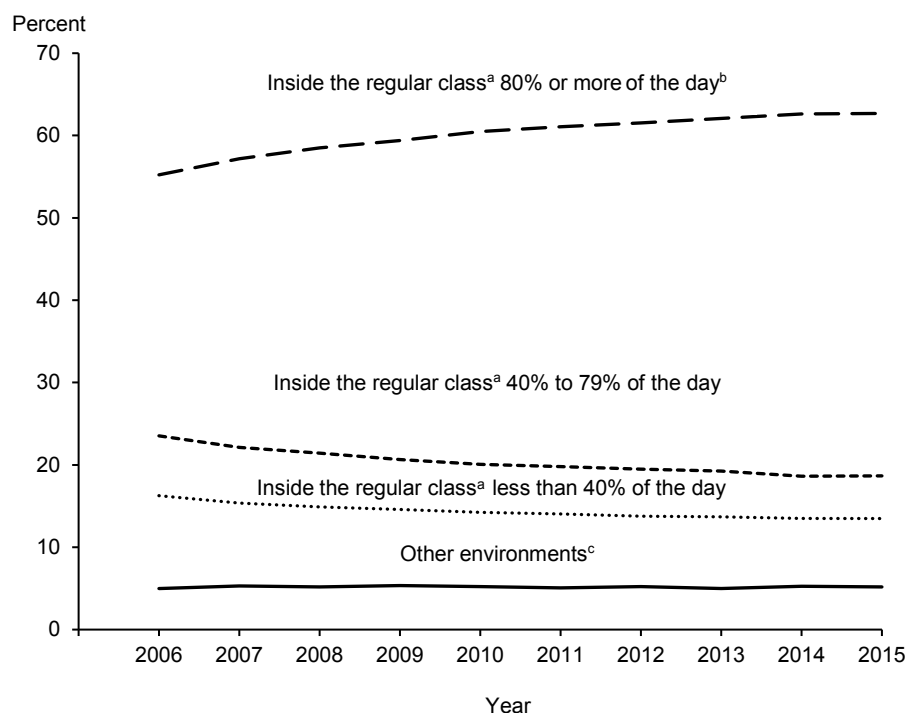
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 5,737,952, or 94.8 percent, of the 6,050,725 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 (62.7 percent), were educated *inside the regular class 80% or more of the day*.
- A total of 18.7 percent of students ages 6 through 21 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 13.5 percent were educated *inside the regular class less than 40% of the day*.

- Only 5.2 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments.”

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

Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2006 through fall 2015



^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,” 2006–15. 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. For 2013, data for BIE schools and American Samoa were not available, but data for the Republic of Palau and the Republic of the Marshall Islands were available. For 2014, data for Wyoming and American Samoa were not available, but data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were available. For 2015, data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were available. Data for 2005 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2006 through 2015, 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 55.2 percent to 62.7 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 23.5 percent in 2006 to 18.6 percent in 2014. In 2015, 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* increased to 18.7 percent.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class less than 40% of the day* decreased from 16.3 percent in 2006 to 13.5 percent in 2014 and remained at 13.5 percent in 2015.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” ranged from 5 percent to 5.3 percent during the years from 2006 to 2015.

How did educational environments differ by disability category?

Exhibit 31. Percentage of students ages 6 through 21 served under IDEA, Part B, within disability category, by educational environment: Fall 2015

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	62.7	18.7	13.5	5.2
Autism	39.6	18.1	33.2	9.0
Deaf-blindness	23.8	11.6	36.0	28.6
Developmental delay ^d	63.9	18.9	15.6	1.6
Emotional disturbance	47.1	17.4	18.5	17.0
Hearing impairment	61.1	15.8	11.6	11.6
Intellectual disability	16.5	26.3	49.7	7.4
Multiple disabilities	13.3	16.5	46.2	24.0
Orthopedic impairment	53.6	15.6	22.8	7.9
Other health impairment	65.6	21.1	9.0	4.3
Specific learning disability	69.7	22.9	5.5	2.0
Speech or language impairment	86.6	5.3	4.2	3.8
Traumatic brain injury	50.1	21.9	20.0	8.0
Visual impairment	67.2	12.7	9.8	10.3

^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.

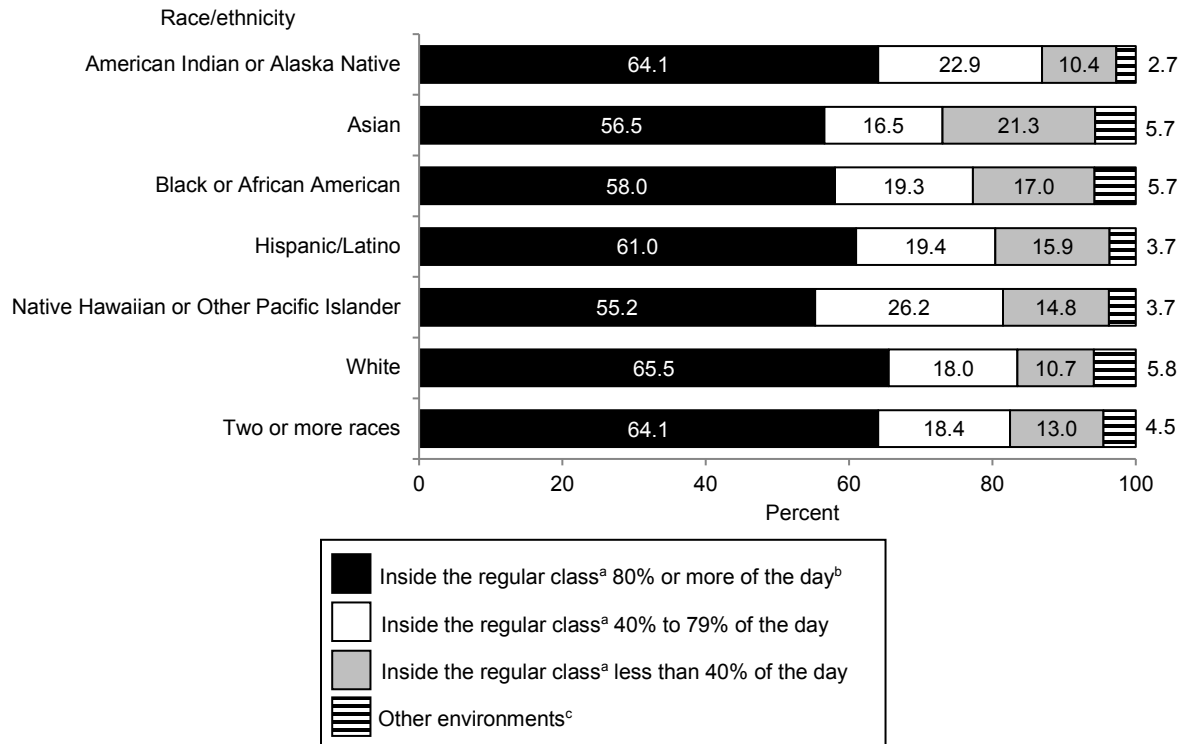
- In 2015, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category.
- More than 8 in 10 students reported under the category of *speech or language impairment* (86.6 percent) were educated *inside the regular class 80% or more of the day*. Only 16.5 percent of students reported under the category of *intellectual disability* and 13.3 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 disability* (49.7 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 2015, larger percentages of students reported under the categories of *deaf-blindness* (28.6 percent) and *multiple disabilities* (24.0 percent) than students reported under other disability categories were educated in “Other environments.”

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,” 2015. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 32. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2015



^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.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015 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 55.2 percent to 65.5 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 16.5 and 26.2 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 (21.3 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group.

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 33. 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 2014–15

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	40.4	47.4	0.0	0.0	8.8
Grade 4 ^g	46.1	41.7	#	0.0	8.8
Grade 5 ^h	48.1	39.5	0.0	0.0	8.9
Grade 6	48.4	37.9	#	0.0	9.3
Grade 7 ^h	47.8	37.6	#	0.0	9.5
Grade 8	46.5	37.5	#	0.0	9.7
High school	38.5	42.5	#	0.6	7.8
Readingⁱ					
Grade 3 ^j	38.4	49.3	0.1	0.0	8.8
Grade 4 ^k	41.9	45.8	#	0.0	8.9
Grade 5 ^l	43.7	43.9	#	0.0	8.9
Grade 6	46.7	39.9	#	0.0	9.3
Grade 7 ^l	46.1	39.6	#	0.0	9.4
Grade 8	45.2	39.5	#	0.0	9.6
High school ^m	41.1	39.9	#	0.4	7.9

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).

- In school year 2014–15, between 38.5 and 48.4 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 37.5 and 47.4 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.
- Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in math in school year 2014–15 took an *alternate assessment based on alternate academic achievement standards*.
- In school year 2014–15, between 38.4 and 46.7 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 39.5 and 49.3 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 reading.
- Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in reading in school year 2014–15 took an *alternate assessment based on alternate academic achievement standards*.

^fNo students in this grade were assessed in math, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

^gNo students in this grade were assessed in math, or data about them were suppressed, by the Republic of the Marshall Islands.

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

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, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

^kNo students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of the Marshall Islands.

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

^mNo students in this grade were assessed in reading, or data about them were suppressed, by Indiana.

NOTE: Percentage (p) was calculated by dividing (a) 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 (a) 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 and (b) the number of students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p = \frac{a}{a+b} * 100$]. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2014–15. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above and Nevada and BIE schools. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 34. 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 2014–15

Content area and student grade level	Students who received an invalid score ^a	Students who took an out-of-level assessment ^b	Students who did not take any assessment ^c	Total
Math				
Grade 3 ^d	0.33	0.00	3.08	3.41
Grade 4 ^e	0.34	0.01	3.01	3.36
Grade 5 ^f	0.36	0.01	3.18	3.55
Grade 6	0.49	0.01	3.87	4.37
Grade 7 ^f	0.60	0.01	4.51	5.12
Grade 8	0.72	0.02	5.54	6.28
High school	1.80	0.01	8.83	10.64
Reading				
Grade 3 ^g	0.48	0.01	2.91	3.40
Grade 4 ^h	0.56	0.02	2.83	3.41
Grade 5 ⁱ	0.55	0.01	2.89	3.44
Grade 6	0.76	0.02	3.42	4.20
Grade 7 ⁱ	0.92	0.02	3.87	4.81
Grade 8	0.96	0.02	4.75	5.73
High school ^j	2.28	0.45	8.00	10.73

^aStudents who received an invalid score 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 assessment 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, or data about them were suppressed, by the Federated States of Micronesia or the Republic of Palau.

^eNo students in this grade were assessed in math, or data about them were suppressed, by the Republic of the Marshall Islands.

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

^gNo students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia or the Republic of Palau.

^hNo students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia or the Republic of the Marshall Islands.

ⁱNo students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

^jNo students in this grade were assessed in reading, or data about them were suppressed, by Indiana.

- No more than 6.28 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 2014–15 were classified as nonparticipants. Similarly, no more than 5.73 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 2014–15 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2014–15 were classified as nonparticipants for both the math assessment (10.64 percent) and the reading assessment (10.73 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 6 percent for high school students expected to be assessed in math (8.83 percent) and high school students expected to be assessed in reading (8.00 percent).

NOTE: Percentage (p) was calculated by dividing (a) 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 (a) 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 and (b) the number of students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2014–15. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above and Nevada and BIE schools. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 35. 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 2014–15

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	47	24.5	0	—	0	—	49	46.9	
Grade 4 ^g	49	18.1	0	—	0	—	51	48.9	
Grade 5 ^h	47	13.9	0	—	0	—	51	50.2	
Grade 6	46	10.9	0	—	0	—	50	43.0	
Grade 7 ^h	46	7.4	0	—	0	—	52	44.2	
Grade 8	46	6.6	0	—	0	—	51	42.4	
High school	43	6.8	0	—	2	12.8	49	44.2	
Readingⁱ									
Grade 3 ^j	49	20.7	1	—	0	—	49	53.8	
Grade 4 ^k	48	18.1	1	—	0	—	50	55.0	
Grade 5 ^l	46	15.6	1	—	0	—	50	53.9	
Grade 6	47	11.1	1	—	0	—	50	52.4	
Grade 7 ^l	48	11.6	1	—	0	—	52	52.9	
Grade 8	48	9.8	1	—	0	—	49	51.8	
High school ^m	45	14.9	0	—	2	13.7	48	50.3	

— 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, or data about them were suppressed, by the Federated States of Micronesia or the Republic of Palau.

- In school year 2014–15, between 43 and 49 of the 58 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available 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 24.5 percent. The median percentage of students served under Part B in grade 4 through grade 6 who were found to be proficient with these tests was in a range from 10.9 percent to 18.1 percent. The median percentage of students served under Part B in grade 7 through high school who were found to be proficient with these tests was in a range from 6.6 percent to 7.4 percent.
- Non-suppressed data were not available for any jurisdiction that administered an *alternate assessment based on grade-level academic achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated for those students.
- Non-suppressed data were available for two jurisdictions that administered an *alternate assessment based on modified academic achievement standards* for math to some students served under *IDEA*, Part B, in high school. The median percentage of students served under *IDEA*, Part B, in high school who were found to be proficient with these math tests was 12.8 percent.
- Non-suppressed data were available for between 49 and 52 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 42.4 percent to 50.2 percent.

^eNo students in this grade were assessed in math, or data about them were suppressed, by the Republic of the Marshall Islands.

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

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, or data about them were suppressed, by the Federated States of Micronesia or the Republic of Palau.

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

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

^mNo students in this grade were assessed in reading, or data about them were suppressed, by Indiana.

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 (p) was calculated by dividing (a) 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 (b) 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 [$p = a/b * 100$].

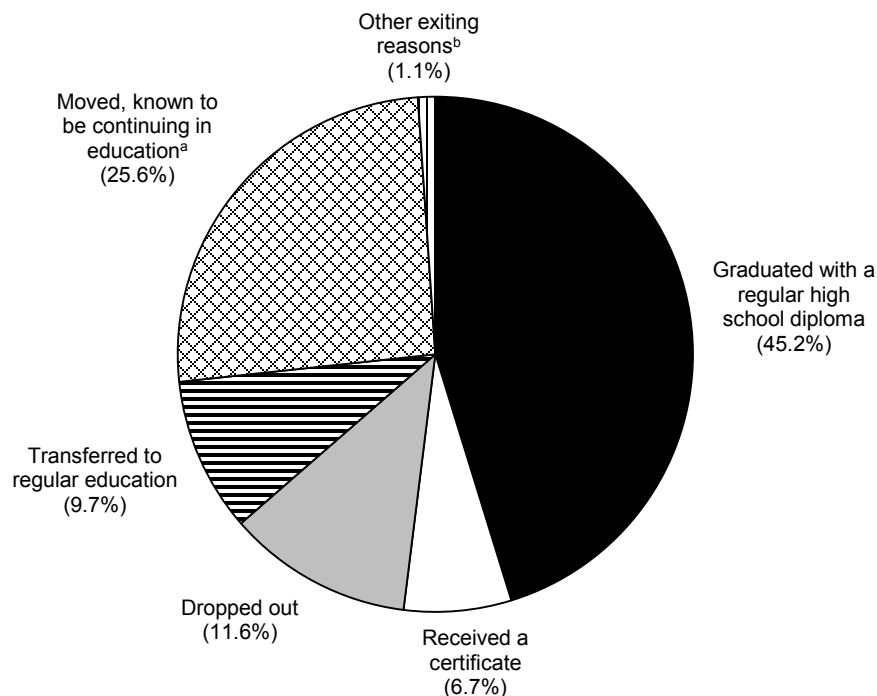
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2014–15. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above and Nevada and BIE schools. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2014–15, between 45 and 49 of the 58 jurisdictions (i.e., the 49 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available 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 9.8 percent to 20.7 percent.
- Non-suppressed data were available for only one jurisdiction that administered an *alternate assessment based on grade-level academic achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated for those students.
- Non-suppressed data were available for two jurisdictions that administered an *alternate assessment based on modified academic achievement standards* for reading to some students served under *IDEA*, Part B, in high school. The median percentage of students served under *IDEA*, Part B, in high school who were found to be proficient with these reading tests was 13.7 percent.
- Non-suppressed data were available for between 48 and 52 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 50.3 percent to 55 percent.

Part B Exiting

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

Exhibit 36. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2014–15



^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 (0.8 percent) and *died* (0.2 percent).

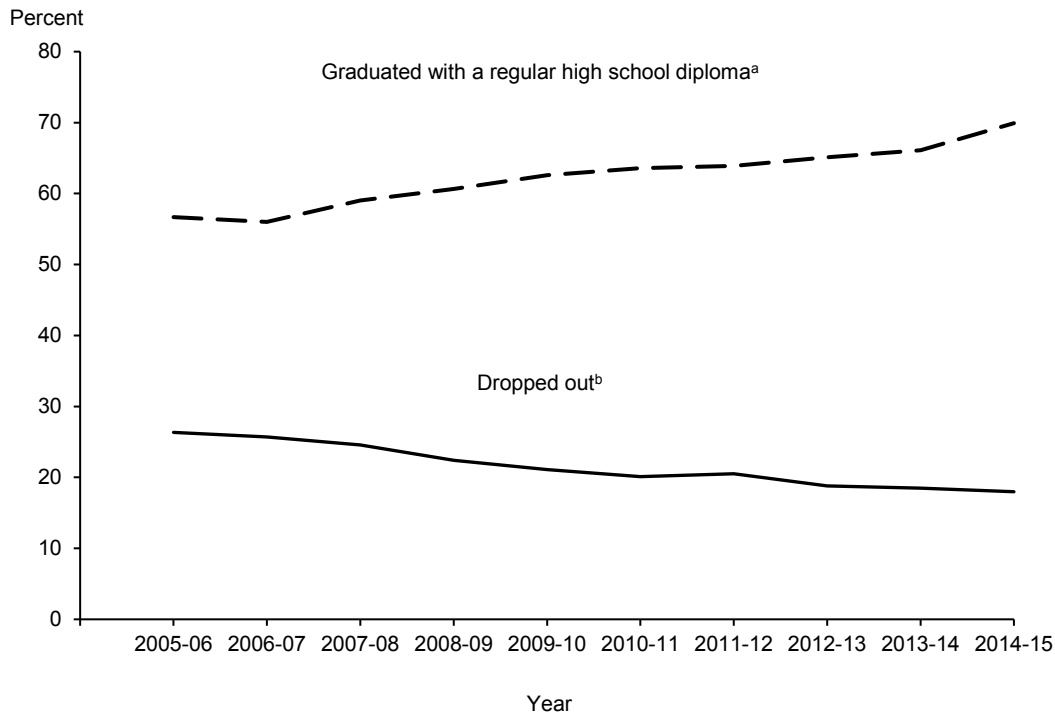
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *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 (557,512), 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, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2014–15. These data are for 48 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Illinois were suppressed, and data for Ohio were not available. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- 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 2014–15 (specifically, 252,172, or 45.2 percent, of the 557,512 such students). This was followed by *moved, known to be continuing* in education (25.6 percent) and *dropped out* (11.6 percent).

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

Exhibit 37. 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: 2005–06 through 2014–15



^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).

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 36. 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 school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. Data are from the reporting period between July 1 and June 30 of the referenced year.

- In 2014–15, a total of 69.9 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 18 percent *dropped out*.
- From 2005–06 through 2014–15, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 56.7 percent to 69.9 percent.
- From 2005–06 through 2014–15, the percentage of students who exited special education and school by having *dropped out* decreased from 26.3 percent to 18 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2005–06 through 2014–15. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, with the following exceptions. 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 and 2012–13, data for BIE schools were not available. For 2011–12, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. Data for 2005–06 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 38. 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: 2005–06 through 2014–15

Disability	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
All disabilities	56.7	56.0	59.0	60.6	62.6	63.6	63.9	65.1	66.1	69.9
Autism	57.7	58.8	63.2	64.4	66.2	64.8	64.6	64.2	65.5	68.4
Deaf-blindness ^a	64.5	74.3	56.8	63.6	60.0	51.6	47.0	56.1	52.0	51.1
Emotional disturbance	43.4	42.7	45.6	47.4	49.9	52.3	51.1	53.8	54.7	57.6
Hearing impairment	68.9	67.0	69.7	71.7	71.8	73.1	73.4	72.1	74.2	80.3
Intellectual disability	37.2	37.6	37.6	38.7	40.7	39.9	40.3	42.7	40.8	42.4
Multiple disabilities	44.6	45.5	45.7	48.1	47.6	47.2	48.6	45.5	46.0	49.9
Orthopedic impairment	62.0	59.9	62.0	61.2	62.8	62.3	61.8	63.2	65.6	64.4
Other health impairment	63.6	62.4	66.5	67.3	69.2	70.0	69.9	71.1	72.1	74.7
Specific learning disability	61.7	60.7	64.2	65.5	67.4	68.4	68.8	70.1	70.8	75.5
Speech or language impairment	67.4	66.5	66.6	68.3	70.3	72.6	74.6	76.2	77.8	81.1
Traumatic brain injury	65.0	62.6	64.9	67.9	68.0	67.7	68.6	69.0	69.2	75.1
Visual impairment	72.1	69.7	77.1	75.0	77.9	78.6	77.1	76.8	78.2	82.1

^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 36. 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*. Data are from the reporting period between July 1 and June 30 of the referenced year.

- From 2005–06 through 2014–15, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students exiting special education and school in each year. The graduation percentage increased by at least 10 percentage points for each disability category except *orthopedic impairment* (2.4 percentage points), *intellectual disability* (5.3 percentage points), and *multiple disabilities* (5.3 percentage points).
- In every year from 2005–06 through 2014–15, except 2006–07, the disability category of *visual impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2005–06 through 2014–15.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2005–06 through 2014–15. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. 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 and 2012–13, data for BIE schools were not available. For 2011–12, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. Data for 2004–05 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 39. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2005–06 through 2014–15

Disability	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
All disabilities	26.3	25.7	24.6	22.4	21.1	20.1	20.5	18.8	18.5	18.0
Autism	9.2	7.2	7.0	6.2	6.6	6.3	7.3	7.1	7.3	7.5
Deaf-blindness ^a	9.2	8.2	9.5	9.1	13.3	15.1	14.5	14.6	12.8	14.8
Emotional disturbance	45.0	44.8	43.3	40.6	38.7	37.0	38.1	35.4	35.2	35.0
Hearing impairment	13.5	13.0	11.1	10.5	10.2	10.2	10.2	9.5	9.4	8.4
Intellectual disability	22.3	22.2	21.5	19.8	19.2	18.5	18.8	17.9	16.8	16.9
Multiple disabilities	18.6	19.1	17.6	14.9	13.9	13.1	15.8	15.2	14.2	14.7
Orthopedic impairment	11.6	13.3	13.1	13.6	12.4	11.5	11.4	10.7	11.0	9.8
Other health impairment	23.6	23.2	22.4	20.4	19.1	18.4	19.2	18.1	17.6	17.8
Specific learning disability	25.3	24.5	23.6	21.4	20.2	19.4	19.9	18.0	18.1	17.4
Speech or language impairment	22.7	20.7	20.5	18.8	17.0	16.0	15.6	14.5	13.4	13.3
Traumatic brain injury	15.1	15.4	14.6	13.2	12.5	11.4	12.3	11.1	12.2	10.8
Visual impairment	11.5	11.2	9.6	9.6	8.4	8.5	7.3	8.0	6.4	7.0

^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). 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 36. 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*. 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,” 2004–05 through 2014–15. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, with the following exceptions. 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, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. Data for 2005–06 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2005–06 through 2014–15, the dropout percentage decreased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students exiting special education and school in each year. The dropout percentage decreases were 10 percentage points or less for each disability category.
- In each year from 2005–06 through 2014–15, 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 35 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 40. 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 2014

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2014	339,833	319,427	94.0

^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,” 2014. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were suppressed. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014, a total of 319,427, or 94 percent, of the 339,833 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 41. 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 2014

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2014	415,781	388,906	93.5

^a*Special 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,” 2014. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were suppressed. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014, a total of 388,906, or 93.5 percent, of the 415,781 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 2014, 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 42. 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 2014

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	204,431	198,612	97.2
Audiologists	1,243	1,190	95.7
Counselors and Rehabilitation Counselors	17,118	16,846	98.4
Interpreters	6,463	5,696	88.1
Medical/Nursing Service Staff	16,836	16,229	96.4
Occupational Therapists	20,517	19,094	93.1
Orientation and Mobility Specialists	1,591	1,539	96.7
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	13,839	13,553	97.9
Physical Therapists	8,542	7,940	93.0
Psychologists	34,392	34,004	98.9
Social Workers	16,900	16,644	98.5
Speech-Language Pathologists	66,991	65,878	98.3

^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

- In 2014, a total of 97.2 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.
- More than 95 percent of FTE related services personnel in 8 of the 11 categories were fully certified. The three exceptions were *interpreters* (88.1 percent), *physical therapists* (93.0 percent), and *occupational therapists* (93.1 percent).

disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization 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," 2014. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were suppressed. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Disciplinary Removals of Children and Students From Their Educational Placements

For school year 2014–15, 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 43. 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 2014–15

Type of disciplinary removal	Number served ^a	Number disciplined ^b	Number disciplined per 10,000 served ^c
Removed to an interim alternative educational setting ^d			
Removed unilaterally by school personnel ^e for drugs, weapons, or serious bodily injury ^f	6,694,745	8,837	13
Removed by hearing officer for likely injury ^g	6,688,361	518	1
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ⁱ	6,694,745	51,710	77
Received in-school suspensions ^j	6,399,829	23,766	37

^aExcludes counts from jurisdictions 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 2014–15 school year, whereas the denominator is based on point-in-time data from fall 2014.

^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 American Samoa were excluded, and data for Wyoming were not available for this disciplinary removal category.

^gData for American Samoa and Wyoming were excluded, and data for BIE schools 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 American Samoa and Wyoming were excluded for this disciplinary removal category.

^jData for American Samoa and Wyoming were excluded, and data for Illinois were not available for this disciplinary removal category.

- During school year 2014–15, 8,837 children and students ages 3 through 21 served under *IDEA*, Part B, in the jurisdictions 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 6,694,745 children and students ages 3 through 21 were served under Part B in 2014, in the states for which data were available, this type of action occurred with only 13 children and students for every 10,000 children and students who were served under Part B in 2014.
- Only 518 children and students ages 3 through 21 served under *IDEA*, Part B, or 1 for every 10,000 children and students served in 2014, in the jurisdictions 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 2014–15.
- There were 51,710 children and students ages 3 through 21 served under *IDEA*, Part B, or 77 for every 10,000 children and students served in 2014, in the jurisdictions for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2014–15.
- There were 23,766 children and students ages 3 through 21 served under *IDEA*, Part B, or 37 for every 10,000 children and students served in 2014, in the jurisdictions for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2014–15.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2014–15. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. These data are for 49 states, DC, PR, three outlying areas, and three freely associated states. Data for Wyoming and American Samoa were not available. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 44. 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 2014–15

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	13	1	77	37
Autism	3	#	15	6
Deaf-blindness	0	0	7	7
Developmental delay ^h	#	#	5	1
Emotional disturbance	50	3	366	123
Hearing impairment	8	#	25	17
Intellectual disability	9	#	66	33
Multiple disabilities	7	4	36	10
Orthopedic impairment	3	0	15	4
Other health impairment	20	1	135	69
Specific learning disability	18	1	87	49
Speech or language impairment	2	#	13	6
Traumatic brain injury	9	0	53	23
Visual impairment	5	#	15	12

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 American Samoa were excluded, and data for Wyoming were not available for this disciplinary removal category.

^eData for American Samoa and Wyoming were excluded, and data for BIE schools were not available for this disciplinary removal category.

^fData for American Samoa and Wyoming were excluded for this disciplinary removal category.

^gData for American Samoa and Wyoming were excluded, and data for Illinois 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 2014, there were 50 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 20 or less 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 2014, no more than 4 children and students were removed by a hearing officer for likely injury during school year 2014–15.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2014, there were 366 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 135 or less 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 2014, there were 123 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2014–15. The ratio for the children and students reported under each of the other disability categories was 69 or less per 10,000 children and students.

^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 2014–15 school year, whereas the denominator is based on point-in-time data from fall 2014. The denominator for the disability category of *deaf-blindness* for each type of disciplinary action is fewer than 1,450 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 25,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Discipline Collection," 2014–15. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2014. These data are for 49 states, DC, PR, three outlying areas, and three freely associated states. Data for Wyoming and American Samoa were not available. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

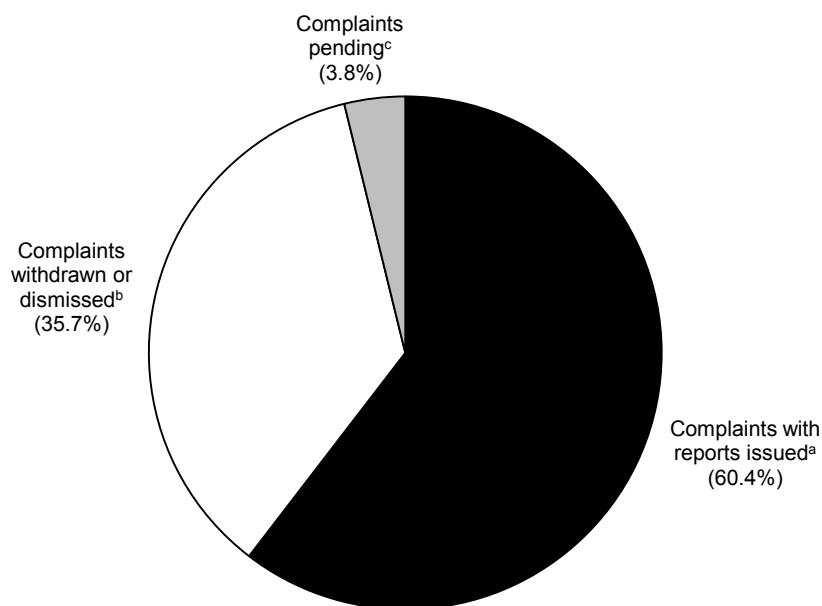
To protect the interests of children and students served under *IDEA*, Part B, the law requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. 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 hearing¹⁰ 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://ectacenter.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.

¹⁰ 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 45. Percentage of *written, signed complaints* for children and students served under IDEA, Part B, by complaint status: 2014–15



^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.

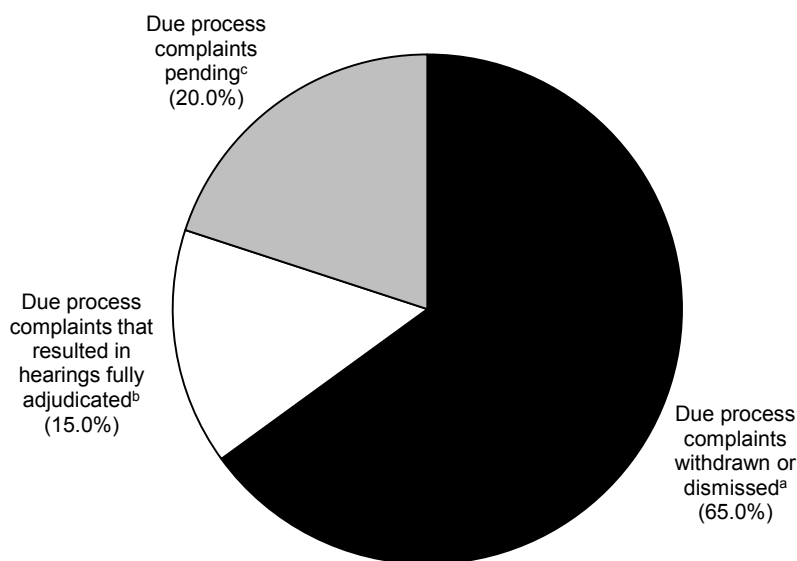
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA* or 34 C.F.R. section 300, including cases in which some required 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 three outlying areas reported one or more complaints. Percentage was based on a total of 4,991 *written, signed complaints*. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2014–15. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2014–15, a total of 4,991 *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 3,016 (60.4 percent) of the complaints, while 1,784 (35.7 percent) of the complaints were withdrawn or dismissed. A total of 191 (3.8 percent) of the complaints that were received during the 2014–15 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 46. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2014–15



^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.

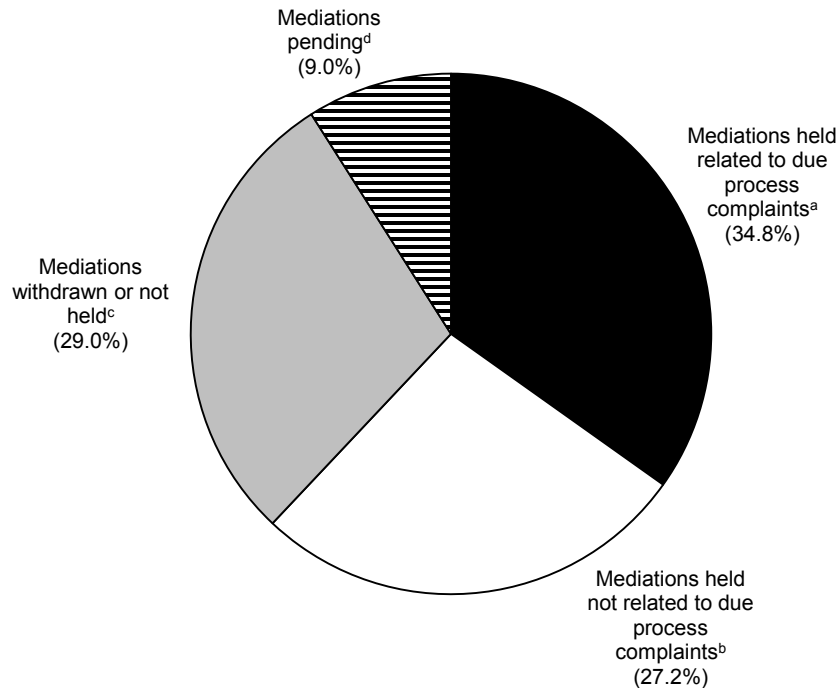
NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. Percentage 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. Fifty states, DC, PR, and two outlying areas reported one or more *due process complaints*. Percentage was based on a total of 17,107 *due process complaints*. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA Part B Dispute Resolution Survey*,” 2014–15. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 17,107 *due process complaints* were received during 2014–15 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 11,119 (65.0 percent) of the *due process complaints* received during the 2014–15 reporting period, a resolution was achieved without a hearing. For 2,571 (15.0 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 3,417 (20.0 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 47. Percentage of mediation requests for children and students served under IDEA, Part B, by request status: 2014–15



^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, and PR reported one or more mediation requests. Percentage was based on a total of 10,260 mediation requests. Data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0677: “IDEA Part B Dispute Resolution Survey,” 2014–15. 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 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2014–15, a total of 10,260 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,574 (34.8 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,790 (27.2 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 925 requests (9.0 percent), a mediation session was still pending as of the end of the 2014–15 reporting period. The remaining 2,971 *mediation requests* (29.0 percent) were withdrawn or otherwise not to be held by the end of the reporting period.

Coordinated Early Intervening Services

The *Individuals with Disabilities Education 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. section 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 *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 comprehensive 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 2015 received coordinated early intervening services (CEIS) in the current or previous two school years?

Exhibit 48. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2015 who received coordinated early intervening services (CEIS) in school years 2012–13, 2013–14, or 2014–15: Fall 2015

Year	Children and students served under Part B who received CEIS in school year(s) 2012–13, 2013–14, or 2014–15	
	Number	Percentage ^a
2015	122,795	1.8

^aPercentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2015 who received CEIS anytime during school year(s) 2012–13, 2013–14, or 2014–15, by the number of children and students ages 3 through 21 served under Part B in 2015, 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),” 2015. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. These data are for the 50 states, DC, BIE, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 122,795 or 1.8 percent, of the 6,814,410 children and students ages 3 through 21 served under Part B in 2015 by the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2011–12, 2012–13, or 2014–15, prior to being served under Part B.

Section II

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

Introduction

This section of the *39th Annual Report to Congress, 2017* addresses a set of questions developed by the U.S. Department of Education (Department) based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an 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: 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 the *Individuals with Disabilities Education Act (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 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 the Office of Special Education Programs (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 2015, and how did the percentages change between 2008 and 2015?

Exhibit 49. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2015

State	2008	2015	Percent change between 2008 and 2015 ^a
All states	2.8	3.0	7.5
Alabama	1.6	1.8	14.7
Alaska	1.9	2.6	38.9
Arizona	2.0	2.1	4.1
Arkansas	2.4	1.7	-28.0
California	2.6	2.7	1.2
Colorado	2.3	3.1	37.3
Connecticut	3.8	4.3	12.6
Delaware	2.5	3.2	29.2
District of Columbia	1.5	2.9	96.0
Florida	2.0	2.0	-1.5
Georgia	1.3	2.4	75.1
Hawaii	6.9	3.1	-54.7
Idaho	2.6	2.9	8.4
Illinois	3.7	3.3	-10.4
Indiana	3.7	3.9	4.6
Iowa	2.9	2.9	-1.1
Kansas	2.8	4.0	43.8
Kentucky	2.9	2.7	-8.3
Louisiana	2.1	2.5	21.3
Maine	2.3	2.3	1.1
Maryland	3.3	3.6	6.9
Massachusetts	6.7	9.0	34.1
Michigan	2.7	2.6	-5.2
Minnesota	2.1	2.6	22.9
Mississippi	1.6	1.7	5.3
Missouri	1.6	2.6	64.9
Montana	2.0	1.9	-2.3
Nebraska	1.8	2.1	13.9
Nevada	1.8	3.0	70.0
New Hampshire	3.3	5.2	59.4
New Jersey	3.0	4.0	31.1
New Mexico	5.0	6.8	34.0

See notes at end of exhibit.

Exhibit 49. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2015—Continued

State	2008	2015	Percent change between 2008 and 2015 ^a
New York	4.4	4.2	-4.7
North Carolina	2.4	2.8	15.9
North Dakota	3.6	3.7	3.2
Ohio	3.4	2.4	-28.0
Oklahoma	1.9	1.8	-6.0
Oregon	1.8	2.6	45.6
Pennsylvania	3.8	4.4	14.2
Puerto Rico	3.5	3.2	-8.6
Rhode Island	5.0	6.1	22.9
South Carolina	2.4	2.3	-3.8
South Dakota	3.2	3.2	-2.4
Tennessee	1.8	2.1	17.8
Texas	2.3	2.0	-12.3
Utah	2.0	2.7	39.0
Vermont	4.0	5.0	24.0
Virginia	2.1	3.0	44.6
Washington	1.9	2.7	43.8
West Virginia	4.2	5.2	24.5
Wisconsin	2.8	2.8	2.3
Wyoming	4.6	5.5	18.1

^aPercent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, dividing the difference by the percentage for 2008, and 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 infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state on the state-designated data collection date for 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 on the state-designated data collection date for 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 2015. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2015—RESIDENT,” 2008 and 2015. Data for 2008 were accessed spring 2012. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 3 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 1.7 percent to 9 percent. The percentage was less than 2 percent in the following five states: Montana (1.9 percent), Alabama (1.8 percent), Oklahoma (1.8 percent), Arkansas (1.7 percent), and Mississippi (1.7 percent). The percentage was larger than 5 percent in the following six states: Massachusetts (9.0 percent), New Mexico (6.8 percent), Rhode Island (6.1 percent), Wyoming (5.5 percent), New Hampshire (5.2 percent), and West Virginia (5.2 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 37 of the 52 states, the percentage of the population served increased between 2008 and 2015. For 21 of those states, the increase represented a percent change of more than 20 percent. The percent change increase exceeded 50 percent in the following five states: the District of Columbia (96.0 percent), Georgia (75.1 percent), Nevada (70.0 percent), Missouri (64.9 percent), and New Hampshire (59.4 percent).
- For 15 of the 52 states, the percentage of the population served decreased between 2008 and 2015. However, the decrease represented a percent change of less than 20 percent in each of the states except Arkansas, Ohio, and Hawaii, where the percentage served decreased by 28 percent, 28 percent, and 54.7 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 2015?

Exhibit 50. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2015

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	2.8	2.4	2.7	2.9	3.7	3.2	2.6
Alabama	0.6	2.0	1.7	1.5	0.0	1.9	1.8
Alaska	4.7	1.0	2.0	1.8	3.5	2.4	1.9
Arizona	2.1	1.5	2.4	1.8	4.7	2.6	1.2
Arkansas	0.5	1.2	1.7	1.1	2.1	1.9	1.4
California	2.0	2.2	3.0	2.9	1.2	2.6	1.2
Colorado	2.0	3.1	2.7	2.8	2.3	3.5	2.0
Connecticut	1.5	2.9	3.8	5.3	23.4	4.2	2.5
Delaware	0.0	2.9	3.3	3.1	17.4	3.2	3.0
District of Columbia	x	x	3.1	2.9	0.0	2.8	3.0
Florida	2.7	1.4	2.1	2.3	1.3	1.8	1.5
Georgia	1.6	1.8	2.3	0.5	2.5	2.2	11.4
Hawaii	0.0	4.1	1.7	1.5	3.5	2.9	3.7
Idaho	3.2	2.5	2.5	2.1	2.3	3.0	3.2
Illinois	1.2	1.8	2.9	3.7	1.4	3.4	2.0
Indiana	2.1	3.1	3.5	3.8	2.5	4.0	4.3
Iowa	6.4	2.5	3.3	3.2	3.6	2.8	4.0
Kansas	2.1	3.0	4.2	4.0	8.4	4.1	3.7
Kentucky	x	2.0	2.1	2.5	x	2.7	3.6
Louisiana	0.5	1.6	3.0	1.6	0.0	2.4	2.3
Maine	2.7	x	x	1.0	0.0	2.5	0.9
Maryland	2.1	3.2	3.3	3.4	7.4	3.9	3.3
Massachusetts	7.0	6.9	9.5	10.4	13.5	8.9	7.7
Michigan	3.5	1.3	2.4	2.0	6.0	2.9	1.5
Minnesota	5.5	1.8	2.5	2.6	3.6	2.7	2.3
Mississippi	x	1.4	1.8	1.3	x	1.8	0.7
Missouri	0.8	2.3	3.0	2.3	3.6	2.7	2.0
Montana	3.0	x	x	0.7	x	1.9	1.5
Nebraska	3.2	1.6	1.3	1.7	5.3	2.3	1.1
Nevada	3.4	2.5	3.5	2.8	2.6	3.2	2.7
New Hampshire	3.9	3.7	5.4	3.5	35.3	5.3	6.7
New Jersey	4.9	2.8	3.0	4.3	16.9	4.2	4.6
New Mexico	5.3	3.2	6.9	7.7	8.7	5.7	3.8
New York	2.9	2.8	3.2	3.7	39.2	5.4	1.1

See notes at end of exhibit.

Exhibit 50. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2015—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 Carolina	2.5	2.0	3.2	2.4	3.4	3.0	1.3
North Dakota	4.6	x	2.7	1.9	x	3.8	5.0
Ohio	4.8	2.1	2.2	1.6	12.4	2.6	2.6
Oklahoma	1.1	1.3	1.5	1.8	6.4	1.9	1.7
Oregon	1.3	1.8	2.5	2.6	1.6	2.9	1.3
Pennsylvania	4.2	3.2	4.5	4.4	1.5	4.3	6.0
Rhode Island	4.1	2.8	5.9	6.7	0.0	6.2	5.2
South Carolina	2.4	1.9	2.4	2.5	3.1	2.2	2.1
South Dakota	3.8	2.7	2.9	2.3	0.0	3.1	3.5
Tennessee	1.7	1.9	2.0	1.7	6.2	2.2	1.9
Texas	1.0	1.3	1.5	2.2	3.1	2.3	0.6
Utah	4.0	2.0	2.1	3.1	1.8	2.8	1.6
Vermont	x	4.2	5.2	x	0.0	5.0	5.4
Virginia	1.7	2.3	2.7	2.2	3.0	3.2	4.5
Washington	3.5	2.5	2.7	2.8	3.5	2.7	2.0
West Virginia	4.2	4.4	4.0	5.0	20.0	5.4	3.3
Wisconsin	2.8	1.8	3.5	3.4	8.7	2.8	2.6
Wyoming	6.7	6.0	4.7	4.5	12.5	5.6	5.9

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 on the state-designated data collection date 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 on their state-designated data collection dates 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. Data on race/ethnicity were suppressed for 68 infants and toddlers served under Part C in seven states; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these states 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,” 2015. 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, 2015,” 2015. Data for Puerto Rico were not available. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander and White than any other racial/ethnic group were served under *IDEA*, Part C, in the 50 states (“All states”) for which data were available. Specifically, 3.7 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 3.2 percent of the resident population who were White were served under Part C. In contrast, the percentage of the resident population birth through age 2 who were Asian who were served under Part C in “All states” was less than the percentage of each of the other racial/ethnic groups that were served under *IDEA*, Part C, in “All states.” Specifically, 2.4 percent of those who were Asian were served under Part C.

- In 2015, 2.8 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 0 percent to 7 percent in the 47 individual states for which non-suppressed data were available. The percentage was 5 percent or more in five states: Massachusetts (7.0 percent), Wyoming (6.7 percent), Iowa (6.4 percent), Minnesota (5.5 percent), and New Mexico (5.3 percent). In contrast, the percentage was less than 1 percent in the following six states: Missouri (0.8 percent), Alabama (0.6 percent), Arkansas (0.5 percent), Louisiana (0.5 percent), Delaware (0.0 percent), and Hawaii (0.0 percent).
- In 2015, 2.4 percent of the resident population birth through age 2 who were Asian were served under Part C in “All states.” The percentages ranged from 1 percent to 6.9 percent in the 47 individual states for which non-suppressed data were available. The percentage was 4 percent or more in the following five states: Massachusetts (6.9 percent), Wyoming (6.0 percent), West Virginia (4.4 percent), Vermont (4.2 percent), and Hawaii (4.1 percent). In contrast, the percentage was less than 2 for 17 states.
- In 2015, 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 1.3 to 9.5 percent in the 49 individual states for which non-suppressed data were available. In the following five states, the percentage was more than 5 percent: Massachusetts (9.5 percent), New Mexico (6.9 percent), Rhode Island (5.9 percent), New Hampshire (5.4 percent), and Vermont (5.2 percent). In contrast, the percentage was less than 2 percent in the following seven states: Mississippi (1.8 percent), Alabama (1.7 percent), Arkansas (1.7 percent), Hawaii (1.7 percent), Oklahoma (1.5 percent), Texas (1.5 percent), and Nebraska (1.3 percent).
- In 2015, 2.9 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 0.5 to 10.4 percent in the 50 individual states for which non-suppressed data were available. The percentage was larger than 5 percent in the following four states: Massachusetts (10.4 percent), New Mexico (7.7 percent), Rhode Island (6.7 percent), and Connecticut (5.3 percent). In contrast, the percentage was less than 1 percent in Montana (0.7 percent) and Georgia (0.5 percent).
- In 2015, 3.7 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 0 to 39.2 percent in the 47 states for which non-suppressed data were available. The percentage was larger than 10 percent in nine states, including New Hampshire and New York in which 35.3 percent and 39.2 percent were served, respectively. In contrast, the percentage was zero in the following seven states: Alabama, the District of Columbia, Louisiana, Maine, Rhode Island, South Dakota, and Vermont.
- In 2015, 3.2 percent of the resident population birth through age 2 who were White were served under Part C in “All states.” The percentages ranged from 1.8 to 8.9 percent in the 51 individual states for which non-suppressed data were available. The percentage was larger than 5 percent in the following seven states: Massachusetts (8.9 percent), Rhode Island (6.2 percent), New Mexico (5.7 percent), Wyoming (5.6 percent), New York (5.4 percent), West Virginia (5.4 percent), and New Hampshire (5.3 percent). In contrast, the percentage was less than 2 percent in the following six states: Alabama (1.9 percent), Arkansas (1.9 percent), Montana (1.9 percent), Oklahoma (1.9 percent), Florida (1.8 percent), and Mississippi (1.8 percent).

- In 2015, 2.6 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C in “All states.” The percentages ranged from 0.6 to 11.4 percent in the 51 individual states for which non-suppressed data were available. The percentage was 5 percent or more in the following eight states: Georgia (11.4 percent), Massachusetts (7.7 percent), New Hampshire (6.7 percent), Pennsylvania (6.0 percent), Wyoming (5.9 percent), Vermont (5.4 percent), Rhode Island (5.2 percent), and North Dakota (5.0 percent). In contrast, the percentage was less than 1 percent in the following three states: Maine (0.9 percent), Mississippi (0.7 percent), and Texas (0.6 percent).

Exhibit 51. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by state: 2014–15

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	5.5	4.6	5.3	5.7	7.1	6.1	4.2
Alabama	x	4.0	3.5	2.9	x	3.8	3.6
Alaska	9.8	2.9	3.9	3.7	5.7	4.7	4.5
Arizona	4.1	3.0	4.5	3.4	7.6	4.8	2.1
Arkansas	0.5	1.2	1.7	1.1	2.1	1.9	1.4
California	2.9	3.8	4.9	4.5	2.2	3.9	1.3
Colorado	2.3	4.1	3.7	5.5	2.9	6.5	2.5
Connecticut	5.1	6.0	7.6	10.4	57.1	8.4	4.6
Delaware	3.7	6.0	7.5	6.2	34.8	7.5	3.5
District of Columbia	x	3.0	5.5	6.1	x	4.4	5.0
Florida	6.2	3.4	4.8	5.1	4.7	3.9	3.4
Georgia	5.4	3.5	4.1	4.0	12.3	4.1	2.3
Hawaii	2.2	8.9	5.9	3.1	7.1	6.3	7.0
Idaho	6.1	4.6	4.2	4.2	7.8	5.8	7.2
Illinois	3.5	5.2	7.7	9.9	9.6	9.1	5.9
Indiana	3.4	5.4	5.9	6.9	8.3	7.2	6.9
Iowa	8.1	5.3	7.4	6.0	9.5	5.5	8.2
Kansas	4.2	6.1	7.4	7.8	24.3	8.2	7.1
Kentucky	7.1	6.1	6.3	6.5	9.8	7.2	8.1
Louisiana	0.9	3.1	5.8	3.1	0.0	4.6	5.2
Maine	5.9	1.7	3.3	2.9	0.0	5.7	0.0
Maryland	4.6	6.3	6.3	6.2	13.3	7.1	5.4
Massachusetts	13.6	13.1	19.5	20.8	16.9	17.0	14.6
Michigan	7.2	2.8	5.1	4.4	14.5	5.8	3.1
Minnesota	7.8	3.5	5.1	5.3	11.4	4.8	4.0
Mississippi	2.0	3.4	3.3	1.8	7.0	3.1	1.7
Missouri	1.4	2.6	3.3	2.8	4.3	3.1	2.2
Montana	4.2	x	x	1.7	x	2.7	2.0
Nebraska	6.6	2.3	2.8	0.6	22.7	2.7	2.0
Nevada	4.9	4.3	6.0	4.8	6.6	5.8	5.0
New Hampshire	5.3	7.5	9.7	5.6	41.2	9.9	12.6
New Jersey	6.8	5.8	5.7	8.1	38.6	8.2	9.1
New Mexico	12.2	9.6	15.8	18.0	13.0	13.3	7.4
New York	6.0	5.9	6.1	7.4	48.3	9.9	2.2
North Carolina	4.6	3.9	6.0	5.0	4.9	5.4	2.4
North Dakota	9.3	4.5	6.3	3.3	8.6	7.1	8.2

See notes at end of exhibit.

Exhibit 51. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by state: 2014–15—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
Ohio	9.8	4.4	4.7	3.4	24.3	5.2	5.0
Oklahoma	1.6	2.6	2.4	2.9	8.1	3.0	2.3
Oregon	4.6	4.7	7.0	6.4	3.9	6.3	3.1
Pennsylvania	7.0	6.2	9.3	8.7	6.0	8.6	11.1
Rhode Island	11.6	6.9	12.6	14.2	17.2	13.7	10.7
South Carolina	4.0	3.6	4.6	4.5	7.0	4.1	4.0
South Dakota	8.1	6.4	4.6	4.4	17.2	6.0	5.8
Tennessee	2.9	4.5	3.7	3.0	13.8	4.1	3.6
Texas	2.3	2.8	3.3	4.5	8.1	4.8	1.3
Utah	6.8	4.4	4.3	6.2	4.5	5.8	3.5
Vermont	x	4.2	x	x	0.0	5.0	5.4
Virginia	3.3	4.3	5.1	4.1	5.7	6.1	8.4
Washington	6.5	4.6	5.6	5.3	6.2	5.2	4.0
West Virginia	7.5	8.2	8.2	9.3	26.7	10.8	5.5
Wisconsin	5.8	3.4	7.7	7.4	7.7	6.0	5.2
Wyoming	12.9	6.0	6.1	7.9	12.5	9.9	11.7

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

NOTE: Percentage for each state was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period 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 cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period 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.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2015. 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, 2015,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander and White than any other racial/ethnic group were served under *IDEA*, Part C, during the 12-month reporting period in the 51 states (“All states”) for which data were available. Specifically, 7.1 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 6.1 percent of the resident population who were White were served under Part C. In contrast, a smaller percentage of the resident population associated with the racial/ethnic group representing infants and toddlers reported under two or more racial/ethnic groups than any other racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 4.2 percent of those who were associated with two or more racial/ethnic groups were served under Part C.

- In 2015, 5.5 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0.5 percent to 13.6 percent in the 48 individual states for which non-suppressed data were available. The percentage was larger than 10 percent or more in four states: Massachusetts (13.6 percent), Wyoming (12.9 percent), New Mexico (12.2 percent), and Rhode Island (11.6 percent). In contrast, less than 1 percent was served in Louisiana (0.9 percent) and Arkansas (0.5 percent).
- In 2015, 4.6 percent of the resident population birth through age 2 who were Asian were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 1.2 percent to 13.1 percent in the 50 individual states for which non-suppressed data were available. The percentage was more than 8 percent in the following four states: Massachusetts (13.1 percent), New Mexico (9.6 percent), Hawaii (8.9 percent), and West Virginia (8.2 percent). In contrast, less than 2 percent was served in the following two states: Maine (1.7 percent) and Arkansas (1.2 percent).
- In 2015, 5.3 percent of the resident population birth through age 2 who were Black or African American were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 1.7 to 19.5 percent in the 49 individual states for which non-suppressed data were available. In the following three states, the percentage was more than 10 percent: Massachusetts (19.5 percent), New Mexico (15.8 percent), and Rhode Island (12.6 percent). In contrast, the percentage was less than 3 percent in the following three states: Nebraska (2.8 percent), Oklahoma (2.4 percent), and Arkansas (1.7 percent).
- In 2015, 5.7 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0.6 to 20.8 percent in the 50 individual states for which non-suppressed data were available. The percentage was larger than 10 percent in the following four states: Massachusetts (20.8 percent), New Mexico (18.0 percent), Rhode Island (14.2 percent), and Connecticut (10.4 percent). In contrast, the percentage was less than 2 percent in the following four states: Mississippi (1.8 percent), Montana (1.7 percent), Arkansas (1.1 percent), and Nebraska (0.6 percent).
- In 2015, 7.1 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 0 to 57.1 percent in the 48 states for which non-suppressed data were available. The percentage was larger than 20 percent in nine states, including three states in which more than 40 percent were served: Connecticut (57.1 percent), New York (48.3 percent), and New Hampshire (41.2 percent). In contrast, the percentage was less than 5 percent in 11 states including the following three states in which the percentage was zero: Louisiana, Maine, and Vermont.
- In 2015, 6.1 percent of the resident population birth through age 2 who were White were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 1.9 to 17 percent in the 51 individual states for which non-suppressed data were available. The percentage was larger than 10 percent in the following four states: Massachusetts (17.0 percent), Rhode Island (13.7 percent), New Mexico (13.3 percent), and West Virginia (10.8 percent). In contrast, the percentage was less than 3 percent in the following three states: Montana (2.7 percent), Nebraska (2.7 percent), and Arkansas (1.9 percent).

- In 2015, 4.2 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0 to 14.6 percent in the 51 individual states for which non-suppressed data were available. The percentage was larger than 10 percent in the following five states: Massachusetts (14.6 percent), New Hampshire (12.6 percent), Wyoming (11.7 percent), Pennsylvania (11.1 percent), and Rhode Island (10.7 percent). In contrast, the percentage was less than 2 percent in the following five states: Mississippi (1.7 percent), Arkansas (1.4 percent), California (1.3 percent), Texas (1.3 percent), and Maine (0.0 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 2015, and how did the distributions change between 2008 and 2015?

Exhibit 52. 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 2015

State	2008			2015		
	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	88.7	7.3	4.0
Alabama	78.7	9.4	11.8	94.0	5.9	0.1
Alaska	88.5	7.3	4.2	90.7	8.8	0.5
Arizona	75.5	0.5	24.0	97.9	0.1	2.0
Arkansas	17.4	24.2	58.4	36.9	39.4	23.7
California	82.3	3.9	13.7	82.0	11.2	6.8
Colorado	97.0	1.8	1.2	98.8	1.1	0.1
Connecticut	95.1	4.6	0.3	97.3	2.7	#
Delaware	78.9	11.0	10.1	86.4	8.3	5.3
District of Columbia	38.5	43.4	18.1	79.0	19.9	1.1
Florida	52.7	8.2	39.1	81.1	11.4	7.4
Georgia	98.5	0.4	1.1	98.5	1.3	0.3
Hawaii	91.6	2.8	5.6	86.7	3.4	9.9
Idaho	94.0	2.7	3.3	91.5	8.4	0.1
Illinois	88.1	4.2	7.8	78.4	6.2	15.4
Indiana	93.6	4.9	1.5	93.3	5.9	0.8
Iowa	96.1	2.5	1.5	96.3	2.4	1.3
Kansas	95.5	3.0	1.5	97.7	2.1	0.2
Kentucky	87.7	11.8	0.5	97.0	2.6	0.4
Louisiana	96.7	3.1	0.2	97.3	2.4	0.3
Maine	72.4	18.0	9.6	95.6	3.2	1.2
Maryland	83.9	8.4	7.7	82.9	14.5	2.6
Massachusetts	88.0	10.4	1.6	79.0	20.7	0.2
Michigan	85.3	8.0	6.7	90.2	5.1	4.7
Minnesota	91.2	3.3	5.5	94.2	2.7	3.1
Mississippi	85.0	6.2	8.8	79.6	11.7	8.7
Missouri	92.7	5.4	2.0	94.5	5.0	0.5
Montana	91.8	7.1	1.1	99.0	0.7	0.3
Nebraska	85.7	7.2	7.0	92.3	5.9	1.7
Nevada	97.8	1.9	0.2	90.9	2.6	6.4
New Hampshire	95.5	0.9	3.6	93.8	4.5	1.7
New Jersey	92.5	6.2	1.2	91.0	8.8	0.2
New Mexico	76.8	21.4	1.9	85.6	12.6	1.7
New York	90.1	2.5	7.4	89.8	3.9	6.2

See notes at end of exhibit.

Exhibit 52. 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 2015—Continued

State	2008			2015		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
North Carolina	90.2	8.8	1.0	92.7	6.7	0.7
North Dakota	98.4	1.0	0.6	100.0	0.0	0.0
Ohio	86.6	3.6	9.8	91.2	3.2	5.6
Oklahoma	95.1	2.9	2.0	80.3	10.8	8.9
Oregon	90.3	2.9	6.8	93.7	3.8	2.5
Pennsylvania	97.6	2.0	0.4	98.7	1.3	#
Puerto Rico	85.1	x	x	81.8	18.2	0.1
Rhode Island	84.4	6.6	9.0	96.2	1.8	1.9
South Carolina	83.2	0.8	16.1	92.4	5.2	2.4
South Dakota	80.8	18.4	0.8	79.6	20.2	0.2
Tennessee	72.9	17.1	10.0	75.8	7.6	16.6
Texas	94.5	5.1	0.4	95.9	3.7	0.4
Utah	67.4	3.2	29.3	93.2	2.5	4.3
Vermont	85.0	12.7	2.4	69.6	26.9	3.5
Virginia	75.4	4.4	20.3	82.6	6.2	11.2
Washington	66.8	16.0	17.3	81.1	14.3	4.7
West Virginia	97.6	2.4	0.0	96.0	4.0	0.0
Wisconsin	90.8	3.9	5.3	92.5	6.7	0.8
Wyoming	77.2	x	x	72.8	22.8	4.5

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

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 on the state-designated data collection date for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state on the state-designated data collection date for 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 on their state-designated data collection dates for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states on their state-designated data collection dates for the year, then multiplying the result by 100. Percentage for "All states" for 2008 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 2015. Data for 2008 were accessed spring 2012. Data for 2015 were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- 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 2015 were 88.7 percent, 7.3 percent, and 4 percent, respectively. In 2008, the values were 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 2015. In addition, more than 50 percent of infants and toddlers in every state except Arkansas were served in a *home*. In Arkansas, *home* was the primary setting for only 36.9 percent of infants and toddlers, while a *community-based setting* was the primary setting for 39.4 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 2014–15?

Exhibit 53. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2014–15

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	17.6	35.8	3.2	5.2	3.0	12.2	0.3	3.9	10.5	8.2
Alabama	14.8	38.4	0.0	3.0	3.7	5.2	0.6	4.4	18.7	11.2
Alaska	11.0	40.7	0.0	2.1	4.1	5.2	0.5	8.5	16.2	11.7
Arizona	3.8	45.7	0.0	6.2	4.1	10.5	0.7	4.6	13.7	10.6
Arkansas	13.4	36.7	0.0	12.8	7.0	11.1	0.1	1.3	14.2	3.3
California	33.6	25.0	0.0	7.0	0.0	24.5	0.3	0.9	0.1	8.6
Colorado	15.2	39.3	0.0	7.6	4.5	11.4	0.2	6.1	10.7	5.0
Connecticut	8.4	47.0	0.0	6.4	4.8	7.0	0.2	5.0	13.2	8.0
Delaware	12.1	40.7	0.0	2.7	3.8	4.5	0.5	5.5	10.1	20.2
District of Columbia	22.2	11.2	24.7	5.6	8.1	2.0	0.2	9.4	9.0	7.7
Florida	9.4	47.9	0.0	3.9	1.9	16.8	0.3	3.7	7.7	8.3
Georgia	3.4	38.2	0.0	4.5	3.7	10.3	1.1	6.5	12.4	19.8
Hawaii	9.9	28.9	0.0	5.5	5.3	17.2	0.2	10.3	14.9	7.7
Idaho	14.8	30.1	0.0	6.0	4.2	9.2	0.2	7.5	14.7	13.2
Illinois	15.5	44.3	0.0	7.2	0.6	13.5	0.2	3.3	8.7	6.7
Indiana	22.5	31.2	0.0	4.7	5.3	12.9	0.3	2.7	18.9	1.5
Iowa	7.5	33.8	0.0	18.4	2.7	0.8	0.4	4.8	23.7	7.9
Kansas	15.3	48.7	0.0	3.2	3.9	5.2	0.4	7.0	10.5	5.8
Kentucky	14.5	53.6	0.0	6.5	7.6	2.6	0.4	5.3	3.6	5.9
Louisiana	18.6	40.7	0.0	3.9	2.4	8.9	1.1	3.8	12.0	8.7

See notes at end of exhibit.

Exhibit 53. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2014–15—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
Maine	10.3	55.7	0.0	0.2	4.4	3.3	0.0	4.8	14.0	7.2
Maryland	26.3	15.2	31.6	1.0	0.6	2.7	0.1	4.2	9.7	8.4
Massachusetts	18.3	40.6	0.0	6.9	1.1	0.0	0.1	4.0	15.9	13.1
Michigan	15.3	37.0	0.0	2.5	6.5	5.3	0.3	7.4	12.4	13.3
Minnesota	8.1	57.6	0.0	6.5	8.4	0.8	0.2	3.5	12.9	2.1
Mississippi	11.0	38.4	0.0	4.2	6.3	15.1	0.3	5.7	11.2	7.9
Missouri	4.6	58.0	0.0	5.6	8.1	4.4	0.6	5.6	9.7	3.4
Montana	16.5	27.9	0.0	3.9	3.7	8.9	0.2	8.1	22.4	8.5
Nebraska	8.3	21.6	47.9	0.3	1.7	0.0	0.9	3.6	11.0	4.5
Nevada	7.3	43.5	0.0	2.6	1.1	13.3	0.3	7.9	13.8	10.2
New Hampshire	22.0	40.3	0.0	5.1	4.5	4.8	0.2	5.3	10.0	7.9
New Jersey	12.6	39.0	0.0	9.9	3.3	15.4	0.1	3.5	11.8	4.4
New Mexico	12.0	28.1	0.0	6.1	5.4	7.8	0.3	9.2	16.9	14.1
New York	11.1	33.0	28.0	1.1	2.4	14.5	0.2	3.0	4.8	1.9
North Carolina	8.6	35.8	0.0	3.6	5.1	18.5	0.5	4.5	13.6	9.7
North Dakota	0.0	41.0	0.0	14.9	1.3	8.8	0.7	14.0	13.7	5.7
Ohio	15.1	41.1	0.0	6.1	5.3	5.0	0.3	2.9	13.1	11.1
Oklahoma	14.1	34.6	0.0	2.7	0.9	15.2	0.5	5.6	14.6	11.7
Oregon	6.6	57.7	0.0	0.1	8.1	0.6	0.2	5.8	12.6	8.3
Pennsylvania	29.6	40.3	0.0	2.2	2.7	8.4	0.2	3.2	7.7	5.6
Puerto Rico	28.2	8.2	0.0	#	#	37.8	0.1	3.1	9.9	12.5
Rhode Island	23.0	32.9	0.0	6.9	4.7	6.0	0.2	5.2	10.2	11.0
South Carolina	9.8	41.9	0.0	6.3	9.0	10.1	0.6	5.0	9.3	7.9

See notes at end of exhibit.

Exhibit 53. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2014–15—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
South Dakota	12.4	46.1	0.0	15.4	5.6	1.8	0.5	5.0	5.6	7.5
Tennessee	7.1	36.8	0.0	4.0	4.6	19.3	0.7	4.9	14.4	8.3
Texas	15.0	29.9	0.0	5.0	2.2	10.7	0.3	3.7	22.2	11.0
Utah	10.0	42.1	0.0	1.7	6.8	9.3	0.4	5.0	20.1	4.6
Vermont	19.6	55.1	0.0	3.8	4.8	0.5	0.0	5.5	4.9	5.9
Virginia	17.3	28.3	0.0	7.1	10.4	5.5	0.5	6.3	14.6	10.1
Washington	6.4	44.1	0.0	7.9	5.8	4.5	0.3	5.7	17.4	8.0
West Virginia	20.8	26.6	0.0	5.5	2.9	16.0	0.3	5.9	14.4	7.7
Wisconsin	17.3	41.5	0.0	3.7	3.1	12.0	0.3	2.1	12.7	7.3
Wyoming	20.1	46.0	0.0	9.9	0.3	0.3	0.1	8.8	7.7	6.8

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,” 2014–15. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014–15, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 35.8 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 47 of the 52 states. In the following six states, this reason accounted for the majority of exits: Missouri (58.0 percent), Oregon (57.7 percent), Minnesota (57.6 percent), Maine (55.7 percent), Vermont (55.1 percent), and Kentucky (53.6 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 17.6 percent of the exits. Moreover, this category accounted for the largest percentage of exits only in California (33.6 percent).
- In Nebraska, Maryland, and the District of Columbia, the most prevalent Part C exit status, accounting for 47.9 percent, 31.6 percent, and 24.7 percent of the exits, respectively, was *Part B eligible, continuing in Part C*.
- In Puerto Rico, the most prevalent Part C exit status, accounting for 37.8 percent of exits, was *Part B eligibility not determined*.

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 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 an "infant or toddler with a disability" to include individuals under 3 years of age and 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 until the beginning of the school year following the child's third or fourth birthday or until the child is eligible to enter kindergarten [see *IDEA*, section 635(c) and 34 C.F.R. 303.211]. 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 2014–15:

- 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 54. 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: 2014–15

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All states	0.2	0.3	0.5
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	1.3	0.0	0.0
Arkansas	1.7	0.0	0.0
California	0.4	1.4	1.4
Colorado	0.0	0.1	0.0
Connecticut	0.9	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	0.1
Georgia	0.0	0.0	0.0
Hawaii	2.0	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.3	#	0.0
Indiana	0.5	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.7	0.0	0.0
Louisiana	1.6	0.0	0.0
Maine	1.1	0.0	1.1
Maryland	0.0	0.0	0.0
Massachusetts	0.1	0.1	0.0
Michigan	0.0	0.0	0.0
Minnesota	0.0	0.0	0.0
Mississippi	0.5	0.0	0.0
Missouri	0.0	0.0	0.0
Montana	1.5	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	0.3	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.2	0.4	0.0
New Mexico	0.0	0.0	0.0
New York	0.6	1.5	3.8
North Carolina	0.2	0.0	0.0
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	0.1	0.1
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 54. 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: 2014–15—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Rhode Island	0.0	0.0	0.0
South Carolina	0.3	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.2	0.2	0.0
Texas	0.0	0.0	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.1	0.0	0.1
Washington	0.0	0.0	0.0
West Virginia	0.0	0.0	0.0
Wisconsin	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0

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

^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 2014–15 was 86.

^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 2014–15 was 106.

^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 2014–15 was 170.

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, 2014, and June 30, 2015, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2014–15. Data were accessed fall 2016. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2014. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014–15, there were 0.2 *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 30 states and larger than 1 per 1,000 infants and toddlers served in only the following six states: Hawaii (2.0 per 1,000 infants and toddlers), Arkansas (1.7 per 1,000 infants and toddlers), Louisiana (1.6 per 1,000 infants and toddlers), Montana (1.5 per 1,000 infants and toddlers), Arizona (1.3 per 1,000 infants and toddlers), and Maine (1.1 per 1,000 infants and toddlers).

- In 2014–15, there were 0.3 *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 43 states and larger than 1 per 1,000 infants and toddlers served in only the following two states: New York (1.5 per 1,000 infants and toddlers) and California (1.4 per 1,000 infants and toddlers).
- In 2014–15, there were 0.5 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 45 states and larger than 1 per 1,000 infants and toddlers served in only the following three states: New York (3.8 per 1,000 infants and toddlers), California (1.4 per 1,000 infants and toddlers), and Maine (1.1 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 2015, and how did the percentages change between 2008 and 2015?

Exhibit 55. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2015

State	2008	2015	Percent change between 2008 and 2015 ^a
All states	5.8	6.3	8.4
Alabama	3.9	4.1	4.8
Alaska	6.6	6.6	-0.6
Arizona	5.1	5.9	15.8
Arkansas	10.6	11.2	6.3
BIE schools	—	—	—
California	4.7	5.2	11.5
Colorado	5.5	6.2	13.6
Connecticut	6.1	7.5	21.7
Delaware	6.7	6.0	-10.8
District of Columbia	3.1	6.0	92.1
Florida	5.3	5.9	12.9
Georgia	3.9	4.5	13.7
Hawaii	5.0	4.5	-8.4
Idaho	5.6	4.8	-13.8
Illinois	7.2	7.9	9.9
Indiana	7.2	7.1	-1.1
Iowa	5.1	5.2	3.7
Kansas	8.3	9.5	13.9
Kentucky	11.9	10.3	-13.0
Louisiana	5.3	5.7	7.5
Maine	8.5	8.9	4.7
Maryland	5.6	6.0	7.3
Massachusetts	7.3	7.6	4.2
Michigan	6.5	5.9	-8.2
Minnesota	6.8	7.5	11.2
Mississippi	7.2	7.4	2.6
Missouri	6.6	7.6	14.6
Montana	5.4	4.3	-20.9
Nebraska	5.8	7.1	21.5
Nevada	5.5	8.2	47.6
New Hampshire	6.5	8.4	30.3
New Jersey	4.5	5.8	27.4

See notes at end of exhibit.

Exhibit 55. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2015—Continued

State	2008	2015	Percent change between 2008 and 2015 ^a
New Mexico	7.7	5.2	-32.7
New York	9.0	9.5	6.5
North Carolina	5.0	5.2	2.9
North Dakota	6.6	6.5	-2.0
Ohio	5.3	5.3	-0.4
Oklahoma	4.9	5.6	14.1
Oregon	6.5	7.4	14.1
Pennsylvania	6.7	7.6	14.2
Puerto Rico	5.7	14.6	157.3
Rhode Island	8.1	9.1	12.4
South Carolina	6.2	5.3	-14.0
South Dakota	8.2	7.3	-11.4
Tennessee	5.1	5.3	4.4
Texas	3.3	3.7	9.6
Utah	5.6	6.6	18.4
Vermont	—	9.6	—
Virginia	5.7	5.4	-4.3
Washington	5.6	5.7	1.5
West Virginia	9.4	8.1	-13.8
Wisconsin	7.0	7.7	9.8
Wyoming	14.0	14.4	2.6

— Percentage cannot be calculated because data were not available.

^aPercent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, dividing the difference by the percentage for 2008, and 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 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 2015. 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, 2015,” 2008 and 2015. 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 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 6.3 percent of children ages 3 through 5 in the resident population in the 52 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 14.6 percent. Values of 10 percent or more were observed in the following four states: Puerto Rico (14.6 percent), Wyoming (14.4 percent), Arkansas (11.2 percent), and Kentucky (10.3 percent). In contrast, the percentage was no more than 5 percent in the following six states: Idaho (4.8 percent), Georgia (4.5 percent), Hawaii (4.5 percent), Montana (4.3 percent), Alabama (4.1 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 36 of the 51 states for which data were available for both 2008 and 2015, the percentage of the resident population served under *IDEA*, Part B, increased between the two years. However, the increase represented a percent change of 20 percent or more in only the following seven states: Puerto Rico (157.3 percent), the District of Columbia (92.1 percent), Nevada (47.6 percent), New Hampshire (30.3 percent), New Jersey (27.4 percent), Connecticut (21.7 percent), and Nebraska (21.5 percent).
- In 13 of the 51 states for which data were available for both 2008 and 2015, the percentage of the population served decreased between the two years. However, the decrease represented a percent change of 10 percent or more in only the following eight states: New Mexico (-32.7 percent), Montana (-20.9 percent), South Carolina (-14.0 percent), Idaho (-13.8 percent), West Virginia (-13.8 percent), Kentucky (-13.0 percent), South Dakota (-11.4 percent), and Delaware (-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 2015?

Exhibit 56. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2015

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 ^a	8.4	4.7	6.2	5.7	7.6	6.7	5.3
Alabama	0.6	4.7	4.1	2.7	4.3	4.5	2.6
Alaska	8.4	4.0	6.1	4.2	8.5	6.3	7.9
Arizona	5.8	4.7	4.7	6.0	8.9	6.2	4.3
Arkansas	3.5	6.0	17.0	8.7	5.4	10.8	5.3
BIE schools	—	—	—	—	—	—	—
California	5.6	4.3	5.5	5.5	3.7	5.0	5.7
Colorado	6.6	5.6	5.6	6.8	7.0	6.1	5.5
Connecticut	3.2	6.1	7.7	8.9	15.6	7.0	5.8
Delaware	4.0	4.4	5.8	7.0	15.8	6.2	3.3
District of Columbia	4.7	3.1	8.0	6.3	0.0	2.1	3.0
Florida	6.1	4.5	6.7	6.0	9.9	5.7	4.9
Georgia	3.3	3.1	4.8	4.0	7.0	4.6	4.1
Hawaii	x	4.7	x	4.0	9.7	5.1	2.8
Idaho	7.3	5.0	4.5	4.6	0.0	4.9	3.3
Illinois	25.9	5.6	6.7	7.0	27.3	8.9	8.3
Indiana	5.7	4.5	5.7	6.7	7.8	7.4	8.5
Iowa	5.7	4.0	6.7	4.5	5.7	5.3	5.2
Kansas	11.1	6.1	7.7	8.5	17.5	10.2	8.2
Kentucky	7.9	6.0	8.7	8.2	5.6	10.9	8.9
Louisiana	4.1	3.8	6.5	3.2	18.0	5.7	3.7
Maine	12.5	x	7.2	4.5	x	9.3	5.3
Maryland	9.3	5.3	6.5	5.9	13.8	6.0	4.5
Massachusetts	8.4	6.2	7.6	8.6	7.2	7.5	6.5
Michigan	8.6	4.2	5.5	5.2	19.1	6.3	4.6
Minnesota	11.8	5.7	7.6	8.4	11.7	7.4	8.0
Mississippi	1.8	8.3	7.5	3.2	7.5	7.9	5.4
Missouri	5.2	6.0	6.9	5.7	6.5	8.1	6.3
Montana	5.9	5.6	5.6	2.6	25.7	4.3	3.4
Nebraska	12.3	6.2	6.2	6.3	8.3	7.4	6.1
Nevada	8.5	4.4	10.1	7.7	11.6	8.5	8.5
New Hampshire	x	5.9	13.0	6.9	x	8.9	x
New Jersey	8.4	5.0	5.4	6.1	17.8	6.0	3.7
New Mexico	5.5	3.0	5.0	5.0	9.9	5.7	3.9
New York	18.5	5.5	8.8	9.5	15.3	10.8	5.4

See notes at end of exhibit.

Exhibit 56. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2015—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 Carolina	9.1	3.8	5.9	4.7	7.8	5.1	3.8
North Dakota	7.8	7.5	7.6	5.5	39.3	6.4	4.2
Ohio	3.9	4.3	3.7	3.9	6.4	5.8	5.0
Oklahoma	11.0	3.9	4.1	3.5	5.6	5.8	5.2
Oregon	6.3	5.3	6.8	8.1	7.4	7.5	5.0
Pennsylvania	6.9	5.2	8.4	7.3	7.8	7.7	8.2
Rhode Island	15.2	5.7	8.1	7.8	25.0	10.3	5.7
South Carolina	5.0	4.7	6.0	4.9	6.5	5.1	4.9
South Dakota	10.8	5.5	4.9	3.8	20.0	7.2	6.7
Tennessee	3.8	5.3	4.9	3.5	5.2	5.9	2.8
Texas	8.1	3.3	3.5	3.7	4.6	3.7	3.1
Utah	11.2	5.2	5.7	5.5	7.0	7.0	2.9
Vermont	x	6.3	10.9	5.9	x	10.1	1.7
Virginia	7.0	4.8	5.6	5.5	7.8	5.5	4.6
Washington	6.2	3.9	5.4	6.4	4.3	5.5	6.3
West Virginia	7.5	4.1	6.5	5.0	16.7	8.5	5.2
Wisconsin	10.5	4.7	8.6	9.2	10.4	7.5	6.7
Wyoming	19.0	5.0	8.0	11.4	0.0	14.9	18.5

— Percentage cannot be calculated because data were not available.

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

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 91 children served under Part B in four states. The total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these states was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

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. Percentages 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,” 2015. 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, 2015,” 2015. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a larger percentage of the resident population ages 3 through 5 who were American Indian or Alaska Native than of the resident populations of the other racial/ethnic groups was served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, 8.4 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, only 4.7 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.

- In 2015, 8.4 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from 0.6 to 25.9 percent in the 48 individual states for which non-suppressed data were available. The percentage was more than 15 percent in the following four states: Illinois (25.9 percent), Wyoming (19.0 percent), New York (18.5 percent), and Rhode Island (15.2 percent). In contrast, the percentage was less than 4 percent in the following seven states: Ohio (3.9 percent), Tennessee (3.8 percent), Arkansas (3.5 percent), Georgia (3.3 percent), Connecticut (3.2 percent), Mississippi (1.8 percent), and Alabama (0.6 percent).
- In 2015, 4.7 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All states.” The percentages ranged from 3 to 8.3 percent in the 50 individual states for which non-suppressed data were available. The percentage was 6 percent or more in 10 states, including two states with percentages larger than 7 percent: Mississippi (8.3 percent) and North Dakota (7.5 percent). In contrast, the percentage was less than 4 percent in the following eight states: Oklahoma (3.9 percent), Washington (3.9 percent), Louisiana (3.8 percent), North Carolina (3.8 percent), Texas (3.3 percent), the District of Columbia (3.1 percent), Georgia (3.1 percent), and New Mexico (3.0 percent).
- In 2015, 6.2 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 3.5 to 17 percent in the 50 individual states for which non-suppressed data were available. In the following four states, the percentage was more than 10 percent: Arkansas (17.0 percent), New Hampshire (13.0 percent), Vermont (10.9 percent), and Nevada (10.1 percent). In contrast, the percentage was less than 5 percent in the following nine states: South Dakota (4.9 percent), Tennessee (4.9 percent), Georgia (4.8 percent), Arizona (4.7 percent), Idaho (4.5 percent), Alabama (4.1 percent), Oklahoma (4.1 percent), Ohio (3.7 percent), and Texas (3.5 percent).
- In 2015, 5.7 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 2.6 to 11.4 percent in the 51 individual states. In the following three states, the percentage was 9 percent or more: Wyoming (11.4 percent), New York (9.5 percent), and Wisconsin (9.2 percent). In contrast, the percentage was less than 4 percent in the following nine states: Ohio (3.9 percent), South Dakota (3.8 percent), Texas (3.7 percent), Oklahoma (3.5 percent), Tennessee (3.5 percent), Louisiana (3.2 percent), Mississippi (3.2 percent), Alabama (2.7 percent), and Montana (2.6 percent).
- In 2015, 7.6 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 0 to 39.3 percent in the 48 states for which non-suppressed data were available. The percentage was 20 percent or more in the following five states: North Dakota (39.3 percent), Illinois (27.3 percent), Montana (25.7 percent), Rhode Island (25.0 percent), and South Dakota (20.0 percent). In contrast, the percentage was less than 5 percent in the following seven states: Texas (4.6 percent), Alabama (4.3 percent), Washington (4.3 percent), California (3.7 percent), the District of Columbia (0.0 percent), Idaho (0.0 percent), and Wyoming (0.0 percent).
- In 2015, 6.7 percent of the resident population ages 3 through 5 who were White were served under Part B in “All states.” The percentages ranged from 2.1 percent to 14.9 percent in the 51 individual states. The percentage was more than 10 percent in the following seven states: Wyoming (14.9 percent), Kentucky (10.9 percent), Arkansas (10.8 percent), New York (10.8 percent), Rhode Island (10.3 percent), Kansas (10.2 percent), and Vermont (10.1 percent). In contrast, the percentage was less than 5 percent in the following six states:

Idaho (4.9 percent), Georgia (4.6 percent), Alabama (4.5 percent), Montana (4.3 percent), Texas (3.7 percent), and the District of Columbia (2.1 percent).

- In 2015, 5.3 percent of the resident population ages 3 through 5 who were associated with two or more racial/ethnic groups were served under Part B in “All states.” The percentages ranged from 1.7 percent to 18.5 percent in the 50 individual states for which non-suppressed data were available. In the following eight states, the percentage was 8 percent or more: Wyoming (18.5 percent), Kentucky (8.9 percent), Indiana (8.5 percent), Nevada (8.5 percent), Illinois (8.3 percent), Kansas (8.2 percent), Pennsylvania (8.2 percent), and Minnesota (8.0 percent). In contrast, the percentage was less than 3 percent in the following five states: Utah (2.9 percent), Hawaii (2.8 percent), Tennessee (2.8 percent), Alabama (2.6 percent), and Vermont (1.7 percent).

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 2015?

Exhibit 57. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2015

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	39.4	16.9	5.4	4.9	22.7	2.5	#	2.0	6.2
Alabama	45.1	31.3	5.4	3.1	2.9	0.8	0.1	1.5	9.8
Alaska	26.2	20.2	1.9	2.2	43.4	0.8	0.0	1.9	3.3
Arizona	42.5	2.4	8.8	0.8	42.0	0.4	0.0	0.2	2.8
Arkansas	25.7	39.4	#	0.3	2.0	29.5	0.1	0.2	2.8
BIE schools	92.9	0.0	6.4	0.0	0.8	0.0	0.0	0.0	0.0
California	36.6	7.9	7.5	4.5	28.8	2.6	#	3.4	8.5
Colorado	81.8	9.4	2.7	0.6	4.0	1.2	0.0	0.2	0.1
Connecticut	69.5	7.0	3.1	0.4	14.1	0.9	#	0.3	4.6
Delaware	86.2	8.7	0.8	3.6	0.6	#	0.0	#	0.0
District of Columbia	42.6	46.2	0.5	1.6	6.5	1.2	0.0	0.0	1.3
Florida	28.9	5.9	7.0	5.5	46.3	3.2	#	0.4	2.8
Georgia	41.5	20.2	2.5	4.9	24.3	0.3	#	1.8	4.5
Hawaii	18.5	5.4	9.1	35.7	29.1	0.3	0.1	0.7	1.1
Idaho	21.2	7.4	8.1	5.4	44.0	7.8	0.0	0.3	5.7
Illinois	35.8	21.9	2.2	3.7	26.2	1.9	#	0.2	7.9
Indiana	34.2	9.1	4.9	3.6	31.6	2.5	#	0.4	13.8
Iowa	30.9	43.7	2.8	8.1	6.3	0.2	#	0.8	7.2
Kansas	30.1	21.8	7.1	5.8	33.4	0.2	0.0	1.3	0.3
Kentucky	63.4	22.8	3.1	3.7	4.1	0.5	#	0.3	2.2
Louisiana	23.2	50.1	0.7	15.3	3.4	0.2	—	7.0	—

See notes at end of exhibit.

**Exhibit 57. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2015—
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					
Maine	41.8	0.6	33.4	23.3	0.5	0.2	0.0	0.1	#
Maryland	54.8	7.6	5.2	3.9	17.3	2.0	#	0.5	8.7
Massachusetts	41.4	15.5	11.6	6.2	14.3	1.1	0.0	0.1	9.8
Michigan	25.6	13.2	4.2	4.2	37.1	2.1	#	1.6	12.0
Minnesota	37.8	14.3	18.8	7.9	16.2	0.5	0.0	2.8	1.7
Mississippi	55.5	9.6	8.5	1.9	12.8	2.5	#	1.8	7.2
Missouri	41.6	20.0	2.6	4.3	23.7	1.3	0.0	0.6	5.9
Montana	31.2	10.0	12.6	1.7	26.7	0.1	0.0	0.6	17.2
Nebraska	72.1	2.6	5.6	1.2	4.3	0.6	#	9.3	4.3
Nevada	29.2	11.7	1.0	1.8	49.6	0.9	0.0	0.4	5.4
New Hampshire	39.1	16.1	19.0	9.8	13.9	0.1	#	#	2.0
New Jersey	37.7	5.8	6.0	13.4	31.8	4.8	0.1	0.2	0.2
New Mexico	40.1	3.7	3.8	2.1	35.3	6.9	0.0	0.4	7.6
New York	39.3	24.6	2.7	2.7	16.9	6.9	#	5.9	0.9
North Carolina	34.6	27.1	2.3	3.3	20.2	1.3	0.1	1.7	9.3
North Dakota	22.9	31.1	2.3	4.8	30.9	1.8	0.1	0.8	5.2
Ohio	64.7	3.5	2.3	1.0	21.1	2.3	#	1.9	3.1
Oklahoma	45.9	26.5	2.7	3.0	12.5	0.4	0.2	0.6	8.4
Oregon	32.6	21.5	7.3	8.3	22.5	0.7	#	4.9	2.1
Pennsylvania	49.6	5.2	12.8	4.6	14.5	1.5	#	6.4	5.3
Puerto Rico	76.2	0.0	3.1	0.0	0.0	0.3	0.0	0.7	19.6
Rhode Island	47.0	11.0	0.0	0.2	14.7	1.1	0.0	0.4	25.6
South Carolina	43.6	13.1	7.1	3.3	25.3	0.5	#	1.5	5.6
South Dakota	16.7	51.2	5.7	6.0	13.2	0.4	0.2	1.0	5.6
Tennessee	21.4	27.6	2.7	4.1	34.9	0.7	#	0.5	8.0

See notes at end of exhibit.

**Exhibit 57. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2015—
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					
Texas	29.8	31.2	2.2	8.4	16.5	0.1	—	0.7	11.0
Utah	18.8	11.1	16.6	4.7	39.1	1.9	0.0	0.2	7.6
Vermont	66.5	8.6	10.0	1.6	1.6	0.2	0.0	5.2	6.3
Virginia	23.6	15.4	3.2	17.1	29.1	0.2	0.1	3.1	8.2
Washington	20.4	21.5	4.5	3.2	39.2	1.3	#	0.4	9.5
West Virginia	29.3	51.4	1.0	2.6	7.3	0.2	0.1	1.2	7.0
Wisconsin	33.4	34.8	2.5	6.0	16.4	0.3	#	1.8	4.8
Wyoming	50.4	4.4	14.8	1.1	8.5	16.8	0.0	1.4	2.6

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

— Percentage cannot be calculated because data were not available.

^a*Regular 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.

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

^c*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015.

Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, in the 53 states (“All states”) for which data were available. Specifically, the percentage associated with this category for “All states” was 39.4 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 22.7 percent of the children.
- In 33 individual states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children than any other category. In 12 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 (92.9 percent), Delaware (86.2 percent), and Colorado (81.8 percent).
- In 10 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. However, the percentage was more than 40 percent in the following four states: Nevada (49.6 percent), Florida (46.3 percent), Idaho (44.0 percent), and Alaska (43.4 percent).
- In nine states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children than any other category. The percentage represented a majority of the children in the following three states: West Virginia (51.4 percent), South Dakota (51.2 percent), and Louisiana (50.1 percent).
- The category of *children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for more children than any other category in Hawaii (35.7 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 2015?

Exhibit 58. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2015

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	44.1	16.4	5.4	3.7	21.9	1.9	#	2.1	4.5
Alabama	40.7	44.4	6.5	1.9	0.9	0.0	0.0	0.9	4.6
Alaska	45.6	10.1	1.3	5.1	35.4	0.0	0.0	0.0	2.5
Arizona	79.0	0.0	20.9	0.0	0.0	0.1	0.0	0.0	0.0
Arkansas	31.1	12.5	0.0	0.0	2.8	52.8	0.0	0.0	0.9
BIE schools	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
California	36.0	7.1	7.9	3.7	29.7	2.7	#	4.2	8.6
Colorado	71.8	16.2	2.8	0.7	7.9	0.6	0.0	0.0	0.0
Connecticut	90.5	3.0	0.2	0.0	5.3	0.7	0.0	0.2	0.0
Delaware	98.6	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0
District of Columbia	49.3	45.5	0.9	1.4	2.8	0.0	0.0	0.0	0.0
Florida	29.9	7.8	5.8	5.1	48.4	1.4	0.0	0.3	1.3
Georgia	47.3	27.7	4.6	8.3	10.8	0.1	0.0	0.0	1.1
Hawaii	35.4	7.3	9.8	15.9	31.7	0.0	0.0	0.0	0.0
Idaho	32.6	17.9	2.1	12.6	32.6	1.1	0.0	0.0	1.1
Illinois	60.1	8.9	0.8	0.6	25.5	1.1	#	0.2	2.8
Indiana	62.2	6.9	1.0	0.3	22.4	0.0	0.0	0.3	6.9
Iowa	30.8	64.1	0.0	3.4	1.7	0.0	0.0	0.0	0.0
Kansas	38.6	22.5	7.4	4.2	26.4	0.0	0.0	0.8	0.0
Kentucky	67.9	23.0	1.6	4.8	2.1	0.5	0.0	0.0	0.0
Louisiana	30.5	58.5	—	6.1	4.9	—	—	—	—
Maine	97.6	0.1	0.5	1.1	0.0	0.5	0.0	0.3	0.0

See notes at end of exhibit.

Exhibit 58. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2015—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	61.1	4.9	1.8	2.3	22.1	0.5	0.0	1.0	6.3
Massachusetts	41.4	12.1	15.5	3.3	23.5	0.5	0.0	0.0	3.7
Michigan	27.2	20.7	2.4	2.2	32.7	0.5	0.0	1.0	13.2
Minnesota	52.0	13.6	7.3	2.4	19.9	0.5	0.0	4.1	0.1
Mississippi	64.5	6.5	14.5	0.0	14.5	0.0	0.0	0.0	0.0
Missouri	83.8	11.5	0.0	1.0	2.6	0.5	0.0	0.0	0.5
Montana	9.1	27.3	0.0	0.0	27.3	0.0	0.0	9.1	27.3
Nebraska	86.7	3.8	2.9	0.5	1.0	0.0	0.5	3.3	1.4
Nevada	45.3	17.7	0.5	1.9	33.1	0.6	0.0	0.0	1.0
New Hampshire	6.8	22.7	9.1	15.9	45.5	0.0	0.0	0.0	0.0
New Jersey	63.5	6.2	8.9	7.2	13.2	0.6	0.0	0.1	0.3
New Mexico	71.7	7.5	5.7	0.0	13.2	0.0	0.0	0.0	1.9
New York	54.8	33.6	0.1	0.4	7.5	3.6	0.0	0.0	0.0
North Carolina	37.4	26.6	2.6	3.0	24.5	0.3	0.0	0.4	5.1
North Dakota	36.4	18.2	0.0	0.0	45.5	0.0	0.0	0.0	0.0
Ohio	72.9	2.5	4.6	0.0	18.8	0.8	0.0	0.4	0.0
Oklahoma	35.7	35.7	0.9	3.2	22.6	0.0	0.0	0.0	1.8
Oregon	37.2	18.0	6.9	5.8	22.0	0.7	0.0	6.6	2.9
Pennsylvania	47.3	3.3	7.9	1.9	21.0	1.4	0.0	11.0	6.2
Puerto Rico ^d	—	—	—	—	—	—	—	—	—
Rhode Island	58.3	5.6	0.0	0.0	6.5	0.0	0.0	0.0	29.6
South Carolina	41.6	9.1	9.6	5.4	27.9	0.0	0.0	1.9	4.4
South Dakota	40.0	33.3	0.0	13.3	13.3	0.0	0.0	0.0	0.0
Tennessee	40.0	40.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0
Texas	38.2	44.8	2.5	4.4	2.9	#	—	0.3	7.0

See notes at end of exhibit.

Exhibit 58. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2015—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					
Utah	41.0	35.5	9.8	0.4	12.9	0.4	0.0	0.0	0.0
Vermont	57.1	28.6	14.3	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	33.8	25.4	1.2	30.2	7.2	0.0	0.0	0.6	1.5
Washington	25.4	43.8	3.7	3.1	21.7	0.0	0.0	0.0	2.4
West Virginia	85.7	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	40.6	40.6	2.1	1.3	10.9	0.0	0.0	1.0	3.4
Wyoming	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

^a*Regular 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 program* includes, but is 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.

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

^c*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015.

Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood 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 52 states (“All states”) that reported some children who were LEP and for which data were available. Specifically, the percentage associated with this category for “All states” was 44.1 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 21.9 percent of the children.
- In 37 individual states, the educational environment category *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were LEP than any other category. In 22 of those states, the category accounted for a majority of the children who were LEP. In the following five of those states, the percentage was larger than 90 percent: BIE schools (100.0 percent), Wyoming (100.0 percent), Delaware (98.6 percent), Maine (97.6 percent), and Connecticut (90.5 percent).
- In eight states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children who were LEP than any other category. The category accounted for a majority of the children in Iowa (64.1 percent) and Louisiana (58.5 percent).
- In five 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. A *separate class* accounted for less than 50 percent of the children who were LEP in all of these states. However, a *separate class* accounted for more than 40 percent in the following three states: Florida (48.4 percent), New Hampshire (45.5 percent), and North Dakota (45.5 percent).
- 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 (52.8 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2014:

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 59. 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 2014

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	5.4	5.1	0.3
Alabama	4.8	4.6	0.2
Alaska	3.7	2.9	0.7
Arizona	5.0	4.8	0.2
Arkansas	4.7	4.3	0.5
BIE schools	12.5	12.5	0.0
California	3.3	3.2	0.2
Colorado	3.3	2.9	0.4
Connecticut	5.1	5.1	0.0
Delaware	0.0	0.0	0.0
District of Columbia	10.2	6.7	3.6
Florida	19.1	18.1	1.0
Georgia	5.3	4.6	0.7
Hawaii	10.2	9.4	0.8
Idaho	3.6	3.6	0.1
Illinois	3.8	3.7	#
Indiana	0.6	#	0.6
Iowa	8.2	8.2	0.0
Kansas	4.4	4.4	0.0
Kentucky	2.6	2.6	#
Louisiana	6.2	5.8	0.4
Maine	1.7	1.7	0.0
Maryland	5.9	5.5	0.3
Massachusetts	6.5	6.3	0.2

See notes at end of exhibit.

Exhibit 59. 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 2014—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	3.6	3.6	0.0
Minnesota	5.0	4.7	0.3
Mississippi	1.0	1.0	0.0
Missouri	6.7	6.6	0.1
Montana	3.6	3.3	0.3
Nebraska	3.7	3.5	0.1
Nevada	5.8	4.1	1.7
New Hampshire	5.7	5.7	0.0
New Jersey	8.4	6.3	2.1
New Mexico	8.9	8.8	#
New York	5.7	5.7	0.1
North Carolina	5.2	5.1	0.1
North Dakota	5.4	5.4	0.0
Ohio	5.8	5.8	#
Oklahoma	4.6	4.5	0.1
Oregon	1.3	1.2	0.1
Pennsylvania	3.6	3.6	#
Puerto Rico	5.0	4.1	0.9
Rhode Island	5.1	4.8	0.2
South Carolina	5.2	5.0	0.1
South Dakota	4.6	4.5	0.2
Tennessee	4.3	3.9	0.4
Texas	6.3	6.2	0.1
Utah	3.1	2.9	0.3
Vermont	6.9	6.5	0.4
Virginia	4.0	4.0	#
Washington	3.9	3.8	0.1
West Virginia	9.0	8.0	1.0
Wisconsin	x	x	x
Wyoming	3.0	2.8	0.2

Ratio was non-zero, but smaller than 5 per 1,000.

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

^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 2014, there were 5.4 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 for which non-suppressed data were available (“All states”). Ratios of 10 or more FTE *special education teachers* per 100 children were observed in the following four states: Florida (19.1 FTEs per 100 children), BIE schools (12.5 FTEs per 100 children), the District of Columbia (10.2 FTEs per 100 children), and Hawaii (10.2 FTEs per 100 children). In contrast, the following two states had ratios of less than 1 FTE per 100 children: Indiana (0.6 FTE per 100 children) and Delaware (0.0 FTE per 100 children).
- In 2014, there were 5.1 FTE highly qualified *special education teachers* employed in the 52 states for which non-suppressed data were available (“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 six states. Those states were Florida (18.1 FTEs per 100 children), BIE schools (12.5 FTEs per 100 children), Hawaii (9.4 FTEs per 100 children), New Mexico (8.8 FTEs per 100 children), Iowa (8.2 FTEs per 100 children), and West Virginia (8.0 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: Indiana (less than .05 FTE per 100 children) and Delaware (0.0 FTE per 100 children).
- In 2014, there was 0.3 FTE not highly qualified *special education teachers* employed in the 52 states for which non-suppressed data were available (“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 five states: the District of Columbia (3.6 FTEs per 100 children), New Jersey (2.1 FTEs per 100 children), Nevada (1.7 FTEs per 100 children), Florida (1.0 FTE per 100 children), and West Virginia (1.0 FTE 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,” 2014. Data for Wisconsin were excluded. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data for Wisconsin were suppressed. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 2015, and how did the percentages change between 2008 and 2015?

Exhibit 60. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2015

State	2008	2015	Percent change between 2008 and 2015 ^a
All states	8.6	8.9	3.5
Alabama	7.2	7.6	5.4
Alaska	9.6	10.1	5.5
Arizona	7.8	7.9	2.1
Arkansas	8.3	8.7	5.4
California	7.1	7.9	10.8
Colorado	6.8	7.2	6.5
Connecticut	7.9	8.9	11.7
Delaware	8.8	10.0	14.0
District of Columbia	9.3	9.7	5.1
Florida	9.5	8.9	-5.7
Georgia	7.5	8.1	8.7
Hawaii	6.6	6.2	-6.2
Idaho	6.6	6.9	5.1
Illinois	9.9	9.6	-3.0
Indiana	10.7	10.6	-1.3
Iowa	9.2	8.5	-7.9
Kansas	8.7	9.1	4.6
Kentucky	9.5	9.0	-5.5
Louisiana	7.5	7.5	-0.6
Maine	11.1	11.9	7.7
Maryland	7.4	7.6	2.5
Massachusetts	11.0	11.1	1.0
Michigan	9.2	8.5	-7.2
Minnesota	9.2	9.8	6.3
Mississippi	8.1	8.8	8.7
Missouri	9.0	8.6	-4.4
Montana	7.6	7.6	0.5
Nebraska	9.8	10.0	1.9
Nevada	7.4	7.9	7.1
New Hampshire	9.6	9.7	0.8
New Jersey	11.3	11.8	4.9
New Mexico	8.6	10.2	17.7

See notes at end of exhibit.

Exhibit 60. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2015—Continued

State	2008	2015	Percent change between 2008 and 2015 ^a
New York	9.3	11.2	20.0
North Carolina	8.3	8.5	2.4
North Dakota	8.1	7.4	-8.7
Ohio	9.5	9.6	1.3
Oklahoma	10.5	11.7	10.7
Oregon	8.9	9.5	6.1
Pennsylvania	9.9	10.7	8.4
Puerto Rico	10.7	14.8	39.2
Rhode Island	10.6	9.5	-9.8
South Carolina	9.2	9.2	-0.1
South Dakota	8.5	9.1	7.2
Tennessee	7.9	8.6	9.5
Texas	7.1	6.6	-7.2
Utah	8.0	8.9	10.1
Vermont	—	9.7	—
Virginia	8.9	8.6	-2.6
Washington	7.9	8.4	7.2
West Virginia	11.3	11.6	2.6
Wisconsin	8.9	8.7	-2.2
Wyoming	9.9	10.0	0.7

— Percentage cannot be calculated because data were not available.

^aPercent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, dividing the difference by the percentage for 2008, and 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 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 2015. 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, 2015,” 2008 and 2015. 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 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 8.9 percent of the resident population ages 6 through 21 in the 52 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages observed for the individual states ranged from 6.2 percent to 14.8 percent. In the following seven states, the percentage was larger than 11 percent: Puerto Rico (14.8 percent), Maine (11.9 percent), New Jersey (11.8 percent), Oklahoma (11.7 percent), West Virginia (11.6 percent), New York (11.2 percent), and Massachusetts (11.1 percent). In the following three states, less than 7 percent of the resident population was served: Idaho (6.9 percent), Texas (6.6 percent), and Hawaii (6.2 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 35 of the 51 individual states for which data were available for both 2008 and 2015, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased between the two years. The increase represented a percent change of more than 10 percent in the following eight states: Puerto Rico (39.2 percent), New York (20.0 percent), New Mexico (17.7 percent), Delaware (14.0 percent), Connecticut (11.7 percent), California (10.8 percent), Oklahoma (10.7 percent), and Utah (10.1 percent).
- In 13 of the 51 individual states for which data were available for both 2008 and 2015, the percentage of the population ages 6 through 21 served decreased between the two years. However, the decrease represented a percent change of more than 8 percent in only Rhode Island (-9.8 percent) and North Dakota (-8.7 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 2015?

Exhibit 61. Percentage of the population ages 6 through 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2015

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	14.9	4.2	11.8	9.1	13.7	8.4	8.0
Alabama	10.0	3.1	9.5	6.1	8.2	7.0	5.3
Alaska	16.7	5.7	10.7	8.1	13.9	8.5	10.3
Arizona	10.0	3.5	11.2	8.2	11.1	7.4	6.1
Arkansas	7.3	4.5	11.2	8.2	8.6	8.3	6.2
BIE schools	—	—	—	—	—	—	—
California	15.0	4.0	12.9	8.6	9.1	7.3	5.8
Colorado	12.6	3.9	10.3	8.9	10.0	6.3	7.1
Connecticut	13.3	4.0	13.0	11.5	13.6	7.6	7.0
Delaware	16.2	3.8	14.7	11.0	16.3	8.1	6.7
District of Columbia	7.9	1.9	14.2	10.2	7.9	1.9	2.7
Florida	12.3	4.1	11.3	8.9	13.4	8.0	9.4
Georgia	6.9	3.5	9.5	8.3	8.5	7.3	9.1
Hawaii	12.0	4.7	6.1	5.1	21.9	5.4	2.1
Idaho	14.3	6.0	10.2	7.6	0.0	6.6	6.4
Illinois	33.4	4.1	13.2	9.0	41.6	9.1	11.3
Indiana	14.6	3.6	13.4	9.8	13.9	10.2	15.8
Iowa	14.9	3.6	17.2	10.8	15.2	7.8	11.0
Kansas	13.0	4.4	12.7	9.2	12.6	8.7	10.8
Kentucky	7.3	4.0	11.1	8.4	7.8	8.9	8.4
Louisiana	7.2	3.1	9.7	4.8	9.3	6.4	5.4
Maine	19.4	6.0	13.9	9.9	19.8	12.1	8.4
Maryland	11.0	3.4	10.1	8.4	15.7	6.2	6.4
Massachusetts	17.1	4.7	14.2	15.4	22.0	10.4	10.9
Michigan	12.5	3.3	11.5	8.0	22.9	8.2	7.3
Minnesota	21.0	6.7	15.4	12.3	12.8	8.8	11.0
Mississippi	3.4	3.9	9.9	5.0	6.5	8.3	6.7
Missouri	11.0	4.3	11.9	7.0	6.8	8.3	7.1
Montana	13.0	4.6	11.9	7.4	23.0	7.1	6.1
Nebraska	18.9	5.4	15.9	11.8	14.1	9.0	12.0
Nevada	14.9	3.1	12.3	7.7	10.8	7.7	8.2
New Hampshire	18.5	3.8	18.3	8.3	50.0	10.1	0.1
New Jersey	9.0	5.2	15.1	12.2	50.3	12.3	5.8
New Mexico	11.2	4.4	12.6	10.8	13.3	8.7	6.9

See notes at end of exhibit.

Exhibit 61. Percentage of the population ages 6 through 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2015—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
New York	21.3	5.4	15.5	14.8	43.0	9.3	6.3
North Carolina	11.1	3.6	11.5	8.6	9.2	7.3	9.7
North Dakota	11.4	3.1	10.3	8.5	24.8	7.1	4.8
Ohio	9.1	3.6	13.0	8.8	11.9	9.1	11.5
Oklahoma	18.7	4.2	15.3	9.9	12.6	10.8	10.0
Oregon	15.7	4.5	13.9	10.8	10.2	9.1	9.7
Pennsylvania	14.5	4.3	14.3	11.7	17.7	10.1	12.3
Rhode Island	22.4	3.9	12.6	12.0	17.5	8.7	9.2
South Carolina	8.9	3.8	12.3	8.1	12.1	7.7	10.1
South Dakota	12.4	5.8	13.6	10.3	12.5	8.5	8.2
Tennessee	9.0	4.1	10.9	7.7	9.8	8.3	4.9
Texas	9.8	3.1	8.9	6.9	8.8	5.8	6.3
Utah	16.3	4.0	14.6	10.4	9.9	8.5	6.4
Vermont	22.0	3.1	13.4	5.1	61.5	10.0	5.0
Virginia	10.1	4.6	11.8	10.3	14.0	7.5	8.8
Washington	12.3	4.2	11.8	10.4	7.6	8.0	8.8
West Virginia	8.1	3.8	12.5	6.8	12.7	11.9	8.3
Wisconsin	16.0	6.0	15.8	9.8	20.1	7.8	8.5
Wyoming	16.3	5.6	11.5	9.3	12.1	9.7	15.7

— Percentage cannot be calculated because data were not available.

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,” 2015. 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, 2015,” 2015. 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 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- 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 were served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, 14.9 percent of the resident population who were American Indian or Alaska Native and 13.7 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 2015, 14.9 percent of the resident population ages 6 through 21 who were American Indian or Alaska Native were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 3.4 to 33.4 percent in the individual states. In the following five states, the percentage was larger than 20 percent: Illinois (33.4 percent), Rhode Island (22.4 percent), Vermont (22.0 percent), New York (21.3 percent), and Minnesota (21.0 percent). In contrast, the percentage was less than 8 percent in the following six states: the District of Columbia (7.9 percent), Arkansas (7.3 percent), Kentucky (7.3 percent), Louisiana (7.2 percent), Georgia (6.9 percent), and Mississippi (3.4 percent).
- In 2015, 4.2 percent of the resident population ages 6 through 21 who were Asian were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 1.9 to 6.7 percent in the individual states. The percentage was larger than 6 percent in only Minnesota (6.7 percent). In contrast, the percentage was less than 3 percent in only the District of Columbia (1.9 percent).
- In 2015, 11.8 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 6.1 to 18.3 percent in the individual states. In the following eight states, the percentage was larger than 15 percent: New Hampshire (18.3 percent), Iowa (17.2 percent), Nebraska (15.9 percent), Wisconsin (15.8 percent), New York (15.5 percent), Minnesota (15.4 percent), Oklahoma (15.3 percent), and New Jersey (15.1 percent). In contrast, the percentage was less than 10 percent in the following six states: Mississippi (9.9 percent), Louisiana (9.7 percent), Alabama (9.5 percent), Georgia (9.5 percent), Texas (8.9 percent), and Hawaii (6.1 percent).
- In 2015, 9.1 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 4.8 to 15.4 percent in the individual states. In the following eight states, the percentage was more than 11 percent: Massachusetts (15.4 percent), New York (14.8 percent), Minnesota (12.3 percent), New Jersey (12.2 percent), Rhode Island (12.0 percent), Nebraska (11.8 percent), Pennsylvania (11.7 percent), and Connecticut (11.5 percent). In contrast, the percentage was less than 6 percent in the following four states: Hawaii (5.1 percent), Vermont (5.1 percent), Mississippi (5.0 percent), and Louisiana (4.8 percent).
- In 2015, 13.7 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 0 to 61.5 percent in the individual states. The percentage was more than 40 percent in the following five states: Vermont (61.5 percent), New Jersey (50.3 percent), New Hampshire (50.0 percent), New York (43.0 percent), and Illinois (41.6 percent). In contrast, the percentage was less than 8 percent in the following six states: the District of Columbia (7.9 percent), Kentucky (7.8 percent), Washington (7.6 percent), Missouri (6.8 percent), Mississippi (6.5 percent), and Idaho (0.0 percent).
- In 2015, 8.4 percent of the resident population ages 6 through 21 who were White were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 1.9 to 12.3 percent in the individual states. The percentage was 11 percent or more in the following three states: New Jersey (12.3 percent), Maine (12.1 percent), and West Virginia (11.9 percent). In contrast, the percentage was less than 6 percent in Texas (5.8 percent), Hawaii (5.4 percent), and the District of Columbia (1.9 percent).

- In 2015, 8 percent of the resident population ages 6 through 21 who were associated with multiple races were served under Part B in the 51 states (“All states”) for which data were available. The percentages ranged from 0.1 to 15.8 percent in the individual states. In the following four states, the percentage was 12 percent or more: Indiana (15.8 percent), Wyoming (15.7 percent), Pennsylvania (12.3 percent), and Nebraska (12.0 percent). In contrast, the percentage was 5 percent or less in the following six states: Vermont (5.0 percent), Tennessee (4.9 percent), North Dakota (4.8 percent), the District of Columbia (2.7 percent), Hawaii (2.1 percent), and New Hampshire (0.1 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 2015, and how did the percentages change between 2008 and 2015?

Exhibit 62. 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 2015

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
All states	5.0	9.1	4.1	83.0
Alabama	3.9	8.1	4.2	106.8
Alaska	3.7	7.4	3.8	102.8
Arizona	4.7	9.1	4.3	91.4
Arkansas	4.0	7.4	3.4	87.1
BIE schools	1.1	3.2	2.2	203.7
California	7.0	12.2	5.2	75.1
Colorado	3.3	7.1	3.8	113.3
Connecticut	7.3	11.7	4.5	61.8
Delaware	4.3	7.7	3.3	76.4
District of Columbia	3.1	7.0	4.0	128.4
Florida	3.6	9.2	5.7	158.4
Georgia	5.3	8.9	3.5	65.7
Hawaii	5.5	8.3	2.7	49.3
Idaho	6.0	9.8	3.8	63.4
Illinois	4.3	8.1	3.9	90.9
Indiana	5.9	9.2	3.3	55.6
Iowa	1.1	1.1	#	-1.0
Kansas	3.4	6.1	2.7	80.4
Kentucky	3.1	6.8	3.6	115.9
Louisiana	3.3	6.3	3.0	92.4
Maine	6.1	9.4	3.2	52.8
Maryland	7.4	10.8	3.3	45.0
Massachusetts	5.2	10.2	5.0	97.1
Michigan	5.8	9.3	3.5	61.4
Minnesota	10.5	14.3	3.8	36.4
Mississippi	2.4	6.9	4.5	185.6
Missouri	4.7	9.3	4.5	95.2
Montana	2.8	4.3	1.5	52.1
Nebraska	3.7	7.2	3.5	95.2
Nevada	5.6	11.4	5.8	104.6
New Hampshire	4.5	9.3	4.9	109.3
New Jersey	4.4	8.2	3.8	85.8
New Mexico	2.4	5.6	3.2	131.6
New York	4.5	7.1	2.6	58.5
North Carolina	5.1	8.9	3.8	75.2
North Dakota	4.0	7.7	3.7	91.6

See notes at end of exhibit.

Exhibit 62. 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 2015—Continued

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
Ohio	4.7	8.6	3.9	84.2
Oklahoma	2.5	5.2	2.7	108.5
Oregon	9.3	11.7	2.4	25.2
Pennsylvania	5.2	10.1	4.9	95.0
Puerto Rico	1.4	3.7	2.3	162.9
Rhode Island	5.4	10.4	5.0	93.3
South Carolina	2.9	7.0	4.1	144.1
South Dakota	3.8	6.1	2.3	59.4
Tennessee	3.8	7.1	3.4	88.7
Texas	5.5	11.3	5.9	107.9
Utah	4.8	7.6	2.7	56.5
Vermont	—	8.2	—	—
Virginia	5.3	11.2	5.9	112.1
Washington	5.6	9.5	3.8	68.4
West Virginia	2.5	4.9	2.4	95.1
Wisconsin	5.7	9.9	4.2	74.6
Wyoming	3.6	7.0	3.4	96.0

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

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, 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 2015. Data for 2008 were accessed spring 2012. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 9.1 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) for which data were available were reported under the category of *autism*. The percentages ranged from 1.1 to 14.3 percent in the individual states. More than 11 percent of the students served in the following seven states were reported under the category of *autism*: Minnesota (14.3 percent), California (12.2 percent), Connecticut (11.7 percent), Oregon (11.7 percent), Nevada (11.4 percent), Texas (11.3 percent), and Virginia (11.2 percent). In contrast, less than 5 percent of the students served in the following five states were reported under the category of *autism*: West Virginia (4.9 percent), Montana (4.3 percent), Puerto Rico (3.7 percent), BIE schools (3.2 percent), and Iowa (1.1 percent).

- 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 ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *autism* was larger in 2015 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 47 of the 51 states in which a larger percentage of the students ages 6 through 21 served under *IDEA*, Part B, were reported under the category of *autism* in 2015 than in 2008 exceeded 50 percent. Moreover, a percentage increase of more than 150 percent was found in the following four states: BIE schools (203.7 percent), Mississippi (185.6 percent), Puerto Rico (162.9 percent), and Florida (158.4 percent). However, the percentage in 2008, for each of these states, was less than or equal to 3.6 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 impairment in 2015, and how did the percentages change between 2008 and 2015?

Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and state: Fall 2008 and fall 2015

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
All states	11.0	15.0	4.0	36.2
Alabama	8.2	14.0	5.7	69.5
Alaska	11.9	15.4	3.5	29.2
Arizona	6.7	9.3	2.6	38.7
Arkansas	15.3	19.8	4.5	29.5
BIE schools	6.1	9.1	2.9	48.1
California	7.8	12.1	4.3	55.6
Colorado	—	8.4	—	—
Connecticut	18.5	21.7	3.2	17.1
Delaware	12.5	13.3	0.8	6.4
District of Columbia	4.9	16.1	11.1	225.2
Florida	6.7	10.5	3.8	56.8
Georgia	15.6	16.3	0.6	4.1
Hawaii	15.1	17.0	1.9	12.5
Idaho	10.9	19.8	8.9	81.5
Illinois	9.0	13.1	4.1	45.4
Indiana	7.5	13.5	6.0	80.6
Iowa	0.1	0.1	#	-3.3
Kansas	12.5	12.7	0.2	1.4
Kentucky	17.6	16.8	-0.8	-4.6
Louisiana	12.3	14.1	1.8	14.7
Maine	18.6	21.6	3.0	16.4
Maryland	16.3	19.2	2.9	18.1
Massachusetts	7.5	13.6	6.1	81.7
Michigan	9.0	13.4	4.4	49.3
Minnesota	14.2	16.6	2.4	17.2
Mississippi	10.4	18.6	8.2	78.7
Missouri	14.5	21.0	6.5	44.5
Montana	10.8	13.0	2.2	20.2
Nebraska	13.1	14.5	1.4	11.0
Nevada	7.3	10.3	2.9	40.3
New Hampshire	17.7	20.1	2.4	13.6
New Jersey	13.5	20.5	6.9	51.2
New Mexico	7.9	9.3	1.3	16.9
New York	13.6	16.5	3.0	21.7
North Carolina	17.3	19.4	2.1	11.9
North Dakota	12.5	15.4	2.9	23.1

See notes at end of exhibit.

**Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and state: Fall 2008 and fall 2015—
Continued**

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
Ohio	10.7	16.5	5.7	53.4
Oklahoma	10.7	15.9	5.1	47.7
Oregon	13.0	17.0	3.9	30.0
Pennsylvania	7.1	14.2	7.1	100.7
Puerto Rico	6.5	18.4	11.9	184.5
Rhode Island	17.1	17.3	0.1	0.6
South Carolina	9.7	14.1	4.4	45.5
South Dakota	10.4	14.9	4.5	42.9
Tennessee	11.0	13.6	2.7	24.2
Texas	12.7	13.9	1.2	9.1
Utah	6.9	9.5	2.6	38.2
Vermont	—	18.3	—	—
Virginia	18.1	21.6	3.5	19.2
Washington	19.5	20.6	1.1	5.6
West Virginia	11.9	15.9	3.9	33.1
Wisconsin	14.1	19.9	5.8	41.3
Wyoming	14.3	16.2	1.9	13.3

— 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 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, 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 impairment* 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 impairment* 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 2015. Data for 2008 were accessed spring 2012. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, 15 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) for which data were available were reported under the category of *other health impairment*. The percentages ranged from 0.1 to 21.7 percent in the individual states. However, less than 10 percent of the students served in the following six states were reported under the category of *other health impairment*: Utah (9.5 percent), Arizona (9.3 percent), New Mexico (9.3 percent), BIE schools (9.1 percent), Colorado (8.4 percent), and Iowa (0.1 percent). In contrast, more than 20 percent of the students served in the following seven states were reported under the category of *other health impairment*: Connecticut (21.7 percent), Maine (21.6 percent), Virginia (21.6 percent), Missouri (21.0 percent), Washington (20.6 percent), New Jersey (20.5 percent), and New Hampshire (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 impairment*.
- In 49 of the 51 states for which data were available for both years, the percentage of students reported under the category of *other health impairment* was smaller in 2008 than in 2015. The percentage of children served in 2008 was larger than the percentage of children served in 2015 in Kentucky and Iowa; however, the difference was less than 1 percentage point.
- Percent changes of more than 30 percent were observed for 24 of the states for which an increase was found between 2008 and 2015. Included among these states were the following three in which the increase was larger than 100 percent: the District of Columbia (225.2 percent), Puerto Rico (184.5 percent), and Pennsylvania (100.7 percent). However, the percentage in 2008, for each of these states, was less than or equal to 7.1 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 disability in 2015, and how did the percentages change between 2008 and 2015?

Exhibit 64. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disability*, by year and state: Fall 2008 and fall 2015

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
All states	42.9	38.8	-4.1	-9.5
Alabama	50.0	42.1	-7.8	-15.7
Alaska	47.4	43.9	-3.5	-7.3
Arizona	50.4	45.3	-5.1	-10.2
Arkansas	37.5	33.4	-4.1	-10.9
BIE schools	55.5	51.1	-4.4	-7.8
California	47.8	44.3	-3.5	-7.3
Colorado	41.5	46.2	4.8	11.5
Connecticut	35.9	36.5	0.7	1.8
Delaware	53.8	48.8	-5.0	-9.2
District of Columbia	45.7	36.4	-9.2	-20.2
Florida	47.4	41.6	-5.8	-12.2
Georgia	31.3	37.4	6.1	19.4
Hawaii	47.7	47.2	-0.5	-1.1
Idaho	37.1	25.1	-12.0	-32.4
Illinois	46.2	40.0	-6.2	-13.5
Indiana	37.7	35.5	-2.2	-5.9
Iowa	60.3	60.4	0.1	0.2
Kansas	41.6	41.1	-0.5	-1.2
Kentucky	15.4	19.1	3.6	23.6
Louisiana	33.0	33.0	0.1	0.2
Maine	33.2	32.4	-0.7	-2.2
Maryland	36.5	33.3	-3.2	-8.8
Massachusetts	39.3	27.7	-11.5	-29.4
Michigan	41.1	35.1	-6.0	-14.6
Minnesota	28.9	27.0	-1.9	-6.7
Mississippi	39.6	24.7	-15.0	-37.8
Missouri	34.0	27.5	-6.5	-19.2
Montana	47.5	32.7	-14.8	-31.2
Nebraska	34.6	35.8	1.2	3.5
Nevada	57.5	51.0	-6.5	-11.4
New Hampshire	44.0	37.0	-6.9	-15.7
New Jersey	40.5	35.4	-5.1	-12.5
New Mexico	45.3	48.4	3.0	6.7
New York	41.9	38.4	-3.5	-8.3
North Carolina	37.1	41.0	3.9	10.6
North Dakota	36.1	35.4	-0.7	-1.9

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 *specific learning disability*, by year and state: Fall 2008 and fall 2015—Continued

State	2008 percent	2015 percent	Change between 2008 and 2015 ^a	Percent change between 2008 and 2015 ^b
Ohio	42.4	41.3	-1.1	-2.7
Oklahoma	47.9	40.0	-7.9	-16.4
Oregon	39.3	35.0	-4.3	-11.0
Pennsylvania	52.0	43.5	-8.5	-16.4
Puerto Rico	59.2	47.7	-11.5	-19.4
Rhode Island	41.7	37.3	-4.3	-10.4
South Carolina	48.6	45.3	-3.3	-6.9
South Dakota	41.3	39.7	-1.6	-3.9
Tennessee	41.1	38.3	-2.8	-6.8
Texas	47.6	38.0	-9.7	-20.3
Utah	49.2	48.0	-1.2	-2.4
Vermont	—	31.8	—	—
Virginia	39.3	36.6	-2.6	-6.7
Washington	39.6	37.7	-2.0	-4.9
West Virginia	32.9	33.4	0.4	1.3
Wisconsin	35.0	27.8	-7.3	-20.7
Wyoming	38.1	34.7	-3.4	-8.9

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2015 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2015, 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 disability* 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 disability* 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 2015. Data for 2008 were accessed spring 2012. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 38.8 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) for which data were available were reported under the category of *specific learning disability*. The percentages of students reported under the category of *specific learning disability* by the individual states ranged from 19.1 percent to 60.4 percent. The percentages for the following three states were larger than 50 percent: Iowa (60.4 percent), BIE schools (51.1 percent), and Nevada (51.0 percent). In contrast, the percentages for the following seven states were less than 30 percent: Wisconsin (27.8 percent), Massachusetts (27.7 percent), Missouri (27.5 percent), Minnesota (27.0 percent), Idaho (25.1 percent), Mississippi (24.7 percent), and Kentucky (19.1 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 disability*.

- The percentage of students reported under the category of *specific learning disability* was larger in 2008 than in 2015 in 42 of the 52 states for which data were available for both time periods. For all 10 of the states in which the percentage in 2008 was smaller than the percentage in 2015, the difference was less than 7 percentage points. Moreover, the difference represented a percentage increase of less than 10 percent in each state except the following four states: Kentucky (23.6 percent), Georgia (19.4 percent), Colorado (11.5 percent), and North Carolina (10.6 percent).
- While the percentage of students reported under the category of *specific learning disability* decreased in 42 states between 2008 and 2015, the difference between the percentage reported in 2008 and the percentage reported in 2015 was less than 10 percentage points for all but the following five states: Mississippi (-15.0 percentage points), Montana (-14.8 percentage points), Idaho (-12.0 percentage points), Massachusetts (-11.5 percentage points), and Puerto Rico (-11.5 percentage points). Moreover, the decrease for all five of these states represented a percent change larger than 19 percent: Mississippi (-37.8 percent), Montana (-31.2 percent), Idaho (-32.4 percent), Massachusetts (-29.4 percent), and Puerto Rico (-19.4 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 2015?

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2015

State	Inside the regular class ^a			Separate school ^c	Residential facility ^e	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	62.7	18.7	13.5	2.8	0.3	0.4	0.2	1.5
Alabama	83.6	6.2	7.2	1.3	0.9	0.3	0.1	0.4
Alaska	63.4	24.6	8.8	2.3	0.3	0.1	0.4	0.1
Arizona	64.9	17.7	14.8	1.8	0.1	0.2	0.3	0.2
Arkansas	52.7	30.7	13.6	0.9	1.0	0.5	0.2	0.5
BIE schools	73.7	20.5	5.3	0.1	0.3	0.1	0.0	0.0
California	54.1	20.1	21.5	3.2	0.1	0.3	0.3	0.5
Colorado	73.6	16.8	6.7	1.8	0.3	0.2	0.2	0.3
Connecticut	67.7	17.7	5.2	7.5	0.5	0.4	0.3	0.8
Delaware	66.3	13.0	15.1	4.4	0.2	0.6	0.3	#
District of Columbia	55.5	16.5	17.3	9.5	0.4	#	0.4	0.2
Florida	71.9	9.1	13.7	2.9	0.2	0.7	0.6	1.0
Georgia	64.7	17.9	15.0	1.5	0.3	0.2	#	0.3
Hawaii	36.8	41.3	20.2	0.6	0.2	0.3	0.1	0.3
Idaho	60.6	27.5	9.9	1.2	0.3	0.1	0.3	0.2
Illinois	52.6	26.2	13.3	5.6	0.5	0.2	0.1	1.6
Indiana	71.4	12.0	10.4	0.9	0.5	0.6	0.2	3.9
Iowa	65.6	22.5	8.9	1.0	0.6	#	0.4	1.0
Kansas	68.9	20.6	7.0	1.8	0.3	0.1	0.3	1.0
Kentucky	73.7	15.5	8.3	0.5	0.4	0.7	0.1	0.8
Louisiana	59.7	21.9	13.9	0.3	0.1	0.9	0.2	3.0
Maine	56.7	29.2	10.8	2.5	0.5	0.1	#	0.1
Maryland	69.0	9.9	13.0	6.5	0.1	0.3	0.3	1.0
Massachusetts	62.3	15.9	14.0	6.0	0.7	0.1	0.1	0.8
Michigan	66.4	15.5	10.9	4.8	0.1	0.2	0.6	1.5
Minnesota	60.5	23.6	10.1	3.8	0.1	0.3	0.1	1.6
Mississippi	63.0	18.4	15.1	0.9	0.5	0.7	#	1.5
Missouri	57.6	27.7	8.8	3.0	#	0.6	0.5	1.9
Montana	47.0	38.8	12.0	0.6	0.6	0.2	0.1	0.6
Nebraska	75.5	12.3	6.6	1.6	0.3	0.2	0.1	3.4
Nevada	63.5	19.9	14.7	1.3	#	0.3	0.2	0.2
New Hampshire	72.4	15.7	8.4	2.2	0.5	#	#	0.7
New Jersey	46.0	27.3	14.7	7.0	0.2	0.3	0.1	4.4
New Mexico	49.8	29.4	19.2	0.5	0.2	0.2	0.2	0.5
New York	58.0	11.6	19.8	4.8	0.4	0.3	0.2	5.0

See notes at end of exhibit.

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2015—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 Carolina	66.8	17.1	13.9	1.1	0.2	0.6	0.1	0.3
North Dakota	74.1	16.9	5.3	0.6	1.0	0.2	0.1	1.9
Ohio	62.3	18.3	11.3	3.1	0.1	0.6	0.1	4.3
Oklahoma	66.8	22.2	9.4	0.3	0.3	0.6	0.1	0.2
Oregon	73.4	14.3	10.2	0.8	0.1	0.2	0.3	0.7
Pennsylvania	61.8	23.2	9.5	4.3	0.4	0.2	0.1	0.3
Puerto Rico	70.3	15.6	6.9	1.8	#	0.9	0.1	4.3
Rhode Island	69.5	9.9	13.2	5.0	0.6	0.1	0.2	1.5
South Carolina	60.7	20.5	16.3	0.6	0.3	0.9	0.3	0.5
South Dakota	69.2	21.6	5.6	0.9	1.2	0.1	0.0	1.4
Tennessee	70.5	15.7	11.1	0.9	0.3	0.6	0.1	0.9
Texas	68.1	15.9	14.6	0.5	0.1	0.5	0.1	0.2
Utah	60.4	25.6	11.4	2.2	#	0.2	0.1	0.0
Vermont	75.8	12.0	5.7	4.7	1.1	0.1	#	0.6
Virginia	63.4	20.4	11.1	3.1	0.4	0.7	0.3	0.6
Washington	54.4	31.1	13.2	0.6	0.1	0.1	0.1	0.4
West Virginia	64.5	24.8	8.1	0.2	0.4	1.1	0.1	0.8
Wisconsin	66.2	21.2	9.2	1.0	0.2	0.3	0.4	1.5
Wyoming	65.4	25.4	6.5	0.6	1.2	0.2	0.1	0.7

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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 62.7 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 53 states (“All states”) for which data were available 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 these states, a majority of such students were educated *inside the regular class 80% or more of the day*. In three of those states, this category accounted for more than 75 percent of such students. The states were Alabama (83.6 percent), Vermont (75.8 percent), and Nebraska (75.5 percent). In each of the three other states in which 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, the percentage was larger than 45 percent: New Mexico (49.8 percent), Montana (47.0 percent), and New Jersey (46.0 percent).
- 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*, which accounted for 41.3 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 2015?

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2015

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	58.6	22.4	16.9	1.6	#	0.2	0.1	0.2
Alabama	79.9	9.8	9.3	0.7	#	0.2	0.0	0.1
Alaska	59.8	31.5	7.0	1.4	0.2	0.0	0.1	0.0
Arizona	73.1	18.3	8.4	0.2	0.0	#	0.0	0.0
Arkansas	54.9	30.8	13.3	0.3	0.2	0.4	0.0	0.2
BIE schools	70.9	24.8	4.1	0.0	0.3	0.0	0.0	0.0
California	50.9	22.8	23.7	2.1	#	0.2	0.2	0.1
Colorado	74.6	17.7	6.7	0.5	#	0.1	#	0.3
Connecticut	70.6	21.2	4.2	3.3	0.1	0.2	0.0	0.4
Delaware	68.7	15.2	15.1	0.9	0.0	0.1	0.0	0.0
District of Columbia	67.8	15.1	13.1	3.8	0.1	0.0	0.1	0.0
Florida	74.2	14.6	9.8	0.6	0.1	0.4	0.1	0.2
Georgia	60.1	27.3	12.2	0.3	#	0.1	0.0	#
Hawaii	22.6	47.4	28.1	1.3	0.3	0.1	0.1	0.1
Idaho	50.9	40.1	8.4	0.5	0.1	0.1	0.1	0.0
Illinois	47.5	33.2	15.8	3.1	0.1	#	#	0.2
Indiana	68.3	14.9	12.8	0.6	0.3	0.4	#	2.7
Iowa	64.9	27.0	7.4	0.3	0.1	0.0	0.2	0.1
Kansas	76.9	19.4	3.2	0.1	0.0	#	0.1	0.3
Kentucky	69.1	21.2	8.7	0.3	0.2	0.2	#	0.1
Louisiana	59.9	24.6	15.4	—	—	0.1	—	0.1
Maine	52.0	31.4	14.8	1.7	0.0	0.2	0.0	0.0
Maryland	73.3	11.1	13.1	2.2	0.1	0.1	0.1	0.1
Massachusetts	57.9	17.8	21.0	2.9	0.1	0.1	0.1	0.3
Michigan	70.6	16.8	9.7	2.0	0.0	0.1	#	0.7
Minnesota	59.3	28.0	10.7	1.4	#	0.1	0.0	0.5
Mississippi	62.5	21.6	15.4	0.4	0.0	0.1	0.0	0.0
Missouri	61.1	29.5	8.5	0.7	0.0	0.1	0.0	0.2
Montana	43.1	46.5	10.1	0.0	0.0	0.2	0.0	0.2
Nebraska	84.8	12.3	1.8	0.1	0.0	0.1	0.0	0.9
Nevada	57.1	24.6	17.2	0.8	0.0	0.2	0.1	#
New Hampshire	65.2	19.7	12.6	1.3	0.0	0.0	0.0	1.1
New Jersey	47.4	29.7	20.6	1.9	0.1	0.2	#	0.2
New Mexico	42.7	34.0	22.9	0.2	#	0.1	#	0.1
New York	50.1	11.9	32.8	5.0	#	0.1	#	0.1
North Carolina	63.4	21.8	13.7	0.8	#	0.2	#	#
North Dakota	65.1	28.0	5.1	0.8	0.3	0.0	0.0	0.8

See notes at end of exhibit.

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2015—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	57.3	27.8	12.3	0.8	#	0.2	0.0	1.6
Oklahoma	57.7	31.5	10.3	0.2	0.0	0.3	0.0	#
Oregon	76.5	15.0	8.0	0.2	#	0.1	#	0.1
Pennsylvania	48.3	35.8	14.0	1.5	0.1	0.1	#	0.2
Puerto Rico	71.1	18.3	9.3	1.1	0.0	0.0	0.0	0.2
Rhode Island	79.9	7.0	11.8	1.2	0.1	0.0	0.0	0.0
South Carolina	61.1	22.0	15.9	0.5	0.1	0.3	0.1	0.1
South Dakota	58.7	31.1	9.2	0.3	0.5	0.0	0.0	0.2
Tennessee	70.5	18.9	9.3	0.6	#	0.3	0.1	0.2
Texas	72.6	18.2	8.7	0.1	#	0.3	#	#
Utah	51.3	36.1	11.3	1.2	0.0	0.1	0.1	0.0
Vermont	75.9	11.8	7.0	3.7	0.5	0.0	0.0	1.1
Virginia	53.2	32.4	12.3	1.8	0.1	0.2	#	0.1
Washington	53.3	38.2	8.3	0.1	—	#	#	#
West Virginia	70.0	24.7	4.4	0.0	0.0	0.4	0.0	0.4
Wisconsin	69.0	22.4	7.6	0.3	0.1	0.1	0.1	0.4
Wyoming	56.8	35.7	4.9	0.4	1.1	0.2	0.2	0.6

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

— Percentage cannot be calculated because data were not available.

^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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 58.6 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”) for which data were available were educated *inside the regular class 80% or more of the day*.

- In 51 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 47 of those states, this educational environment accounted for a majority of such students. In the following six states, more than 75 percent of such students were in this environment: Nebraska (84.8 percent), Alabama (79.9 percent), Rhode Island (79.9 percent), Kansas (76.9 percent), Oregon (76.5 percent), and Vermont (75.9 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 47.4 percent and 46.5 percent of students who were LEP, respectively.

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 2015?

Exhibit 67. 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 2015

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	47.1	17.4	18.5	12.9	1.5	1.0	1.3	0.4
Alabama	71.6	8.2	4.9	6.7	7.6	1.0	0.1	0.0
Alaska	48.6	20.3	13.7	12.6	1.7	0.0	3.0	0.2
Arizona	41.1	15.3	26.9	13.2	0.9	0.6	1.9	0.1
Arkansas	32.8	30.6	18.5	6.1	5.6	4.5	1.7	0.1
BIE schools	67.0	25.9	6.1	0.7	0.3	0.0	0.0	0.0
California	29.0	17.1	29.4	19.7	2.1	0.9	1.7	0.1
Colorado	54.8	16.7	13.7	10.2	1.9	0.7	1.8	0.1
Connecticut	39.7	14.1	9.8	31.4	2.1	1.6	1.1	0.1
Delaware	40.2	11.2	25.2	16.6	2.4	2.6	1.8	0.0
District of Columbia	36.7	10.7	29.5	18.3	2.1	0.0	2.6	0.0
Florida	42.7	11.6	29.6	10.2	0.1	0.2	4.9	0.6
Georgia	53.8	15.9	15.8	12.1	1.8	0.5	#	#
Hawaii	32.0	38.3	23.6	2.8	1.1	0.7	1.4	0.1
Idaho	50.1	24.1	12.7	9.4	1.5	0.2	2.0	0.0
Illinois	33.6	20.0	16.0	26.5	3.0	0.4	0.5	0.2
Indiana	56.1	13.6	18.8	4.0	2.7	2.5	1.1	1.3
Iowa	65.7	22.5	8.9	1.0	0.6	0.0	0.4	1.0
Kansas	49.6	19.9	13.4	13.7	1.2	0.3	1.8	0.2
Kentucky	56.4	18.6	16.2	3.1	2.3	2.5	0.8	#
Louisiana	46.6	24.1	23.3	0.9	0.5	2.4	2.2	0.1
Maine	45.7	22.5	19.1	10.3	2.0	0.3	0.0	0.1
Maryland	45.5	10.4	18.8	22.9	0.1	0.7	1.5	#
Massachusetts	43.3	11.5	18.7	23.7	1.5	0.4	0.6	0.3
Michigan	54.6	16.1	14.2	9.7	0.7	0.4	3.8	0.5
Minnesota	53.4	22.5	12.0	10.8	#	0.5	0.5	0.3
Mississippi	54.7	24.7	12.0	4.3	2.0	2.0	#	0.2
Missouri	44.6	26.9	13.0	10.9	#	2.1	2.1	0.5
Montana	41.4	31.4	17.2	4.3	3.0	0.9	1.3	0.4
Nebraska	64.3	12.2	11.3	9.4	1.4	0.4	0.4	0.6
Nevada	48.7	19.9	22.6	6.7	0.0	0.3	1.8	0.0
New Hampshire	58.9	17.1	11.9	9.4	2.5	0.0	#	0.1
New Jersey	34.1	20.4	16.4	24.7	1.5	1.7	0.9	0.3
New Mexico	39.4	23.3	32.0	1.7	1.6	0.1	1.8	0.1
New York	32.7	11.2	30.3	19.5	2.5	1.4	1.0	1.4
North Carolina	50.6	20.3	21.9	2.7	0.2	3.3	1.0	#

See notes at end of exhibit.

Exhibit 67. 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 2015—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	68.3	12.9	9.7	3.4	4.1	0.8	0.7	0.1
Ohio	42.4	17.3	19.0	16.9	0.7	2.4	0.6	0.7
Oklahoma	52.5	23.1	17.1	1.6	1.9	2.9	1.0	0.0
Oregon	58.1	16.3	17.8	4.9	#	0.9	1.8	0.2
Pennsylvania	47.2	20.1	13.1	16.6	2.0	0.3	0.7	#
Puerto Rico	68.4	12.4	13.4	1.3	0.0	1.3	0.6	2.7
Rhode Island	39.5	7.4	25.6	21.8	3.9	0.2	1.2	0.4
South Carolina	37.4	24.2	27.4	2.2	1.2	5.1	2.4	0.0
South Dakota	61.3	24.2	10.5	0.9	2.9	0.0	0.0	0.2
Tennessee	52.4	17.1	18.8	7.4	2.0	1.6	0.4	0.1
Texas	66.0	16.2	14.5	1.6	0.1	0.9	0.6	#
Utah	44.5	25.8	24.4	2.9	0.4	1.3	0.6	0.0
Vermont	58.7	9.8	9.5	16.9	4.4	0.1	0.2	0.5
Virginia	48.0	18.5	9.9	16.9	2.5	2.0	1.9	0.2
Washington	41.5	30.7	20.6	5.3	0.8	0.1	0.9	#
West Virginia	48.7	29.0	13.8	0.2	2.0	5.1	1.2	0.0
Wisconsin	61.8	19.3	13.1	2.4	0.8	0.8	1.5	0.2
Wyoming	52.4	23.1	9.2	5.0	8.3	0.4	0.5	1.1

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 *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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, *inside the regular class for 80% or more of the day* accounted for a larger percentage (47.1 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 51 of the individual states. The percentage exceeded 50 percent in 24 states, including one state in which the percentage exceeded 70 percent: Alabama (71.6 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 *emotional disturbance* in Hawaii (38.3 percent).
- 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* in California (29.4 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 disability, by educational environment in 2015?

Exhibit 68. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disability*, by educational environment and state: Fall 2015

State	Inside the regular class ^a			Separate school ^e	Residential facility ^e	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	16.5	26.3	49.7	6.1	0.3	0.5	0.1	0.4
Alabama	42.5	21.4	31.7	3.1	0.9	0.3	0.0	0.1
Alaska	16.8	32.8	39.8	10.6	0.0	0.0	0.0	0.0
Arizona	7.3	16.1	73.2	2.7	#	0.5	0.1	#
Arkansas	11.0	40.8	44.6	1.1	1.8	0.6	0.1	0.1
BIE schools	24.3	42.9	31.0	0.0	1.7	0.0	0.0	0.0
California	6.0	15.7	68.8	8.8	0.1	0.6	0.1	0.1
Colorado	12.7	52.4	32.5	1.6	0.3	0.2	0.1	0.2
Connecticut	29.7	47.2	13.0	9.4	0.3	0.3	0.1	0.0
Delaware	13.0	18.3	57.4	9.9	0.3	0.6	0.3	0.0
District of Columbia	9.9	13.9	49.3	25.7	0.7	0.0	0.3	0.1
Florida	11.8	10.7	62.7	12.9	0.1	0.5	0.5	0.8
Georgia	18.7	20.2	58.3	1.5	0.6	0.6	#	0.1
Hawaii	7.6	32.4	59.6	0.1	0.2	0.2	0.0	0.0
Idaho	15.3	42.9	40.1	1.3	#	#	0.2	#
Illinois	4.4	29.4	49.8	15.4	0.6	0.2	#	0.2
Indiana	28.1	25.8	42.9	0.8	0.3	0.7	0.2	1.1
Iowa	65.7	22.5	8.9	1.0	0.5	0.1	0.4	1.0
Kansas	12.5	45.6	37.3	3.8	0.3	0.1	0.2	0.2
Kentucky	43.3	33.7	21.1	0.5	0.4	0.8	0.1	0.2
Louisiana	18.5	31.7	46.6	0.2	0.2	1.2	0.2	1.4
Maine	6.7	37.0	53.5	1.4	1.3	0.1	0.0	0.0
Maryland	15.4	20.0	56.3	7.8	0.1	0.1	0.2	0.1
Massachusetts	12.8	19.6	58.6	6.6	1.0	0.1	0.1	1.0
Michigan	15.3	21.7	44.1	17.8	0.1	0.1	0.4	0.5
Minnesota	7.7	38.0	44.8	8.4	0.1	0.3	#	0.7
Mississippi	12.1	21.9	64.2	0.5	0.9	0.4	0.0	0.1
Missouri	8.4	47.1	35.3	7.9	0.0	0.6	0.4	0.3
Montana	6.4	46.5	45.5	0.3	0.7	0.0	0.0	0.5
Nebraska	26.9	30.4	38.2	3.3	0.3	0.2	0.1	0.6
Nevada	4.7	17.6	74.6	2.7	0.0	0.3	0.1	0.1
New Hampshire	21.4	27.8	44.2	2.8	0.9	0.1	0.0	2.7
New Jersey	8.3	23.4	52.0	15.0	0.2	0.2	#	0.8
New Mexico	9.5	20.2	69.4	0.1	0.4	0.1	0.1	0.0
New York	6.9	16.2	55.7	19.9	0.3	0.3	#	0.6

See notes at end of exhibit.

Exhibit 68. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disability*, by educational environment and state: Fall 2015—Continued

State	Inside the regular class ^a			Separate school ^e	Residential facility ^e	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 Carolina	14.7	26.4	53.9	3.9	0.2	0.6	0.1	0.1
North Dakota	15.9	51.0	30.1	0.5	1.6	0.4	0.0	0.4
Ohio	32.8	37.3	27.1	1.4	0.1	0.4	0.1	0.9
Oklahoma	17.8	37.1	43.7	0.3	0.2	0.7	0.1	0.1
Oregon	15.5	34.8	47.7	1.2	0.0	0.5	0.1	0.2
Pennsylvania	11.6	33.1	44.9	9.2	0.7	0.3	#	0.2
Puerto Rico	33.4	12.4	37.4	14.2	#	0.9	0.3	1.5
Rhode Island	13.9	25.7	54.2	5.6	0.5	0.1	0.0	0.0
South Carolina	7.5	20.3	68.3	1.7	0.2	1.6	0.2	0.2
South Dakota	15.5	56.0	23.1	2.7	2.1	0.1	0.0	0.4
Tennessee	12.9	22.6	60.4	2.4	0.6	0.8	0.1	0.3
Texas	14.1	25.7	58.1	1.5	0.1	0.4	#	#
Utah	6.2	24.1	59.8	9.6	#	0.2	#	0.0
Vermont	42.8	34.7	17.5	4.3	0.6	0.0	0.0	0.1
Virginia	11.1	30.4	52.5	4.3	0.5	0.8	0.2	0.2
Washington	5.1	32.8	61.4	0.4	—	0.1	0.1	0.2
West Virginia	23.9	46.8	27.1	#	0.4	1.6	0.1	#
Wisconsin	14.7	37.9	43.2	3.1	0.3	0.4	0.3	0.2
Wyoming	8.7	46.0	41.7	1.4	1.8	0.4	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

^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 disability* 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 disability*, 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 disability* 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 disability*, 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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a larger percentage (49.7 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disability* in the 53 states (“All states”) for which data were available 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 individual states. The percentage exceeded 50 percent in 22 states, including the following two states in which the percentage exceeded 70 percent: Nevada (74.6 percent) and Arizona (73.2 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 disability* in 12 states. The percentage of students accounted for by this category exceeded 50 percent in the following three states: South Dakota (56.0 percent), Colorado (52.4 percent), and North Dakota (51.0 percent).
- In four 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 disability*. The four states were: Iowa (65.7 percent), Kentucky (43.3 percent), Vermont (42.8 percent), and Alabama (42.5 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 2014–15?

Exhibit 69. 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 2014–15

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	90.9	89.7	90.6	#	#	#	0.0	0.0	0.6	9.1	10.3	8.8
Alabama	91.8	90.1	88.0	—	—	—	—	—	—	8.2	9.9	12.0
Alaska	92.5	93.5	92.1	—	—	—	—	—	—	7.5	6.5	7.9
Arizona	91.4	89.8	88.1	—	—	—	—	—	—	8.6	10.2	11.9
Arkansas	89.0	86.5	93.0	—	—	—	—	—	—	11.0	13.5	7.0
BIE schools	—	—	—	—	—	—	—	—	—	—	—	—
California	92.8	92.9	91.4	—	—	—	—	—	—	7.2	7.1	8.6
Colorado	91.4	89.8	87.7	—	—	—	—	—	—	8.6	10.2	12.3
Connecticut	89.6	90.2	87.9	—	—	—	—	—	—	10.4	9.8	12.1
Delaware	91.5	89.9	85.9	—	—	—	—	—	—	8.5	10.1	14.1
District of Columbia	91.5	91.6	93.4	—	—	—	—	—	—	8.5	8.4	6.6
Florida	90.2	87.9	88.5	—	—	—	—	—	—	9.8	12.1	11.5
Georgia	91.7	88.6	95.5	—	—	—	—	—	—	8.3	11.4	4.5
Hawaii	89.3	88.7	91.5	—	—	—	—	—	—	10.7	11.3	8.5
Idaho	89.5	89.5	93.5	—	—	—	—	—	—	10.5	10.5	6.5
Illinois	92.3	90.6	86.4	—	—	—	—	—	—	7.7	9.4	13.6
Indiana	93.3	89.3	100.0	—	—	—	—	—	—	6.7	10.7	—
Iowa	93.9	93.3	93.3	—	—	—	—	—	—	6.1	6.7	6.7
Kansas	91.9	91.3	91.0	—	—	—	—	—	—	8.1	8.7	9.0
Kentucky	92.9	88.4	85.4	—	—	—	—	—	—	7.1	11.6	14.6
Louisiana	91.0	84.5	86.7	—	—	—	—	—	—	9.0	15.5	13.3
Maine	92.5	90.5	86.0	—	—	—	—	—	—	7.5	9.5	14.0

See notes at end of exhibit.

Exhibit 69. 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 2014–15—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
Maryland	91.8	90.9	57.0	—	—	—	—	—	31.8	8.2	9.1	11.2
Massachusetts	90.2	91.4	92.5	#	#	#	—	—	—	9.8	8.6	7.5
Michigan	82.7	80.9	78.9	—	—	—	—	—	—	17.3	19.1	21.1
Minnesota	91.1	88.5	87.5	—	—	—	—	—	—	8.9	11.5	12.5
Mississippi	88.6	87.1	88.3	—	—	—	—	—	—	11.4	12.9	11.7
Missouri	90.9	88.7	89.2	—	—	—	—	—	—	9.1	11.3	10.8
Montana	79.7	78.1	100.0	—	—	—	—	—	—	20.3	21.9	—
Nebraska	92.8	89.6	88.1	—	—	—	—	—	—	7.2	10.4	11.9
Nevada	—	—	—	—	—	—	—	—	—	—	—	—
New Hampshire	94.6	93.4	96.8	—	—	—	—	—	—	5.4	6.6	3.2
New Jersey	92.8	92.2	96.6	—	—	—	—	—	—	7.2	7.8	3.4
New Mexico	92.6	93.0	97.4	—	—	—	—	—	—	7.4	7.0	2.6
New York	90.4	87.3	99.9	—	—	—	—	—	—	9.6	12.7	0.1
North Carolina	93.2	91.5	86.3	—	—	—	—	—	6.0	6.8	8.5	7.7
North Dakota	90.0	89.1	85.5	0.0	0.0	0.0	0.0	0.0	0.0	10.0	10.9	14.5
Ohio	87.5	87.4	89.0	—	—	—	—	—	—	12.5	12.6	11.0
Oklahoma	89.8	91.4	91.2	—	—	—	—	—	—	10.2	8.6	8.8
Oregon	84.6	87.8	86.9	—	—	—	—	—	—	15.4	12.2	13.1
Pennsylvania	89.1	88.7	90.0	—	—	—	—	—	—	10.9	11.3	10.0
Puerto Rico	96.8	97.2	96.0	—	—	—	—	—	—	3.2	2.8	4.0
Rhode Island	91.6	90.4	94.4	—	—	—	—	—	—	8.4	9.6	5.6
South Carolina	93.3	95.5	90.9	—	—	—	—	—	—	6.7	4.5	9.1
South Dakota	91.9	88.3	84.4	—	—	—	—	—	—	8.1	11.7	15.6
Tennessee	91.2	89.3	88.0	—	—	—	—	—	—	8.8	10.7	12.0
Texas	87.4	88.1	91.7	—	—	—	—	—	—	12.6	11.9	8.3
Utah	95.1	91.5	88.5	—	—	—	—	—	—	4.9	8.5	11.5

See notes at end of exhibit.

Exhibit 69. 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 2014–15—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
Vermont	91.6	94.2	94.8	—	—	—	—	—	—	8.4	5.8	5.2
Virginia	91.0	89.5	96.2	—	—	—	—	—	—	9.0	10.5	3.8
Washington	92.3	92.9	86.7	—	—	—	—	—	—	7.7	7.1	13.3
West Virginia	92.9	88.8	87.9	—	—	—	—	—	—	7.1	11.2	12.1
Wisconsin	90.8	90.3	89.8	—	—	—	—	—	—	9.2	9.7	10.2
Wyoming	93.8	91.0	91.8	—	—	—	—	—	—	6.2	9.0	8.2

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

— Percentage cannot be calculated because data were not available.

^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 (p) was calculated by dividing (a) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score by the sum of (a) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score and (b) the number of students served under IDEA, Part B, who did not participate in an assessment, and multiplying the result by 100 [$p = a / (a + b) * 100$]. Percentage (P) for “all states” was calculated for all states for which data were available by dividing (A) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score by the sum of (A) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score and (B) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$P = A / (A + B) * 100$].

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2014–15. Data were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in math was administered by all 51 states for which data were available to some students in grade 4, grade 8, and high school. An *alternate assessment based on grade-level academic achievement standards* was administered to some students in grade 4, grade 8, and high school by one of the two states for which data were available. An *alternate assessment based on modified academic achievement standards* was not administered to any students in grade 4 or grade 8 by the one state for which data were available. An *alternate assessment based on modified academic achievement standards* was administered to some students in high school by two of the three 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 (51 states), grade 8 (51 states), and high school (49 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 (90.9 percent), grade 8 (89.7 percent), and high school (90.6 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 grade 8, and in high school in all 51 of the individual states for which data were available.

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 2014–15?

Exhibit 70. 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 2014–15

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	90.8	89.8	90.7	#	#	#	0.0	0.0	0.4	9.2	10.1	8.8
Alabama	91.8	90.1	88.0	—	—	—	—	—	—	8.2	9.9	12.0
Alaska	92.5	93.5	92.2	—	—	—	—	—	—	7.5	6.5	7.8
Arizona	91.3	89.7	88.3	—	—	—	—	—	—	8.7	10.3	11.7
Arkansas	89.0	86.7	92.2	—	—	—	—	—	—	11.0	13.3	7.8
BIE schools	—	—	—	—	—	—	—	—	—	—	—	—
California	92.8	92.9	91.4	—	—	—	—	—	—	7.2	7.1	8.6
Colorado	91.4	89.8	88.0	—	—	—	—	—	—	8.6	10.2	12.0
Connecticut	89.6	90.3	88.0	—	—	—	—	—	—	10.4	9.7	12.0
Delaware	91.6	89.8	85.9	—	—	—	—	—	—	8.4	10.2	14.1
District of Columbia	91.4	92.4	93.3	—	—	—	—	—	—	8.6	7.6	6.7
Florida	90.1	87.8	87.5	—	—	—	—	—	—	9.9	12.2	12.5
Georgia	91.6	88.6	93.5	—	—	—	—	—	—	8.4	11.4	6.5
Hawaii	89.3	88.9	91.9	—	—	—	—	—	—	10.7	11.1	8.1
Idaho	89.6	89.6	93.6	—	—	—	—	—	—	10.4	10.4	6.4
Illinois	92.3	90.7	88.6	—	—	—	—	—	—	7.7	9.3	11.4
Indiana	93.2	89.2	—	—	—	—	—	—	—	6.8	10.8	—
Iowa	93.9	93.3	93.3	—	—	—	—	—	—	6.1	6.7	6.7
Kansas	91.9	91.2	90.9	—	—	—	—	—	—	8.1	8.8	9.1
Kentucky	92.9	88.4	88.3	—	—	—	—	—	—	7.1	11.6	11.7
Louisiana	91.1	84.5	85.2	—	—	—	—	—	—	8.9	15.5	14.8
Maine	92.4	90.5	86.3	—	—	—	—	—	—	7.6	9.5	13.7
Maryland	91.8	91.0	59.8	—	—	—	—	—	28.6	8.2	9.0	11.6

See notes at end of exhibit.

Exhibit 70. 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 2014–15—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	90.2	91.7	92.6	#	#	#	—	—	—	9.8	8.3	7.4
Michigan	82.5	81.7	79.5	—	—	—	—	—	—	17.5	18.3	20.5
Minnesota	91.0	88.9	89.1	—	—	—	—	—	—	9.0	11.1	10.9
Mississippi	88.5	87.1	82.2	—	—	—	—	—	—	11.5	12.9	17.8
Missouri	90.9	89.0	88.5	—	—	—	—	—	—	9.1	11.0	11.5
Montana	14.5	22.0	100.0	—	—	—	—	—	—	85.5	78.0	—
Nebraska	92.7	89.8	88.5	—	—	—	—	—	—	7.3	10.2	11.5
Nevada	—	—	—	—	—	—	—	—	—	—	—	—
New Hampshire	94.7	93.4	96.9	—	—	—	—	—	—	5.3	6.6	3.1
New Jersey	92.8	92.2	97.1	—	—	—	—	—	—	7.2	7.8	2.9
New Mexico	92.7	91.9	97.8	—	—	—	—	—	—	7.3	8.1	2.2
New York	90.6	88.2	99.9	—	—	—	—	—	—	9.4	11.8	0.1
North Carolina	93.2	91.5	91.4	—	—	—	—	—	1.0	6.8	8.5	7.5
North Dakota	90.0	88.9	85.4	0.0	0.0	0.0	0.0	0.0	0.0	10.0	11.1	14.6
Ohio	87.5	87.9	89.1	—	—	—	—	—	—	12.5	12.1	10.9
Oklahoma	89.8	91.3	90.5	—	—	—	—	—	—	10.2	8.7	9.5
Oregon	82.7	88.3	87.3	—	—	—	—	—	—	17.3	11.7	12.7
Pennsylvania	89.0	88.7	89.9	—	—	—	—	—	—	11.0	11.3	10.1
Puerto Rico	96.8	97.2	95.9	—	—	—	—	—	—	3.2	2.8	4.1
Rhode Island	91.5	90.4	94.4	—	—	—	—	—	—	8.5	9.6	5.6
South Carolina	93.3	95.5	91.1	—	—	—	—	—	—	6.7	4.5	8.9
South Dakota	91.9	88.3	84.6	—	—	—	—	—	—	8.1	11.7	15.4
Tennessee	91.6	89.4	89.2	—	—	—	—	—	—	8.4	10.6	10.8
Texas	87.4	88.4	92.9	—	—	—	—	—	—	12.6	11.6	7.1
Utah	95.2	91.6	90.1	—	—	—	—	—	—	4.8	8.4	9.9
Vermont	91.4	94.2	94.9	—	—	—	—	—	—	8.6	5.8	5.1

See notes at end of exhibit.

Exhibit 70. 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 2014–15—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
Virginia	89.3	90.4	90.4	1.7	0.2	—	—	—	—	9.1	9.5	9.6
Washington	92.3	93.0	88.5	—	—	—	—	—	—	7.7	7.0	11.5
West Virginia	92.9	88.8	88.0	—	—	—	—	—	—	7.1	11.2	12.0
Wisconsin	90.8	90.4	89.6	—	—	—	—	—	—	9.2	9.6	10.4
Wyoming	93.8	91.0	91.8	—	—	—	—	—	—	6.2	9.0	8.2

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

— Percentage cannot be calculated because data were not available.

^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 (p) was calculated by dividing (a) the number of students served under *IDEA*, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score by the sum of (a) the number of students served under *IDEA*, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score and (b) the number of students served under *IDEA*, Part B, who did not participate in an assessment, and multiplying the result by 100 [$p=a/(a+b)*100$]. Percentage (P) for “all states” was calculated for all states for which data were available by dividing (A) the number of students served under *IDEA*, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score by the sum of (A) the number of students served under *IDEA*, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score and (B) the number of students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100 [$P=A/(A+B)*100$]. 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, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2014–15. Data were accessed fall 2016.

For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in reading was administered by all states for which data were available to some students in each of grades 4 (51 states), 8 (51 states), and high school (50 states). An *alternate assessment based on grade-level academic achievement standards* was administered to some students in grade 4 by two of the three states for which data were available, to some students in grade 8 by two of the three states for which data were available, and to some students in high school by one of the two states for which data were available. An *alternate assessment based on modified academic achievement standards* was not administered to any students in grade 4 or in grade 8 by the one state for which data were available, but it was administered to some students in high school by two of the three 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 each of grades 4 (51 states), 8 (51 states), and high school (49 states).
- 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 (90.8 percent), grade 8 (89.8 percent), and high school (90.7 percent).
- Compared to the other types of reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of students with disabilities in each of grades 4 and 8 in 50 of the 51 of the individual states for which data were available and in high school in all 50 of the states for which data were available. In Montana, an *alternate assessment based on alternate academic achievement standards* was the most prevalent type of assessment taken by students with disabilities in grade 4 (85.5 percent) and grade 8 (78.0 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 2014–15, and how did the percentages change between 2008–09 and 2014–15?

Exhibit 71. 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 2014–15

State	2008–09		2014–15		Change between 2008–09 and 2014–15 ^a		Percent change between 2008–09 and 2014–15 ^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	69.4	18.0	8.8	-4.4	14.5	-19.8
Alabama	33.5	12.7	84.2	7.0	50.7	-5.7	151.4	-45.0
Alaska	52.6	31.7	61.7	29.9	9.2	-1.8	17.4	-5.7
Arizona	78.2	21.0	74.2	25.2	-4.0	4.1	-5.1	19.7
Arkansas	81.2	16.2	84.3	13.4	3.0	-2.8	3.7	-17.3
BIE schools	35.6	53.3	58.6	39.6	23.0	-13.7	64.7	-25.7
California	49.4	23.1	69.5	14.5	20.1	-8.6	40.8	-37.3
Colorado	60.1	33.0	73.5	23.0	13.3	-10.0	22.2	-30.3
Connecticut	75.8	18.7	85.7	12.4	9.9	-6.4	13.0	-33.9
Delaware	59.0	33.4	77.6	12.5	18.5	-20.9	31.4	-62.6
District of Columbia	44.2	48.2	58.0	30.7	13.8	-17.5	31.2	-36.3
Florida	49.8	24.0	60.4	18.7	10.5	-5.3	21.1	-22.1
Georgia	40.5	27.9	63.8	27.6	23.3	-0.3	57.5	-1.2
Hawaii	80.5	2.8	73.4	16.6	-7.2	13.9	-8.9	504.3
Idaho	43.5	20.4	69.1	29.9	25.6	9.5	58.8	46.5
Illinois	77.9	19.1	x	x	x	x	x	x
Indiana	58.5	26.8	78.5	7.6	19.9	-19.2	34.0	-71.6
Iowa	67.0	28.8	80.5	18.1	13.5	-10.7	20.2	-37.2
Kansas	74.2	23.5	81.3	16.7	7.1	-6.8	9.6	-29.0
Kentucky	72.1	18.7	71.5	17.4	-0.6	-1.3	-0.8	-6.7
Louisiana	27.2	43.5	50.8	28.0	23.6	-15.4	86.9	-35.5
Maine	73.9	23.6	82.8	16.2	9.0	-7.4	12.2	-31.5
Maryland	62.3	24.8	66.1	20.8	3.8	-4.0	6.1	-16.0
Massachusetts	70.7	21.6	73.2	15.9	2.5	-5.7	3.6	-26.4

See notes at end of exhibit.

Exhibit 71. 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 2014–15—Continued

State	2008–09		2014–15		Change between 2008–09 and 2014–15 ^a		Percent change between 2008–09 and 2014–15 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Michigan	66.2	31.4	66.2	25.5	#	-5.9	0.1	-18.8
Minnesota	89.0	10.7	88.9	10.3	0.0	-0.4	0.0	-3.6
Mississippi	24.3	13.4	41.6	9.2	17.3	-4.2	71.0	-31.0
Missouri	74.6	24.1	84.7	13.7	10.1	-10.5	13.6	-43.4
Montana	73.6	24.6	66.6	24.1	-7.1	-0.6	-9.6	-2.3
Nebraska	79.9	15.4	85.0	12.3	5.1	-3.1	6.4	-19.9
Nevada	28.3	35.0	30.6	29.2	2.3	-5.9	8.0	-16.8
New Hampshire	72.1	20.9	81.4	9.9	9.3	-11.1	12.8	-52.9
New Jersey	79.5	18.3	94.0	5.8	14.4	-12.5	18.1	-68.3
New Mexico	63.9	13.8	x	26.3	x	12.5	x	90.5
New York	52.4	25.6	66.4	17.5	13.9	-8.1	26.6	-31.8
North Carolina	58.2	31.9	72.3	21.6	14.1	-10.4	24.3	-32.4
North Dakota	68.3	27.4	72.6	22.9	4.3	-4.5	6.3	-16.5
Ohio	47.1	11.3	—	—	—	—	—	—
Oklahoma	77.1	22.2	79.3	20.0	2.2	-2.2	2.8	-9.9
Oregon	46.7	25.4	63.3	25.0	16.6	-0.5	35.5	-1.8
Pennsylvania	87.3	11.1	87.0	11.9	-0.3	0.8	-0.3	7.4
Puerto Rico	59.4	33.0	58.5	33.9	-0.9	1.0	-1.5	2.9
Rhode Island	71.4	22.4	80.4	12.0	9.0	-10.4	12.6	-46.3
South Carolina	40.4	52.5	52.5	35.3	12.1	-17.2	29.9	-32.8
South Dakota	78.2	18.7	73.0	23.2	-5.2	4.5	-6.6	24.3
Tennessee	66.0	12.3	77.3	7.6	11.3	-4.7	17.1	-38.3
Texas	47.5	20.7	57.5	14.9	10.0	-5.8	21.0	-28.0
Utah	68.5	21.8	51.6	43.7	-16.9	21.8	-24.7	100.0
Vermont	—	—	72.6	23.4	—	—	—	—
Virginia	47.3	14.2	55.5	8.8	8.3	-5.4	17.5	-37.9

See notes at end of exhibit.

Exhibit 71. 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 2014–15—Continued

State	2008–09		2014–15		Change between 2008–09 and 2014–15 ^a		Percent change between 2008–09 and 2014–15 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Washington	68.7	27.3	60.9	34.3	-7.8	6.9	-11.4	25.4
West Virginia	65.9	25.5	76.3	11.1	10.3	-14.5	15.7	-56.7
Wisconsin	75.3	20.5	75.7	20.8	0.5	0.3	0.6	1.4
Wyoming	54.8	35.6	59.0	32.2	4.2	-3.4	7.6	-9.6

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

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

— Percentage cannot be calculated because data were not available.

^aChange between 2008–09 and 2014–15 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2014–15. 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 2014–15 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2014–15, 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 72. 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 2014–15, data are from the reporting period between July 1, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Exiting Collection,” 2008–09 and 2014–15. Data for 2008–09 were accessed spring 2012. Data for 2014–15 were accessed fall 2016. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014–15, a total of 69.4 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 50 states (“All states”) for which non-suppressed data were available *graduated with a regular high school diploma*. The percentages of students reported under the category of *graduated with a regular high school diploma* by the individual states ranged from 30.6 percent to 94 percent. In the following two states, less than 50 percent of the students who exited services under *IDEA*, Part B, and school *graduated with a regular high school diploma*: Mississippi (41.6 percent) and Nevada (30.6 percent). In contrast, more than 80 percent of such students *graduated with a regular high school diploma* in 13 states, including the following four states in which the value exceeded 85 percent: New Jersey (94.0 percent), Minnesota (88.9 percent), Pennsylvania (87.0 percent), and Connecticut (85.7 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 39 of the 49 states for which non-suppressed data were available for both 2008–09 and 2014–15, the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* increased. Of those 39 states, the following six were associated with a percent change increase larger than 50 percent: Alabama (151.4 percent), Louisiana (86.9 percent), Mississippi (71.0 percent), BIE schools (64.7 percent), Idaho (58.8 percent), and Georgia (57.5 percent). In contrast, the percent change decrease was larger than 5 percent in six of the 10 states in which the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* decreased. The six states were Utah (-24.7 percent), Washington (-11.4 percent), Montana (-9.6 percent), Hawaii (-8.9 percent), South Dakota (-6.6 percent), and Arizona (-5.1 percent).
- In 2014–15, a total of 18 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 51 states (“All states”) for which data were available *dropped out*. The percentages for the individual states ranged from 5.8 percent to 43.7 percent. In the following seven states, less than 10 percent *dropped out*: New Hampshire (9.9 percent), Mississippi (9.2 percent), Virginia (8.8 percent), Indiana (7.6 percent), Tennessee (7.6 percent), Alabama (7.0 percent), and New Jersey (5.8 percent). Yet in the following seven states, more than 30 percent *dropped out*: Utah (43.7 percent), BIE schools (39.6 percent), South Carolina (35.3 percent), Washington (34.3 percent), Puerto Rico (33.9 percent), Wyoming (32.2 percent), and the District of Columbia (30.7 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 40 of the 50 states for which non-suppressed data were available for both 2008–09 and 2014–15, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 40 states, the following five were associated with a percent change decrease of more than 50 percent: Indiana (-71.6 percent), New Jersey (-68.3 percent), Delaware (-62.6 percent), West Virginia (-56.7 percent), and New Hampshire (-52.9 percent). A percent change increase of more than 10 percent was found for the following seven of the 10 states for which an increase in the percentage of dropouts was found: Hawaii (504.3 percent), Utah (100.0 percent), New Mexico (90.5 percent), Idaho (46.5 percent), Washington (25.4 percent), South Dakota (24.3 percent), and Arizona (19.7 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 2014–15?

Exhibit 72. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2014–15

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	44.9	6.7	11.6	0.8	0.2	9.7	25.6
Alabama	52.8	4.4	4.4	0.8	0.4	6.8	30.5
Alaska	42.6	5.2	20.7	0.2	0.3	13.8	17.1
Arizona	49.3	—	16.7	0.2	0.2	9.2	24.3
Arkansas	41.2	0.9	6.5	0.1	0.1	5.2	45.9
BIE schools	39.0	1.2	26.3	—	—	—	33.5
California	40.3	7.0	8.4	2.0	0.2	7.5	34.6
Colorado	38.4	0.6	12.0	0.9	0.3	12.5	35.3
Connecticut	62.4	0.2	9.0	1.0	0.2	18.0	9.1
Delaware	38.1	4.1	6.1	0.3	0.5	6.6	44.4
District of Columbia	50.6	8.8	26.8	0.5	0.5	5.6	7.2
Florida	33.5	11.4	10.4	—	0.2	5.8	38.7
Georgia	44.7	5.8	19.3	—	0.3	4.7	25.3
Hawaii	53.1	6.5	12.0	0.5	0.2	16.7	10.9
Idaho	33.3	—	14.4	0.4	0.1	42.7	9.1
Illinois	x	x	x	x	x	x	x
Indiana	66.1	10.6	6.4	0.8	0.3	6.6	9.2
Iowa	53.7	—	12.0	0.7	0.2	21.3	12.1
Kansas	43.6	—	9.0	0.9	0.2	13.1	33.2
Kentucky	52.5	7.0	12.8	0.8	0.3	11.3	15.3
Louisiana	35.8	13.5	19.8	0.9	0.6	19.7	9.9
Maine	56.2	—	11.0	0.6	#	14.9	17.2
Maryland	43.5	7.6	13.7	0.8	0.2	10.1	24.1
Massachusetts	58.6	4.6	12.8	3.9	0.2	8.6	11.3
Michigan	40.2	4.7	15.5	0.0	0.3	3.9	35.4
Minnesota	70.6	—	8.2	0.4	0.2	7.5	13.1
Mississippi	31.6	36.7	7.0	0.4	0.3	3.3	20.7
Missouri	54.0	0.1	8.7	0.7	0.3	12.4	23.8
Montana	44.2	5.7	16.0	0.2	0.4	8.9	24.7
Nebraska	41.9	0.5	6.1	0.5	0.3	17.7	33.0
Nevada	21.3	24.9	20.3	2.8	0.3	6.4	24.1
New Hampshire	50.9	4.3	6.2	1.0	0.2	26.4	11.0
New Jersey	64.6	—	4.0	#	0.1	14.0	17.2
New Mexico	x	x	17.1	0.8	0.3	5.2	29.6
New York	41.9	9.2	11.0	0.8	0.2	5.9	31.0
North Carolina	43.0	3.0	12.8	0.4	0.3	7.7	32.9
North Dakota	31.0	—	9.8	1.6	0.3	14.9	42.4

See notes at end of exhibit.

Exhibit 72. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2014–15—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
Ohio	—	—	—	—	—	—	—
Oklahoma	38.8	—	9.8	0.1	0.3	5.2	45.8
Oregon	31.4	3.9	12.4	1.9	0.1	12.0	38.4
Pennsylvania	72.4	—	9.9	0.6	0.3	9.8	7.1
Puerto Rico	47.1	4.2	27.3	1.6	0.3	6.4	13.0
Rhode Island	48.1	0.8	7.2	3.6	0.1	7.8	32.3
South Carolina	31.0	3.7	20.9	3.2	0.3	7.7	33.1
South Dakota	30.2	—	9.6	1.4	0.1	25.1	33.6
Tennessee	42.2	7.0	4.1	0.9	0.3	5.6	39.8
Texas	42.1	19.8	10.9	0.1	0.3	12.9	13.9
Utah	39.9	1.9	33.8	1.5	0.2	6.7	16.0
Vermont	43.6	0.3	14.0	1.5	0.6	20.5	19.5
Virginia	34.7	22.0	5.5	0.1	0.2	20.7	16.8
Washington	39.2	2.7	22.1	0.2	0.2	13.1	22.6
West Virginia	45.8	7.2	6.6	#	0.4	8.0	32.0
Wisconsin	57.3	1.0	15.8	1.4	0.2	19.9	4.4
Wyoming	29.5	2.3	16.1	2.1	0.1	11.6	38.3

— Percentage cannot be calculated because data were not available.

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

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

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, 2014, and June 30, 2015.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2014–15. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2014–15, a total of 44.9 percent of students ages 14 through 21 exiting *IDEA*, Part B, in the 51 states (“All states”) for which non-suppressed data were available *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 38 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 five of those states, the percentage was more than 60 percent: Pennsylvania (72.4 percent), Minnesota (70.6 percent), Indiana (66.1 percent), New Jersey (64.6 percent), and Connecticut (62.4 percent).

- The second most prevalent exit reason, accounting for 25.6 percent of students ages 14 through 21 who exited special education in “All states” in 2014–15, was *moved, known to be continuing* in education. In 10 of the 51 individual states, this category was associated with the largest percentage of students who exited special education. In the following four states, more than 40 percent of the students who exited special education were associated with this exit reason category: Arkansas (45.9 percent), Oklahoma (45.8 percent), Delaware (44.4 percent), and North Dakota (42.4 percent).
- The exit reason *received a certificate* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2014–15 in two states: Mississippi (36.7 percent) and Nevada (24.9 percent).
- The exit reason *transferred to regular education* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2014–15 in one state: Idaho (42.7 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2014:

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 73. 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 2014

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	5.8	5.5	0.3
Alabama	6.5	6.3	0.2
Alaska	6.5	5.6	0.8
Arizona	5.7	5.5	0.3
Arkansas	7.4	6.8	0.6
BIE schools	8.8	8.7	0.1
California	3.3	3.1	0.2
Colorado	6.5	6.1	0.4
Connecticut	8.3	8.3	0.1
Delaware	3.0	2.7	0.3
District of Columbia	12.6	7.6	5.0
Florida	1.8	1.5	0.3
Georgia	9.5	9.3	0.2
Hawaii	11.7	10.2	1.6
Idaho	9.2	3.0	6.2
Illinois	8.3	8.2	0.1
Indiana	0.8	0.7	#
Iowa	9.1	9.1	0.0
Kansas	7.3	4.9	2.3
Kentucky	7.7	7.6	0.1
Louisiana	7.4	6.6	0.7
Maine	6.8	6.4	0.4
Maryland	9.4	8.7	0.7
Massachusetts	5.0	4.8	0.2

See notes at end of exhibit.

Exhibit 73. 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 2014—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		
Michigan	6.4	6.4	#
Minnesota	7.4	6.8	0.6
Mississippi	8.8	8.8	#
Missouri	7.3	7.0	0.3
Montana	5.9	4.6	1.3
Nebraska	6.4	6.1	0.3
Nevada	6.0	5.3	0.7
New Hampshire	8.5	8.5	0.0
New Jersey	8.1	6.6	1.5
New Mexico	5.0	4.6	0.4
New York	6.7	6.4	0.3
North Carolina	5.8	5.7	0.1
North Dakota	7.8	7.8	0.0
Ohio	5.1	4.9	0.2
Oklahoma	2.9	2.9	#
Oregon	3.7	3.6	0.1
Pennsylvania	7.4	7.3	0.1
Puerto Rico	4.2	3.2	1.0
Rhode Island	8.2	8.1	#
South Carolina	5.6	5.3	0.3
South Dakota	6.2	6.0	0.2
Tennessee	6.3	5.9	0.4
Texas	4.7	4.7	0.1
Utah	4.3	3.9	0.4
Vermont	9.8	9.7	0.2
Virginia	7.4	7.2	0.2
Washington	4.9	4.8	0.2
West Virginia	7.0	5.8	1.3
Wisconsin	x	x	x
Wyoming	—	—	—

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

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

— Ratio cannot be calculated because data were not available.

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

- In 2014, there were 5.8 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by the 51 states for which non-suppressed data were available (“All states”) to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 10 or more FTE *special education teachers* per 100 students was found for the District of Columbia (12.6 FTEs per 100 students) and Hawaii (11.7 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE *special education teachers* per 100 students was found for the following three states: Oklahoma (2.9 FTEs per 100 students), Florida (1.8 FTEs per 100 students), and Indiana (0.8 FTE per 100 students).
- In 2014, there were 5.5 FTE highly qualified *special education teachers* employed by the 51 states for which non-suppressed data were available (“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 four states: Hawaii (10.2 FTEs per 100 students), Vermont (9.7 FTEs per 100 students), Georgia (9.3 FTEs per 100 students), and Iowa (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: Oklahoma (2.9 FTEs per 100 students), Delaware (2.7 FTEs per 100 students), Florida (1.5 FTEs per 100 students), and Indiana (0.7 FTE per 100 students).
- In 2014, there was 0.3 FTE not highly qualified *special education teachers* employed by the 51 states for which non-suppressed data were available (“All states”) to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students for all but the following three states: Idaho (6.2 FTEs per 100 students), the District of Columbia (5.0 FTEs per 100 students), and Kansas (2.3 FTEs per 100 students).

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.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2014. Data for Wisconsin were suppressed. Data for Wyoming were excluded. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data for Wisconsin were excluded. Data for Wyoming schools were not available. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 2014–15?

Exhibit 74. 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 2014–15

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All states	13
Alabama	15
Alaska	1
Arizona	3
Arkansas	#
BIE schools	0
California	1
Colorado	5
Connecticut	#
Delaware	5
District of Columbia	21
Florida	3
Georgia	13
Hawaii	3
Idaho	0
Illinois	#
Indiana	39
Iowa	#
Kansas	60
Kentucky	1
Louisiana	18
Maine	0
Maryland	#
Massachusetts	1
Michigan	#
Minnesota	1
Mississippi	13
Missouri	12
Montana	32
Nebraska	3
Nevada	20

See notes at end of exhibit.

**Exhibit 74. 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 2014–15—
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	3
New Mexico	3
New York	14
North Carolina	9
North Dakota	9
Ohio	4
Oklahoma	17
Oregon	#
Pennsylvania	43
Puerto Rico	#
Rhode Island	#
South Carolina	11
South Dakota	16
Tennessee	30
Texas	65
Utah	1
Vermont	4
Virginia	1
Washington	35
West Virginia	1
Wisconsin	1
Wyoming	—

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

— Ratio cannot be calculated because data were not available.

^aAn appropriate setting determined by the child’s/student’s individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive 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 2014–15 school year, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2014–15. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2014 by the 52 states (“All states”) for which data were available, 13 children and students were removed unilaterally to an interim alternative educational setting by school personnel and not the IEP team for offenses involving drugs, weapons, or serious bodily injury to others in school year 2014–15.
- 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 and not the IEP team for drug, weapons, or serious bodily injury offenses during school year 2014–15 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2014 in the 52 states for which data were available ranged from zero to 65. No more than one child or student was removed to an interim alternative educational setting by school personnel for these offenses in 22 states. In contrast, 30 or more 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 the following seven states: Texas (65 per 10,000 students), Kansas (60 per 10,000 students), Pennsylvania (43 per 10,000 students), Indiana (39 per 10,000 students), Washington (35 per 10,000 students), Montana (32 per 10,000 students), and Tennessee (30 per 10,000 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 2014–15?

Exhibit 75. 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 2014–15

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	77
Alabama	47
Alaska	148
Arizona	56
Arkansas	74
BIE schools	147
California	43
Colorado	63
Connecticut	144
Delaware	24
District of Columbia	285
Florida	95
Georgia	44
Hawaii	108
Idaho	4
Illinois	43
Indiana	84
Iowa	28
Kansas	44
Kentucky	10
Louisiana	80
Maine	12
Maryland	69
Massachusetts	47
Michigan	151
Minnesota	58
Mississippi	89
Missouri	155
Montana	22
Nebraska	129
Nevada	161
New Hampshire	56
New Jersey	31
New Mexico	31
New York	83

See notes at end of exhibit.

Exhibit 75. 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 2014–15—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	201
North Dakota	5
Ohio	124
Oklahoma	93
Oregon	41
Pennsylvania	43
Puerto Rico	0
Rhode Island	34
South Carolina	148
South Dakota	47
Tennessee	122
Texas	61
Utah	3
Vermont	30
Virginia	177
Washington	135
West Virginia	144
Wisconsin	57
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 2014–15 school year, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2014–15. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2014 by the 52 states (“All states”) for which data were available, 77 children and students were suspended out of school or expelled for more than 10 days during school year 2014–15.
- 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 2014–15 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2014 in the 52 individual states for which data were available ranged from zero to 285. In the following six

states, fewer than 15 children and students were suspended or expelled out of school for more than 10 days for every 10,000 children and students served: Maine (12 per 10,000 students), Kentucky (10 per 10,000 students), North Dakota (5 per 10,000 students), Idaho (4 per 10,000 students), Utah (3 per 10,000 students), and Puerto Rico (0 per 10,000 students). In contrast, more than 150 children and students were suspended out of school or expelled for more than 10 days during school year 2014–15 for every 10,000 children and students served in 2014 in the following six states: the District of Columbia (285 per 10,000 students), North Carolina (201 per 10,000 students), Virginia (177 per 10,000 students), Nevada (161 per 10,000 students), Missouri (155 per 10,000 students), and Michigan (151 per 10,000 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 2014–15?

Exhibit 76. 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 2014–15

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	365
Alabama	153
Alaska	739
Arizona	204
Arkansas	452
BIE schools	590
California	254
Colorado	335
Connecticut	535
Delaware	147
District of Columbia	863
Florida	664
Georgia	156
Hawaii	485
Idaho	29
Illinois	161
Indiana	386
Iowa	29
Kansas	209
Kentucky	67
Louisiana	407
Maine	40
Maryland	364
Massachusetts	167
Michigan	635
Minnesota	282
Mississippi	526
Missouri	776
Montana	121
Nebraska	950
Nevada	759
New Hampshire	220
New Jersey	175
New Mexico	120

See notes at end of exhibit.

Exhibit 76. 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 2014–15—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
New York	447
North Carolina	1,347
North Dakota	70
Ohio	546
Oklahoma	384
Oregon	149
Pennsylvania	175
Puerto Rico	0
Rhode Island	166
South Carolina	714
South Dakota	205
Tennessee	417
Texas	338
Utah	32
Vermont	84
Virginia	652
Washington	845
West Virginia	735
Wisconsin	263
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 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. The numerator is based on data from the entire 2014–15 school year, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2014–15. Data were accessed fall 2016. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2014 by the 52 states (“All states”) for which data were available, 365 children and students were suspended out of school or expelled for more than 10 days during school year 2014–15.

- 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 2014–15 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2014, in the 52 individual states for which data were available, ranged from zero to 1,347. Fewer than 50 out of every 10,000 such children and students served in 2014 were suspended or expelled for more than 10 days during school year 2014–15 in the following five states: Maine (40 per 10,000 students), Utah (32 per 10,000 students), Idaho (29 per 10,000 students), Iowa (29 per 10,000 students), and Puerto Rico (0 per 10,000 students). In contrast, more than 800 such children and students were suspended out of school or expelled for more than 10 days during school year 2014–15 for every 10,000 such children and students served in 2014 in the following four states: North Carolina (1,347 per 10,000 students), Nebraska (950 per 10,000 students), the District of Columbia (863 per 10,000 students), and Washington (845 per 10,000 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 2014–15:

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 77. 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: 2014–15

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All states	7	26	15
Alabama	1	21	13
Alaska	6	3	6
Arizona	6	4	5
Arkansas	3	4	1
BIE schools	17	6	3
California	14	52	54
Colorado	2	4	6
Connecticut	27	34	49
Delaware	4	10	7
District of Columbia	21	375	24
Florida	5	5	2

See notes at end of exhibit.

Exhibit 77. 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: 2014–15—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Georgia	6	5	4
Hawaii	6	37	2
Idaho	9	3	7
Illinois	4	11	8
Indiana	6	4	3
Iowa	2	3	3
Kansas	4	1	3
Kentucky	1	2	1
Louisiana	5	2	2
Maine	7	12	23
Maryland	9	20	24
Massachusetts	23	29	65
Michigan	11	3	5
Minnesota	7	1	6
Mississippi	9	2	2
Missouri	5	4	3
Montana	3	2	1
Nebraska	2	#	1
Nevada	3	15	1
New Hampshire	12	13	13
New Jersey	10	52	38
New Mexico	8	5	6
New York	6	106	7
North Carolina	5	3	5
North Dakota	4	1	4
Ohio	6	7	7
Oklahoma	3	2	2
Oregon	6	2	6
Pennsylvania	8	27	13
Puerto Rico	3	182	58
Rhode Island	7	12	24
South Carolina	5	3	1
South Dakota	4	2	4
Tennessee	5	4	2
Texas	6	8	7
Utah	3	1	1
Vermont	6	19	30
Virginia	8	3	9
Washington	6	8	5
West Virginia	9	3	3
Wisconsin	6	1	7
Wyoming	—	—	—

- In 2014–15, there were 7 *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 individual states ranged from 1 per 10,000 children and students in Alabama and Kentucky to more than 20 per 10,000 children and students in Connecticut (27 per 10,000 children and students), Massachusetts (23 per 10,000 children and students), and the District of Columbia (21 per 10,000 children and students).
- In 2014–15, 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 the following five individual states: the District of Columbia (375 per 10,000 children and students), Puerto Rico (182 per 10,000 children and students), New York (106 per 10,000 children and students), California (52 per 10,000 children and students), and New Jersey (52 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in the following five states: Kansas, Minnesota, Nebraska, North Dakota, Utah, and Wisconsin.
- In 2014–15, there were 15 *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 (65 per 10,000 children and students), Puerto Rico (58 per 10,000 children and students), California (54 per 10,000 children and students), and Connecticut (49 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in the following seven states: Arkansas, Kentucky, Montana, Nebraska, Nevada, South Carolina, and Utah.

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

— Ratio cannot be calculated because data were not available.

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2014–15 was 4,971.

^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 2014–15 was 17,094.

^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 2014–15 was 10,259.

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, 2014, and June 30, 2015, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2014–15. Data for Wyoming were excluded. Data were accessed fall 2016. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA*. Part B Child Count and Educational Environments Collection,” 2014. Data for Wyoming were not available. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the states compare with regard to the following ratios in 2014–15:

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 78. 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: 2014–15

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			
All states	4	3	4	17
Alabama	1	#	#	16
Alaska	6	0	0	3
Arizona	4	2	#	3
Arkansas	1	2	1	3
BIE schools	14	3	0	6
California	10	4	1	38
Colorado	1	1	#	2
Connecticut	11	14	#	24
Delaware	2	2	0	10
District of Columbia	14	7	113	225
Florida	2	3	#	4
Georgia	4	2	#	4
Hawaii	4	2	6	25
Idaho	6	3	1	2
Illinois	3	1	#	8
Indiana	3	4	#	4
Iowa	1	1	0	2
Kansas	3	1	#	1
Kentucky	1	#	0	1
Louisiana	1	3	#	2
Maine	1	6	#	11
Maryland	7	2	1	16
Massachusetts	16	6	#	17
Michigan	7	4	#	2
Minnesota	5	1	#	1
Mississippi	6	4	0	2

See notes at end of exhibit.

Exhibit 78. 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: 2014–15—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	#	2
Montana	1	2	0	0
Nebraska	1	1	0	#
Nevada	2	1	#	13
New Hampshire	6	6	2	11
New Jersey	5	3	2	38
New Mexico	4	4	#	4
New York	4	2	9	71
North Carolina	3	2	#	1
North Dakota	1	3	0	1
Ohio	3	3	#	6
Oklahoma	2	1	0	2
Oregon	2	2	#	1
Pennsylvania	3	4	2	19
Puerto Rico	2	1	126	50
Rhode Island	6	1	2	9
South Carolina	3	2	#	2
South Dakota	4	0	1	1
Tennessee	3	2	0	4
Texas	3	3	#	6
Utah	2	#	#	1
Vermont	4	1	0	19
Virginia	2	5	#	3
Washington	5	1	1	6
West Virginia	5	4	#	3
Wisconsin	4	1	#	1
Wyoming	—	—	—	—

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

— Ratio cannot be calculated because data were not available.

^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 2014–15 was 3,001.

^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 2014–15 was 1,779.

^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 2014–15 was 2,571.

^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 2014–15 was 11,106.

- In 2014–15, there were 4 *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 at least 10 per 10,000 children and students in only the following five states: Massachusetts (16 per 10,000 children and students), BIE schools (14 per 10,000 children and students), the District of Columbia (14 per 10,000 children and students), Connecticut (11 per 10,000 children and students), and California (10 per 10,000 children and students). In contrast, the ratio was no more than 1 per 10,000 children and students in the following 10 states: Alabama, Arkansas, Colorado, Iowa, Kentucky, Louisiana, Maine, Montana, Nebraska, and North Dakota.
- In 2014–15, 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 South Dakota and larger than 5 per 10,000 in only the following five states: Connecticut (14 per 10,000 children and students), the District of Columbia (7 per 10,000 children and students), Maine (6 per 10,000 children and students), Massachusetts (6 per 10,000 children and students), and New Hampshire (6 per 10,000 children and students).
- In 2014–15, there were 4 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was zero in 12 states and larger than 5 per 10,000 in only the following four states: Puerto Rico (126 per 10,000 children and students), the District of Columbia (113 per 10,000 children and students), New York (9 per 10,000 children and students), and Hawaii (6 per 10,000 children and students).
- In 2014–15, there were 17 *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 11 states. In contrast, the ratio was larger than 30 per 10,000 in the following five states: the District of Columbia (225 per 10,000 children and students), New York (71 per 10,000 children and students), Puerto Rico (50 per 10,000 children and students), California (38 per 10,000 children and students), and New Jersey (38 per 10,000 children and students).

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. A 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 by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2014, and June 30, 2015, whereas the denominator is based on point-in-time data from fall 2014.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2014–15. Data for Wyoming were excluded. Data were accessed fall 2016. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2014. Data for Wyoming were not available. Data were accessed fall 2015. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 the *Individuals with Disabilities Education Act (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 *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 each state submitted in 2005 covered a period of six years for federal fiscal year (FFY) 2005 through FFY 2010 and was 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 measured 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 (SEA) 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. On February 2, 2015, each state was required to submit a new SPP that covered the six-year period for FFYs 2013 through 2018, and included a new indicator, the State Systemic Improvement Plan that is part of OSEP's Results Driven Accountability Framework.

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 FFY. In February 2016, each state submitted an SPP/APR under Part B and Part C to OSEP for the FFY 2014 APR reporting period (i.e., July 1, 2014, through June 30, 2015). Beginning with the FFY 2013 SPP/APR, each state was required to

submit its SPP/APR online using the SPP/APR module on [GRADS360°](#). This section examines and summarizes the states' performance during FFY 2014 under both Parts B and C of *IDEA*.

Please note that throughout this section, the term “states” is used to reference all of the jurisdictions that submitted FFY 2014 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia (DC), Puerto Rico (PR), and the four 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) as well as the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands submitted SPPs/APRs. The BIE has a separate reporting requirement under Part C of the *IDEA*. 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

In 2005, 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 very first SPP/APR submitted after the *IDEA* 2004 amendments. Exhibits 79 and 80 explain the measurement that was in place during the FFY 2014 reporting period for each Part B and Part C indicator on which states were required to report (17 Part B indicators and 11 Part C indicators) and identify whether each indicator is a compliance or a results indicator.

Exhibit 79. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2014

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/annual measurable objective (AYP/AMO) targets for the disability subgroup; (b) participation rate for children with IEPs; and (c) proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards.	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts that had 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 had: (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 ages 6 through 21 with IEPs 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 ages 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 ages 3 through 5 with IEPs who demonstrated improved: (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (c) use of appropriate behaviors to meet their needs.	Results

See notes at end of exhibit.

Exhibit 79. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2014—Continued

Indicator	Measurement	Type of indicator
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 (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthdays.	Compliance
B13 – Secondary Transition	Percent of youths ages 16 and above with IEPs 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 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results

See notes at end of exhibit.

Exhibit 79. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2014—Continued

Indicator	Measurement	Type of indicator
B16 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B17 – State Systemic Improvement Plan (SSIP)	The state’s SPP/APR included an SSIP that was a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the state’s performance in terms of measurable and rigorous targets.	Results

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015.

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,” 2013–14. Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2015/partbmeasurementtable5-14-14.pdf> (accessed Dec. 16, 2016).

Exhibit 80. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2014

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved: (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication); and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family: (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an 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 – Hearing Requests	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 80. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2014—Continued

Indicator	Measurement	Type of indicator
C10 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C11 – State Systemic Improvement Plan (SSIP)	The state’s SPP/APR included an SSIP that was a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the state’s performance in terms of measurable and rigorous targets.	Results

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015.

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,” 2013–14. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2015/partasurementtable5-14-14.pdf> (accessed Dec. 16, 2016).

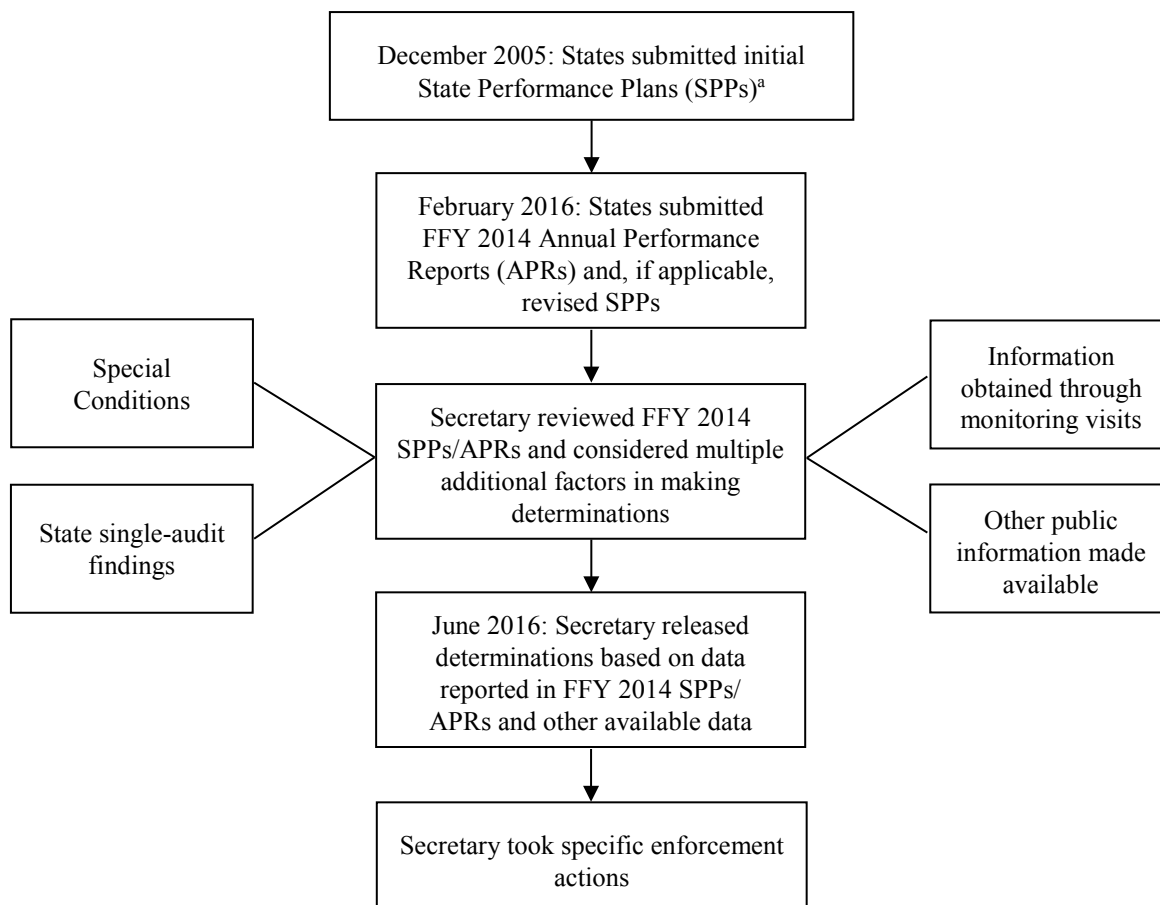
The Determination Process

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 81 presents the key components in the determination process.

Exhibit 81. Process for determining the extent to which each state met IDEA, Part B and Part C, requirements: Federal fiscal year 2014



^aIn December 2005, each state submitted its initial 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 were required to submit a new SPP/APR for FFYs 2014 through 2018 on February 2, 2015.

NOTE: In June 2015, the secretary issued determinations based on data reported in the FFY 2013 APR and other available data. A discussion of those determinations is found in the *38th Annual Report to Congress, 2016*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP Memo 15-06 to State Education Agency Directors of Special Education and State Data Managers dated December 23, 2014.” Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2015/index.html> (accessed Dec. 19, 2016). “OSEP Memo 15-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons dated December 23, 2014.” Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2015/index.html> (accessed Dec. 19, 2016).

Determinations From 2007-2013 – Use of Compliance Data

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, and (3) 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 determination under Parts B and C in 2013, 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 2012 single-factor approach.

Results Driven Accountability (RDA) in 2014 and 2015

For the first time in 2014, as part of its new accountability framework, called Results Driven Accountability (RDA), the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a state's determination. Specifically, the Department considered the totality of information available about a state, including information related to the participation of children with disabilities on regular statewide assessments; the proficiency gap between children with disabilities and all children on regular statewide assessments; the participation and performance of children with disabilities on the National Assessment of Educational Progress (NAEP); the state's FFY 2012 SPP/APR; information from monitoring and other public information, such as the Special Conditions on the state's grant award under Part B; and other issues related to state compliance with *IDEA*.

Again in 2015, the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a state's determination. In making Part B determinations in 2015, the Department continued to use results data related to the participation of children with disabilities on regular statewide assessments and the participation and performance of children with disabilities on the NAEP. In addition, the Department used exiting data on children with disabilities who dropped out and children with disabilities who graduated with a regular high school diploma, as reported by states under section 618 of the *IDEA*.

The Department used a Compliance Matrix and Results Matrix in making the 2014 and 2015 Part B determinations for most states in June 2014 and 2015. The exceptions were the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands, as the Department did not have sufficient results data to use when making the 2014 and 2015 Part B determinations. Therefore, the Department used only compliance data when making 2014 and 2015 Part B determinations for these entities.

In 2015, as part of its RDA framework, the Department used for the first time both compliance and results data in making each state's *IDEA* Part C determination under sections 616(d) and 642 of the *IDEA* for the state's early intervention program. Specifically, the Department considered the totality of the information available about a state, including information related to the state's FFY 2014 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each state's FFY 2014 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the state's grant award under Part C; and other issues related to state compliance with *IDEA*. Below is a description of how the Department evaluated states' data using the RDA Matrix. The RDA Matrix was individualized for each state and included each state's Compliance Score, Results Score, and RDA Percentage and Determination, each of which is described below.

In making the 2014 Part C determination for each state, the Department used the prior compliance criteria it had used in its 2013 Part C determinations, which considered the totality of the compliance information available about the state. Specifically, the information included the state's FFY 2012 SPP/APR; information from monitoring and other public information, such as Special Conditions on the state's grant award under Part C; and other issues related to state compliance with *IDEA*. However, in making each state's 2014 Part C determination, the Department used only a Compliance Matrix, as results data were not taken into consideration.

2016 Part B Determinations

As it did in 2015, the Department used both a Compliance Matrix and a Results Matrix in the context of the RDA framework in making the Part B determinations in 2016. Specifically, the Department considered the totality of information available about a state, including information related to the participation of children with disabilities on regular statewide assessments; the participation and performance of children with disabilities on the NAEP; exiting data on children with disabilities who dropped out and children with disabilities who graduated with a regular high school diploma; the state's FFY 2014 SPP/APR; information from monitoring and other public information, such as the Special Conditions on the state's grant award under Part B; and other issues related to state compliance with *IDEA*. As was the case in 2015, the Department was not able to use both compliance and results data in making the 2016 Part B determination for the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands, as sufficient results data were not available. Because the determinations made for these entities were based on compliance only, the matrices and determinations process used for each of these groups are discussed separately below.

Part B Compliance Matrix and Score for States With Determinations Based on Compliance and Results

The Compliance Matrix used for each of the states with sufficient results data considered the following data:

1. The state's FFY 2014 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13 (including whether the state reported valid and reliable data for each indicator) and, if the FFY 2014 data that the state reported under Indicators 11, 12, and 13 reflected compliance between 90 percent and 95 percent (or, for Indicators 4B, 9, and 10, were between 5 percent and 10 percent), whether the state demonstrated correction of all findings of noncompliance that it had identified in FFY 2013 under such indicators;
2. The timeliness and accuracy of data reported by the state under sections 616 and 618 of *IDEA*;
3. The state's FFY 2014 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions;
4. Whether the Department imposed Special Conditions on the state's FFY 2015 *IDEA* Part B grant award and those Special Conditions were in effect at the time of the 2016 determination, and the number of years for which the state's Part B grant award had been subject to Special Conditions; and
5. Whether there were any findings of noncompliance identified in FFY 2012 or earlier by either the Department or the state that the state had not yet corrected.

Using the Compliance Matrix, a state was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for the additional factors listed in items 2 through 5 above. Using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under these factors as the numerator, the Compliance Matrix reflected a Compliance Score.

Part B Results Matrix and Score for States With Determinations Based on Compliance and Results

The Results Matrix used for each of the states with sufficient results data considered the following data:

1. The percentages of fourth-grade children with disabilities participating in regular statewide assessments in math and reading;
2. The percentages of eighth-grade children with disabilities participating in regular statewide assessments in math and reading;
3. The percentages of fourth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;

4. The percentages of fourth-grade children with disabilities included in NAEP testing in math and reading;
5. The percentages of eighth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
6. The percentages of eighth-grade children with disabilities included in NAEP testing in math and reading;
7. The percentage of children with disabilities exiting school by dropping out; and
8. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, a state was assigned a score as follows for the results elements listed above.

- Each state’s participation rate on regular statewide assessments was assigned a score of 2, 1, or 0 based on an analysis of the participation rates across all states and whether the state administered an alternate assessment based on modified academic achievement standards. For a state that did not administer an alternate assessment based on modified academic achievement standards, a score of 2 was assigned if at least 90 percent of children with disabilities participated in the regular statewide assessment; a score of 1 was assigned if the participation rate for children with disabilities was 81 percent to 89 percent; a score of 0 was assigned if the participation rate for children with disabilities was 80 percent or less. For a state that administered an alternate assessment based on modified academic achievement standards, a score of 2 was assigned if the participation rate of children with disabilities was 70 percent or greater; a score of 1 was assigned if the participation rate of children with disabilities was 61 percent to 69 percent; a score of 0 was assigned if the participation rate of children with disabilities was 60 percent or less.
- Each state’s NAEP score (basic and above) was rank-ordered. The top third of states received a score of 2; the middle third of states received a score of 1; the bottom third of states received a score of 0.
- Each state’s NAEP inclusion rate was assigned a score of either 0 or 1 based on whether the state’s NAEP inclusion rate for children with disabilities was “higher than or not significantly different from the National Assessment Governing Board [NAGB] goal of 85 percent.” Standard error estimates were reported with the inclusion rates of children with disabilities and taken into account in determining if a state’s inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.
- A state’s data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of states (i.e., those with the lowest percentage) received a score of 2; the middle third of states received a score of 1; and the bottom third of states (i.e., those with the highest percentage) received a score of 0.
- A state’s data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of states (i.e., those with the highest percentage) received a score of 2; the middle third of states received a score of 1; the bottom third of states (i.e., those with the lowest percentage) received a score of 0.

Using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under the results elements as the numerator, the Results Matrix reflected a Results Score.

Part B RDA Percentage for States With Determinations Based on Compliance and Results

For each of the states with sufficient results data, the RDA Percentage was calculated by adding 50 percent of the state's Results Score and 50 percent of the state's Compliance Score. The state's RDA Percentage was used to calculate the 2016 Part B determination as follows:

1. Meets Requirements: A state's 2016 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the 2016 determination.
2. Needs Assistance: A state's 2016 RDA Determination was Needs Assistance if the RDA percentage was at least 60 percent, but less than 80 percent. A state also would be Needs Assistance if its RDA percentage was 80 percent or above, but the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the 2016 determination.
3. Needs Intervention: A state's 2016 RDA Determination was Needs Intervention if the RDA percentage was less than 60 percent.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any state in 2016.

Part B Compliance Matrix, Score, and RDA Percentage for States With Determinations Based on Compliance

As noted above, sufficient results data were not available for the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands at the time the 2016 determinations were being made. Hence, the Department used only a Compliance Matrix to make the 2016 determinations for each of these entities. The Compliance Matrix used for these entities took into account the following data:

1. The state's FFY 2014 data for Part B Compliance Indicators 11 and 13, and where applicable, Indicators 4B, 9, 10, and 12 (including whether the state reported valid and reliable data for each indicator); and, if the FFY 2014 data that the state reported under those indicators reflected compliance between 90 percent and 95 percent, whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2013 under such indicators;

2. The timeliness and accuracy of data reported by the state under sections 616 and 618 of the *IDEA*;
3. The state's FFY 2014 data, reported under section 618 of the *IDEA*, for the timeliness of state complaint and due process hearing decisions;
4. Whether the Department imposed Special Conditions on the state's FFY 2015 *IDEA* Part B grant award and those Special Conditions were in effect at the time of the 2016 determination, and the number of years for which the state's Part B grant award had been subject to Special Conditions; and
5. Whether there were any findings of noncompliance identified in FFY 2012 or earlier by either the Department or the state that the state has not yet corrected.

Using the Compliance Matrix, a state was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for the additional factors listed in items 2 through 5 above. Using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under these factors as the numerator, the Department calculated the Compliance Matrix percentage that was used to assign the 2016 determination, as follows:

1. Meets Requirements: A state's 2016 determination was Meets Requirements if the matrix percentage was at least 90 percent, unless the Department imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the Department's 2016 determination.
2. Needs Assistance: A state's 2016 determination was Needs Assistance if the matrix percentage was at least 75 percent, but less than 90 percent, or was below 75 percent, but the state did not meet the criteria for Needs Intervention set forth below. A state was also Needs Assistance if its matrix percentage was at least 90 percent, but the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the Department's 2016 determination.
3. Needs Intervention: A state's 2016 determination was Needs Intervention if the matrix percentage was less than 75 percent, and the state met one or more of the following criteria:
 - a. Compliance was below 50 percent for one or more of the following Compliance Indicators (11, 12, or 13) or timely state complaint decisions or timely due process hearing decisions; or above 50 percent for one or more of the following Compliance Indicators (4B, 9, or 10);
 - b. The state provided no data or did not provide valid and reliable data for the following Compliance Indicators: 4B, 9, 10, 11, 12, or 13; or
 - c. The state had been 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 2015 Special Conditions demonstrated continued noncompliance; and those Special Conditions were in effect at the time of the Department's 2016 determination.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any state in 2016.

2016 Part C Determinations

In 2016, as part of its RDA framework, the Department used again (as it did for the first time in 2015) both compliance and results data in making each state's Part C determination under sections 616(d) and 642 of the *IDEA* for the state's early intervention program. Specifically, the Department considered the totality of the information available about a state, including information related to the state's FFY 2014 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each state's FFY 2014 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the state's grant award under Part C; and other issues related to state compliance with *IDEA*. Below is a description of how the Department evaluated the states' data using the RDA Matrix. The RDA Matrix was individualized for each state and included each state's Compliance Score, Results Score, and RDA Percentage and Determination, each of which is described below.

Part C Compliance Matrix and Score

In making each state's 2016 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The state's FFY 2014 data for Part C Compliance Indicators 1, 7, 8A, 8B, and 8C (including whether the state reported valid and reliable data for each indicator), and, if the FFY 2014 data that the state reported under Indicators 1, 7, 8A, 8B, and 8C reflected compliance between 90 percent and 95 percent, whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2013 under such indicators;
2. The timeliness and accuracy of data reported by the state under sections 616, 618, and 642 of the *IDEA*;
3. The state's FFY 2014 data, reported under section 618 of the *IDEA*, for the timeliness of state complaint and due process hearing decisions; and
4. Longstanding Noncompliance: The Department considered:
 - a. Whether the Department imposed Special Conditions on the state's FFY 2015 *IDEA* Part C grant award and those Special Conditions were in effect at the time of the 2016 determination and the number of years for which the state's Part C grant award had been subject to Special Conditions; and
 - b. Whether there were any findings of noncompliance identified in FFY 2012 or earlier by either the Department or the state that the state has not yet corrected.

Using the Compliance Matrix, a state was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for each of the additional factors listed in items 2 through 4 above. Using the cumulative possible number of points as the denominator, and using the actual points

the state received in its scoring under these factors as the numerator, the Compliance Matrix reflected a Compliance Score.

Part C Results and Score

In making each state's 2016 Part C determination, the Department used the FFY 2014 early childhood outcomes data that were reported under SPP/APR Indicator C3. States had been reporting these data for more than five years, and results elements related to data quality and child performance were considered in calculating the results scores in the manner described below.

Data quality was examined in terms of the completeness of the FFY 2014 Outcomes data and data anomalies identified within the state's FFY 2014 Outcomes data compared to four years of historic data, as follows:

- (a) **Data Completeness:** The data completeness score was calculated using the total number of Part C children who were included in the state's FFY 2014 Outcomes data and the total number of children that the state reported exiting during FFY 2014 in its FFY 2014 *IDEA* section 618 Exiting data. Each state received a percentage that was computed by dividing the number of children reported in the state's FFY 2014 Outcomes data by the number of children the state reported exited during FFY 2014 in the state's FFY 2014 *IDEA* section 618 Exiting data. This percentage was used to score data completeness, as follows: a state received a score of 2 if the percentage was at least 70 percent, a score of 1 if the percentage was between 34 percent and 69 percent, and a score of 0 if the percentage was less than 34 percent. The two states with approved sampling plans received a score of 2.
- (b) **Data Anomalies:** The data anomalies score for each state represented a summary of the data anomalies in the state's FFY 2014 Outcomes data. Previous publicly available data reported by and across all states for Indicator 3 (in the APRs for FFY 2010 through FFY 2013) were used to determine an expected range of responses for each progress category under the following three child outcome areas: Outcome A (positive social-emotional skills, including social relationships), Outcome B (acquisition and use of knowledge and skills, including early language/communication), and Outcome C (use of appropriate behaviors to meet their need). The following five progress categories were used under SPP/APR Indicator C3 for each of the three outcomes:
 - a. Percentage of infants and toddlers who did not improve functioning;
 - b. Percentage of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
 - c. Percentage of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it;
 - d. Percentage of infants and toddlers who improved functioning to reach a level comparable to same-aged peers; and
 - e. Percentage of infants and toddlers who maintained functioning at a level comparable to same-aged peers.

For each of the five progress categories for each of the three outcomes, a mean was calculated using publicly available data. A lower and upper scoring percentage was set at one standard deviation above and below the mean for the first progress category and two standard deviations above and below the mean for the other four progress categories. In cases where a state's FFY 2014 score for a progress category was below the calculated "low percentage" or above the "high percentage" for that progress category for all states, the data in that particular category were considered an anomaly for that progress category. If a state's score in a particular progress category was identified as an anomaly, the state received a score of 0 for that category. A percentage that was equal to or between the low percentage and high percentage for each progress category received 1 point. Hence, a state could receive a total number of points between 0 and 15. Thus, a point total of 0 indicated that all 15 progress categories contained data anomalies, and a point total of 15 indicated that there were no data anomalies in all 15 progress categories. An overall data anomalies score of 0, 1, or 2 was based on the total points awarded. Each state received a data anomalies score of 2 if the total points received in all progress categories were 13 through 15, a data anomalies score of 1 for 10 through 12 points, and a data anomalies score of 0 for zero through nine points.

Child performance was measured by examining how each state's FFY 2014 Outcomes data compared with all other states' FFY 2014 Outcomes data and examining the state's performance change over time, which involved comparing each state's FFY 2014 Outcomes data with its own FFY 2013 Outcomes data. The calculation of each of these results elements and scoring is further described below:

Data Comparison: The data comparison overall performance score represented how a state's FFY 2014 Outcomes data compared with other states' FFY 2014 Outcomes data. Each state received two scores for each of the three child outcome areas (A, B, and C). Specifically, states were scored for each outcome in terms of the following two summary statements: (1) Of those infants and toddlers who entered or exited early intervention below age expectations for the Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and (2) the percentage of infants and toddlers who were functioning within age expectations for the Outcome by the time they turned 3 years of age or exited the program. The state's score on each of the resulting six summary statements was compared to the distribution of scores for the same summary statement for all states. The 10th and 90th percentile for each of the six summary statements was identified and used to assign points to performance outcome data for each summary statement. Each summary statement outcome was assigned 0, 1, or 2 points as follows. If a state's summary statement value fell at or below the 10th percentile, that summary statement was assigned a 0 or no points. If a state's summary statement value fell between the 10th and 90th percentile, the summary statement was assigned 1 point. If a state's summary statement value fell at or above the 90th percentile, the summary statement was assigned

2 points. The points were added across the six summary statements. A state could receive total points between 0 and 12, with the total points of 0 indicating all six summary statement values were below the 10th percentile, and a total points of 12 indicating all six summary statements were above the 90th percentile. An overall comparison summary statement score of 0, 1, or 2 was assigned based on the total points awarded, as follows. States receiving a total of 9 through 12 points were assigned a score of 2; states receiving a total of 5 through 8 points were assigned a score of 1; states receiving a total of 4 points or less were assigned a score of 0.

Performance Change Over Time: The Overall Performance Change Score represented how each state's FFY 2014 Outcomes data compared with its FFY 2013 Outcomes data and whether the state's data demonstrated progress. The data in each Outcome Area were assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase. The scores from all six Outcome Areas were totaled, resulting in a total number of points ranging from 0 to 12. The Overall Performance Change Score for this results element of 0, 1, or 2 for each state was based on the total points awarded. Each state received an Overall Performance Change Score of 2 if the total points were 8 or above, a score of 1 for 4 through 7 points, and score of 0 for below 3 points.

Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the state received in its scoring under these factors, the Results Score was calculated.

Part C RDA Percentage and Determination

Each state's RDA percentage was calculated by adding 50 percent of the state's Results Score and 50 percent of the state's Compliance Score. Based on the RDA Percentage, the state's RDA Determination was defined as follows:

1. Meets Requirements: A state's 2016 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special Conditions on the state's last three *IDEA* Part C grant awards (i.e., for FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the 2016 determination.
2. Needs Assistance: A state's 2016 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A state was also Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Special Conditions on the state's last three *IDEA* Part C grant awards (i.e., for FFYs 2013, 2014, and 2015), and those Special Conditions were in effect at the time of the 2016 determination.
3. Needs Intervention: A state's 2016 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent.
4. Needs Substantial Intervention: the Department did not make a determination of Needs Substantial Intervention for any state in 2016.

Enforcement

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take an enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take action when the Department has determined that a state (1) needs assistance for two or more consecutive years, (2) needs intervention for three or more consecutive years, or (3) 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 2016, the secretary issued determination letters on the implementation of *IDEA* to each SEA for Part B and to each state lead agency for Part C. Exhibit 82 shows the results of the FFY 2014 determinations by state for Part B; Exhibit 83 shows the results for Part C.

Exhibit 82. States determined in 2016 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2014

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

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the determinations based on the totality of each state's data, including its FFY 2014 APR data. These determinations were issued in June 2016.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2015 and 2016. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Nov. 15, 2016).

Exhibit 83. States determined in 2016 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2014

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

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the FFY 2014 determinations, which were released in June 2016.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2015 and 2016. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Nov. 15, 2016).

The results of an examination of the states' Part B and Part C determinations for FFY 2013 and FFY 2014 are presented in exhibits 84 and 85. A summation of the numbers presented in exhibit 84 shows that 26 states met the requirements for Part B in FFY 2014. In addition, this exhibit shows that between FFY 2013 and FFY 2014, eight states had a more positive determination or made progress, four states received a more negative determination or slipped, and 48 states received the same determination for both years. Seven of the states that showed progress made sufficient progress to meet the requirements in FFY 2014. Of the 48 states that received the same determination status in both years, 19 met the requirements in both years, 27 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 84. Number of states determined in 2015 and 2016 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2013 and 2014

Determination status FFY 2014	Change in determination status since FFY 2013			Total
	Progress	Slippage	No change	
Total	8	4	48	60
Meets requirements	7	0	19	26
Needs assistance	1	3	0	4
Needs assistance: two or more consecutive years	0	0	27	27
Needs intervention	0	1	0	1
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	2	2

NOTE: The FFY 2013 APR reporting period was from July 1, 2013, through June 30, 2014. Based on the states' data submissions, the secretary of education made the FFY 2013 determinations, which were released in June 2015. The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the FFY 2014 determinations, which were released in June 2016. 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," 2015 and 2016. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Nov. 15, 2016).

A summation of the numbers presented in exhibit 85 shows that 30 states met the requirements for Part C in FFY 2014. In addition, this exhibit shows that between FFY 2013 and FFY 2014, nine states had a more positive determination or made progress, three states received a more negative determination or slipped, and 44 states received the same determination for both years. All nine of the states that showed progress made sufficient progress to meet the requirements in FFY 2014. Of the 44 states that received the same determination status in both years, 21 met the requirements in both years, 22 were found to be in need of assistance for another year, and one was found to be in need of intervention for another year.

Exhibit 85. Number of states determined in 2015 and 2016 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2013 and 2014

Determination status FFY 2014	Change in determination status since FFY 2013			Total
	Progress	Slippage	No change	
Total	9	3	44	56
Meets requirements	9	0	21	30
Needs assistance	0	3	0	3
Needs assistance: two or more consecutive years	0	0	22	22
Needs intervention	0	0	0	0
Needs intervention: three or more consecutive years	0	0	1	1

NOTE: The FFY 2013 APR reporting period was from July 1, 2013, through June 30, 2014. Based on the states' data submissions, the secretary of education made the FFY 2013 determinations, which were released in June 2015. The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the FFY 2014 determinations, which were released in June 2016. 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," 2015 and 2016. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Nov. 15, 2016).

As a result of the determinations for Part B and Part C issued to states for FFY 2013 and FFY 2014, 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 the states that were determined to need assistance for two or more consecutive years of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <https://osep.grads360.org/#program> for additional information about the type of TA activities that are available and have been used in the past. Subject to the provisions in section 616(e)(2)(A) and (B), the secretary took enforcement actions for the states determined to need intervention for three or more consecutive years, as described in those states' determination letters.

Status of Selected Indicators

This section summarizes the results of a 2016 analysis of the data for all states concerning four individual indicators: two Part C indicators and two Part B indicators included in the states' FFY 2014 APRs and used in making the determination for each state. In the APRs, states reported actual performance data from FFY 2014 on the indicators. The four indicators focus on early childhood transition and outcomes and include Part C Indicator 8 (Early Childhood Transition), Part C Indicator 3 (Infant and Toddler outcomes), Part B Indicator 12 (Early Childhood Transition), and Part B Indicator 7 (Preschool Outcomes). The two early childhood transition indicators and the two outcome indicators were

chosen for examination in this section because their data and the results of the 2016 analyses were sufficiently complete to show how states performed on related Part C and B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes states' FFY 2014 actual performances on each indicator. Two documents, *2016 Part C SPP/APR Indicator Analysis Booklet* (available online at <https://osep.grads360.org/#communities/pdc/documents/12831>) and *2016 Part B FFY 2014 SPP/APR Indicator Analysis Booklet* (available online at <https://osep.grads360.org/#communities/pdc/documents/12827>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on Nov. 15, 2016.

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 the local education agency (LEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 86 displays the results of a 2016 analysis of FFY 2014 actual performance data on the three sub-indicators from the states for which Indicator 8 applies.

Exhibit 86. 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 2014

Percentage of children ^a	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	53	49	49
80 to 89	2	4	7
70 to 79	1	1	0
60 to 69	0	0	0
50 to 59	0	0	0
40 to 49	0	0	0
30 to 39	0	0	0
20 to 29	0	1	0
Valid and reliable actual performance data not available	0	1	0

^a“Percentage of children” measures a state’s performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. 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, “2016 Part C SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12831>, accessed Nov. 15, 2016).

As shown in exhibit 86, 53 states reported that they had complied with the requirement of the sub-indicator 8A concerning IFSPs with transition steps and services for 91 to 100 percent of the children. In contrast, 49 states reported that they had complied with the requirement of the sub-indicator 8b concerning notifications to the LEA for 91 to 100 percent of the children. In addition, 49 states reported meeting the requirement of sub-indicator 8C concerning a transition conference for 91 to 100 percent of the children.

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 87 displays the results of a 2016 analysis of FFY 2014 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Exhibit 87. 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 2014

Percentage of children ^a	Number of states
Total	56
90 to 100	54
80 to 89	0
70 to 79	1
60 to 69	1

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

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. 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, “2016 Part B FFY 2014 SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12827>, accessed Nov. 15, 2016).

For Indicator 12, 54 states reported percentages that were 90 to 100 percent of the target. One state reported a percentage between 70 and 79 percent of the target, while another state reported a percentage between 60 and 69 percent of the target.

Infant and Toddler Outcomes: Part C Indicator 3

Part C Indicator 3 measures the percentages of infants and toddlers with IFSPs who (1) demonstrated improved outcomes during their time in Part C and (2) were functioning within age expectations regarding the outcomes by the time they turned 3 years of age or exited Part C. Each of the two measures took the following three outcomes into account: (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. Indicator 3 is a results indicator and applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibits 88 and 89 display the results of a 2016 analysis of FFY 2014 actual performance data on Indicator 3 for the 56 states to which this indicator applied.

Exhibit 88. Number of states, by percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement by age 3 or exit from Part C, by outcome type: Federal fiscal year 2014

Percentage of infants and toddlers ^a	Outcome Type		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behavior
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	1	2	5
80 to 89	10	10	11
70 to 79	12	23	18
60 to 69	16	11	14
50 to 59	9	8	5
40 to 49	5	2	1
30 to 39	3	0	1
20 to 29	0	0	1

^aPercentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement regarding the outcome by age 3 or exit from Part C.

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. The 50 states, DC, PR, 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, “2016 Part C SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12831>, accessed Nov. 15, 2016).

As shown in exhibit 88, the majority of infants and toddlers with IFSPs who were below age expectation when entering Part C demonstrated by age 3 or exit from Part C improved social-emotional skills in 48 states, acquisition and use of knowledge and skills in 54 states, and use of appropriate behavior in 53 states.

Exhibit 89. Number of states, by percentage of infants and toddlers with IFSPs functioning at age expectation at age 3 or upon exiting Part C, by outcome type: Federal fiscal year 2014

Percentage of infants and toddlers ^a	Outcome Type		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behavior
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	0	0	0
80 to 89	4	1	4
70 to 79	3	1	9
60 to 69	21	8	13
50 to 59	17	20	20
40 to 49	7	18	6
30 to 39	2	4	2
20 to 29	2	3	1
10 to 19	0	0	1
0 to 9	0	1	0

^aPercentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who met the age expectation for the outcome at age 3 or upon exiting Part C.

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. The 50 states, the District of Columbia, Puerto Rico, 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, “2016 Part C SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12831>, accessed Nov. 15, 2016).

As shown in exhibit 89, the majority of infants and toddlers with IFSPs were at age 3 or upon exiting Part C functioning at age expectation with regard to social-emotional skills in 45 states, acquisition and use of knowledge and skills in 30 states, and use of appropriate behavior in 46 states.

Preschool Outcomes: Part B Indicator 7

Part B Indicator 7 measures the percentages of preschool children with IEPs who (1) demonstrated improved outcomes during their time in preschool and (2) were functioning within age expectations regarding the outcomes by the time they turned 6 years of age or exited Part B. Each of the two measures took into account the following three outcomes: (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. Indicator 7 is a results indicator and applies to the 50 states, the District of Columbia, Puerto Rico, the 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. Exhibits 90 and 91 display the results of a 2016 analysis of FFY 2014 actual performance data on Indicator 7 for the 60 states for which this indicator applies.

Exhibit 90. Number of states, by percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement by age 6 or exit from Part B, by outcome type: Federal fiscal year 2014

Percentage of children ^a	Outcome Type		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behavior
	Number of states	Number of states	Number of states
Total	60	60	60
90 to 100	11	7	11
80 to 89	21	26	23
70 to 79	18	18	14
60 to 69	6	7	6
50 to 59	3	2	3
40 to 49	1	0	0
30 to 39	0	0	3

^aPercentage of children identifies the percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement regarding the outcome by age 6 or exit from Part B.

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. 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, “2016 Part B FFY 2014 SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12827>, accessed Nov. 15, 2016).

As shown in exhibit 90, the majority of children with IEPs who were below age expectation when entering Part B demonstrated by age 6 or exit from Part B improved social-emotional skills in 59 states, acquisition and use of knowledge and skills in all 60 states, and use of appropriate behavior in 57 states.

Exhibit 91. Number of states, by percentage of children with IEPs functioning at age expectation at age 6 or upon exiting Part B, by outcome type: Federal fiscal year 2014

Percentage of children ^a	Outcome Type		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behavior
	Number of states	Number of states	Number of states
Total	60	60	60
90 to 100	1	0	0
80 to 89	3	1	2
70 to 79	4	1	18
60 to 69	19	11	22
50 to 59	19	26	12
40 to 49	8	9	1
30 to 39	3	6	1
20 to 29	2	4	3
10 to 19	1	1	1
0 to 9	0	1	0

^aPercentage of children identifies the percentage of children with IEPs who were functioning at the age expectation for the outcome at age 6 or upon exiting Part B.

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. 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, “2016 Part B FFY 2014 SPP/APR Indicator Analysis Booklet,” 2016 (<https://osep.grads360.org/#communities/pdc/documents/12827>, accessed Nov. 15, 2016).

As shown in exhibit 91, the majority of children with IEPs at age 6 or upon exiting Part B were functioning at the age expectation with regard to social-emotional skills in 46 states, acquisition and use of knowledge and skills in 39 states, and use of appropriate behavior in 54 states.

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 (Department'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) 2016 (i.e., Oct. 1, 2015, through Sept. 30, 2016), NCSER conducted three grant competitions: Special Education Research Competition; Special Education Research Training Competition; and Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. In FFY 2016, 323 applications were peer reviewed, and NCSER awarded 44 new research, research training, and low-cost evaluation grants across the three grant programs.

Descriptions of projects funded by NCSER grants in FFY 2016 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 36 grants for its Special Education Research Competition program under the following 10 topics: Autism Spectrum Disorder; Cognition and Student Learning in Special Education; Early Intervention and Early Learning in Special Education; Mathematics and Science Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; Technology for Special Education; and Transition Outcomes for Secondary Students With Disabilities. NCSER made no awards for the Families of Children with Disabilities topic in FFY 2016. NCSER awarded seven grants

for the FFY 2016 Special Education Research Training Competition under the following three topics: Early Career Development and Mentoring in Special Education, Methods Training Using Single-Case Designs, and Postdoctoral Research Training Program in Special Education. Last, NCSER awarded one grant for the FFY 2016 Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. The descriptions of the Special Education Research Program Grants are organized and presented in terms of the 10 topics. Following them is a description of the Special Education Research Training Competition grants, presented by topic, and the grant NCSER awarded under the Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. Additional information on the projects funded in FFY 2016 and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed July 19, 2016).

Special Education Research Competition

Autism Spectrum Disorder

Award Number: R324A160228

Institution: Hugo W. Moser Research Institute at Kennedy Krieger, Inc.

Principal Investigator: Rebecca Landa

Description: *An Efficacy Trial of the Early Achievements Comprehensive Intervention for Preschoolers with Autism.* The purpose of the project is to evaluate the effects of the *Early Achievements (EA)* intervention for preschoolers with autism spectrum disorder (ASD) when implemented by teachers (specifically, early childhood educators and special educators) in authentic public preschool educational settings. The *EA* intervention was developed with prior NCSER funding and is aimed at addressing the learning challenges of young children (ages 3 to 5 years) with ASD. Because of the multifaceted learning challenges children with ASD experience, they often enter school without the fundamental skills necessary for academic and social success. The intervention is designed to improve school readiness skills related to meaning construction, including development of communication, symbolic, linguistic, concept, and event representation; reciprocal social engagement with peers; and perspective taking. This project will use a cluster randomized controlled trial to investigate whether teachers implementing the intervention do so with high fidelity and preschoolers receiving the intervention demonstrate more rapid and greater growth in language, communication, social, and cognitive outcomes. The project team will recruit approximately 60 teachers and 150 children for participation. The team will randomly assign teachers to the intervention, where they will receive professional development and coaching related to the *EA* intervention, or a comparison condition where they will receive non-*EA* professional development and no coaching. The team will collect child outcome data at baseline and at the end of the year, as well as on a monthly basis during teachers' instruction to assess intermediate effects. The team will collect teacher and coach fidelity of implementation data throughout the year. The project is expected to produce evidence of the efficacy of the intervention when implemented by teachers for preschoolers with ASD, peer-reviewed publications, and presentations.

Amount: \$3,499,999

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160298

Institution: Eugene Research Institute

Principal Investigator: Thomas Keating

Description: *Goal Guide: A Web-Based Application to Improve Goal Self-Management for Students with Autism.* The purpose of the project is to develop a web application, *Goal Guide*, that enables students with mild to moderate autism spectrum disorder (ASD) to effectively set goals in various life domains (e.g., academic and behavioral outcomes in school, personal behavior, life skills). Research has shown that goal setting plays a role in reducing the need for support, increasing the likelihood of goal attainment, and enhancing self-determination and task performance. However, further research and development are needed on how to support goal setting and completion effectively. Through a web application platform, *Goal Guide* addresses this need in a way that simultaneously enhances student self-management and academic, behavioral, functional, and social outcomes and facilitates the efforts of teachers and parents to help students with ASD stay on track to goal completion. In the first two years, the research team will iteratively develop and refine the *Goal Guide* application and integrated curriculum and examine its usability and feasibility. In the final year, the team will pilot test *Goal Guide* using a within-subjects repeated measures design to evaluate the promise of the intervention for improving students' goal accomplishments and other outcomes (e.g., academic and functional outcomes, self-determination). The project is expected to produce a fully developed goal management web-based application with an integrated goal-setting curriculum; findings related to its usability, feasibility, and promise of efficacy; and peer-reviewed publications and presentations to disseminate those findings.

Amount: \$1,447,293

Period of Performance: 7/1/2016–6/30/2019

Award Number: R324A160072

Institution: University of Kansas

Principal Investigator: Nancy Brady

Description: *Measuring Early Communication Development in Children with ASD.* The purpose of this project is to modify and validate an existing assessment, the *Communication Complexity Scale (CCS)*, so that it captures current communication abilities in school-age children with autism spectrum disorder (ASD) and minimal verbal skills, is reliable and valid for measuring education progress and outcomes, can be learned by teachers and related services personnel within a feasible time period, and is affordable to use. The *CCS* has been developed and assessed with promising results but requires modification for live-scoring during naturally occurring communication in classroom contexts to provide ongoing progress and outcome data more efficiently than the original tool. The team will conduct research activities in four phases. In Phase 1, the research team will develop procedures for live scoring the individual assessment. In Phase 2, the team will develop live-scoring procedures for observations of classroom activities. In Phase 3, the team will evaluate the psychometric properties of the *CCS*. Finally, in Phase 4, the team will assess educator usability, develop training materials for using the *CCS*, and disseminate information to promote the use of the newly modified tool in schools. The project is expected to produce a modified *CCS* to assess communication skills for students with ASD who are minimally verbal, peer-reviewed publications, and presentations.

Amount: \$1,563,899

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160299

Institution: University of California, Riverside

Principal Investigator: Michael Solis

Description: *Reading Enhancements for Students with Autism Spectrum Disorders (Project READ): A Reading Comprehension Intervention for Students with Autism.* The purpose of this project is to develop a comprehensive reading comprehension and behavior intervention aligned with current research for students identified with autism spectrum disorder (ASD) in upper elementary and middle school who display adequate word reading skills and low reading comprehension. Prior research has found that many individuals with ASD have difficulties with reading comprehension, and providing effective reading comprehension instruction is complicated by the unique and challenging behaviors often present for these students during academic instruction. The research team will further develop and refine an existing reading intervention, *Reading Enhancements for Students with Autism Spectrum Disorders (Project READ)*, to address specific reading comprehension deficits and behavior problems typical of many students with ASD and improve outcomes in reading and behavior. In the first two years, the research team will focus on the iterative development of *Project READ*, integrating and tailoring existing intervention components and examining the intervention's usability and feasibility of implementation. In the final year, the team will pilot test *Project READ* using a matched randomized controlled trial. The project is expected to produce a fully developed reading comprehension and behavior intervention for students with ASD; findings related to its usability, feasibility, and promise of efficacy; and peer-reviewed publications and presentations to disseminate the findings.

Amount: \$1,499,966

Period of Performance: 8/1/2016–7/31/2019

Cognition and Student Learning in Special Education

Award Number: R324A160193

Institution: Florida State University

Principal Investigator: Erin Ingvalson

Description: *Training-Induced Language and Literacy Improvement in Children with Cochlear Implants.* The purpose of this project is to test the efficacy of phonological awareness (PA) and verbal working memory (WM) interventions—*Earobics* and *Cogmed*—for improving language and literacy outcomes for children who use cochlear implants (CIs). Increasing numbers of children with hearing impairments are receiving CIs. Children who use CIs have been shown to have performance delays on measures of receptive and expressive spoken language, reading ability, and writing ability relative to children with typical hearing, which hinder their ability to succeed in a mainstream academic environment. Previous research with children who are typically developing suggests that PA and verbal WM skills support language and literacy development and can be improved with existing interventions (e.g., *Earobics* and *Cogmed*). However, there has been little research to determine the efficacy of these interventions in children who use CIs. The purpose of the current project is to test the efficacy of PA training alone (*Earobics*), verbal WM training alone (specific portions of both *Earobics* and *Cogmed* that focus on verbal WM), and combined PA-WM training for improving PA and WM skills and subsequent language and literacy outcomes for children ages 5–7 who use CIs. During each of the first three years of the project, the researchers will recruit 40 children with CIs and randomly assign them to one of four conditions—PA training, verbal WM training, PA-WM training, or comparison condition. Training will take place in each of the first three years along with pre- and post-training data collection in the fall and spring, respectively. Maintenance testing will occur six months post training. The final year of the project involves maintenance testing as well as data analysis and dissemination activities. The project is expected to produce evidence of the efficacy of PA and verbal WM interventions for improving language and literacy in children who use CIs, peer-reviewed publications, and presentations.

Amount: \$3,499,939

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160127

Institution: University of Delaware

Principal Investigator: Nancy Jordan

Description: *Developing a Fraction Sense Intervention for Students with or at Risk for Mathematics Difficulties.* This project aims to develop a fraction sense intervention for middle school students with or at risk for mathematics difficulties. Fractions are not only foundational for learning algebra, but facility with fractions also affects daily life functioning (e.g., managing personal finances). Unfortunately, many students fail to develop a basic understanding of fractions, which can lead to negative educational, vocational, and personal outcomes. This project addresses this need by developing and testing the promise of an intervention to improve fraction learning for sixth-grade students with or at risk for mathematics difficulties. In Years 1–3, the research team will iteratively develop and refine the fraction intervention in order to enhance usability for teachers, feasibility for use in authentic middle school settings, and promise for efficacy. In Year 4, the team will conduct a randomized controlled trial to test the promise of the intervention for improving proximal outcomes (i.e., knowledge of fraction concepts and procedures, fraction fluency) and distal outcomes (i.e., mathematics achievement) for sixth-grade students with or at risk for math difficulties. The project is expected to produce a fully developed intervention; findings related to its usability, feasibility, and promise of efficacy; peer-reviewed publications; and presentations.

Amount: \$1,499,992

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160064

Institution: University of Minnesota

Principal Investigator: Panayiota Kendeou

Description: *Developing a Technology-Based Early Language Comprehension Intervention (TELCI).* This project aims to develop the *Technology-Based Early Language Comprehension Intervention (TELCI)* for first- and second-grade students with or at risk for disabilities who experience reading comprehension difficulties. According to the 2013 National Assessment of Educational Progress, approximately a third of fourth-grade students struggle in the area of reading comprehension, making it crucial to address these difficulties in earlier grades. A disproportionate number of students with reading comprehension difficulties are from minority and low socio-economic backgrounds. Thus, there is a continued need for efforts to raise the reading achievement and prevent long-term negative reading outcomes among diverse learners who experience reading difficulties in high-needs schools (i.e., urban schools with high percentages of English learners and students receiving free and reduced-price lunch as well as a high percentage of students performing below reading proficiency level). In response to this need, the current project will develop *TELCI* to improve the reading comprehension of students in high-needs schools who experience comprehension difficulties in the early elementary years by developing inference-making skills. In Years 1–2, the research team will iteratively develop the app and modules and conduct a series of field tests to identify specific components that optimize its usability, feasibility, and promise. In Year 3, the team will use a small, randomized controlled trial to test the intervention's feasibility for implementation in schools and its promise for improving inference skills and subsequent reading comprehension for students in first and second grade who struggle with reading comprehension. The project is expected to produce a fully developed intervention with evidence of promise for improving inference skills and reading comprehension for students with reading comprehension difficulties in first and second grade, peer-reviewed publications, and presentations.

Amount: \$1,498,749

Period of Performance: 8/29/2016–8/28/2019

Early Intervention and Early Learning in Special Education

Award Number: R324A160277

Institution: Old Dominion University

Principal Investigator: Peggy Hester

Description: *A Model of Professional Development that Focuses on the Centrality of Teacher-Child Interactions in the Learning, Behavior, and School Readiness of Preschool Children with Disabilities or At-Risk for Disabilities.* The purpose of this project is to develop a model of professional development that focuses on the teacher-child interactions of preschool teachers and children with or at risk for disabilities in inclusive classrooms. Previous research has demonstrated the critical role that teacher-child interactions play in young children's outcomes. Further, research has demonstrated the importance of coaching with feedback and evaluation for supporting teachers in their transfer of knowledge to classroom skills. This intervention focuses on both content—the affective, behavioral, and cognitive supports for child learning and behavior provided through teacher-child interactions—and the process of professional development to facilitate teacher implementation in the classroom in order to enhance children's social, behavioral, and academic readiness for school. In the first two years, the research team will iteratively develop the intervention content (i.e., affective, behavioral, and cognitive—ABC—support strategies) to support child learning and behavior as well as process components (i.e., web-based simulations, coach use of ABC strategies, and the use of real-time cyber coaching and feedback via Skype and Bluetooth technology) to support teacher learning of skills and implementation of strategies in the classroom. The researchers also will collect data on coach, teacher, and child behaviors to evaluate the usability, feasibility, and fidelity of the intervention implemented by preschool teachers and to identify factors associated with model implementation and sustainability. These will inform development of the professional development model leading up to the pilot study in Year 3, during which the researchers will use single-case design to evaluate the model's promise for improving behavioral and academic outcomes. The project is expected to produce a fully developed professional development intervention for preschool teachers of children with or at risk for disabilities, evidence of the intervention's feasibility and promise for improving child behavioral and academic outcomes, peer-reviewed publications, and presentations.

Amount: \$1,500,000

Period of Performance: 7/1/2016–6/30/2019

Award Number: R324A160139

Institution: University of Northern Colorado

Principal Investigator: Kay Ferrell

Description: *An Intervention for Infants and Toddlers with Visual Impairment: Independence through the Mealtime Routines Model.* The purpose of this project is to develop an intervention that trains providers to work with families on positive mealtime routines for infants and toddlers with severe visual impairment. Mealtime routines encourage children to develop behaviors that foster independence, a critical skill for success in classroom settings. However, most infants and toddlers with visual impairment require assistance at mealtime due to their inability to observe and imitate mealtime skills and engage in positive social interactions through eye contact. To address this need, this project will develop a family-centered intervention, the *Mealtime Routines for Visual Impairment (MRVI) Intervention*, to support infants and toddlers with visual impairment in gaining independent mealtime skills. The research team will develop and pilot test the intervention iteratively through a series of studies. In Study 1, the research team will survey Early Interventionists and Teachers of Students with Visual Impairment-Early Intervention (TSVI-EI) providers to gauge their current knowledge about independent mealtime skill development for infants with visual impairment. Across Studies 2–4, the team will develop the intervention, including professional development training for TSVI-EI providers, and collect provider and family data to inform intervention refinement. In Study 5, the pilot study, the team will use a small, randomized controlled trial to investigate the promise of the *MRVI Intervention* for increasing family confidence and positive mealtime interactions and promoting a variety of child outcomes related to mealtime independence (e.g.,

age-appropriate mealtime behaviors and food selectivity). The project is expected to produce a fully developed intervention with evidence of promise for improving mealtime skills in infants and toddlers with visual impairment, peer-reviewed publications, and presentations.

Amount: \$1,291,048

Period of Performance: 7/1/2016–6/30/2019

Award Number: R324A160241

Institution: University of Delaware

Principal Investigator: Roberta Golinkoff

Description: *Assessing the Comprehension of Language in 2-Year-Olds Using Touch-Screen Technology.* The purpose of this project is to develop a reliable and valid computer-based language assessment for children ages 24–36 months. Past research has demonstrated that early language skills are predictive of later language and academic skills. Therefore, early identification of children with language delays can lead to improvement of later outcomes. This project will extend an assessment developed with previous IES funding, the *Quick Interactive Language Screener* or *QUILS*, down in age from preschool children (3–5 years) to toddlers. The assessment will yield individual and group profiles in three areas of language—vocabulary, grammar, and process (strategies children use to learn language). Although the assessment will measure language development in all children, an important aim of the assessment will be to identify children with language delays who may be at risk for developing language impairment so that appropriate intervention can begin early. In Year 1, the research team will begin development by generating twice the number of items needed on the final version and collect pilot data through laboratory and field testing to help reduce the list of items. In Year 2, the team will continue to field test the items with the goal of further reducing the length of the assessment to the desired number (40) of items for the final version. In addition, the team will recruit a sample of children during this year to participate in a predictive validity study. In Year 3, the team will continue to field test the assessment, followed by additional analyses to finalize the items. In addition, the team will examine test-retest reliability and convergent and predictive validity. The project is expected to produce a fully developed, reliable, and valid assessment of language development for 24- to 36-month-old children, with the ability to help identify children with delays who are at risk for language impairment. Products will also include peer-reviewed publications and presentations.

Amount: \$1,599,998

Period of Performance: 8/1/2016–7/31/2019

Award Number: R324A160086

Institution: Vanderbilt University

Principal Investigator: Erin Barton

Description: *Development and Testing of the Family Behavior Support App.* The purpose of this project is to develop and pilot test the *Family Behavior Support App (FBSApp)*, an intervention aimed at supporting parents in implementing interventions with their young children with disabilities and challenging behaviors in home settings. Persistent challenging behavior observed at a young age is associated with poor social and academic outcomes, and the rates of challenging behavior are higher for children with developmental disabilities. Challenging behavior places stressful demands on families. Mobile technology provides an opportunity to increase the accessibility and efficiency of support for parents of these children. In this project, the investigators will develop an intervention, the *Family Behavior Support App (FBSApp)*, to support parents in implementing functional assessment-based interventions, which work by determining the purpose (function) that a particular behavior serves for a child and using this information to develop a plan for reducing and preventing the behavior. The *FBSApp* will be an application for mobile devices that will help parents track and monitor their child's behavior and also will feature two optional supplementary components—a login for professional interventionists who are working with the families and links to resources for the families to access. In the first year of this project, the investigators will develop and refine the intervention and examine its usability and feasibility

through expert review, cognitive interviews, and focus groups. They will conduct field tests with parents in the second year, using single-case design studies. In the final year of the project, they will conduct a randomized controlled trial to evaluate the promise of the intervention for parents of children with disabilities and challenging behaviors, including the promise of a supplementary feature for use by the early childhood professionals who support these families. The project is expected to produce a fully developed intervention, *FBSApp*, for parents of children with disabilities and challenging behavior; findings related to its usability, feasibility, and promise; peer-reviewed publications; and presentations.

Amount: \$1,499,866

Period of Performance: 9/1/2016–8/31/2019

Award Number: R324A160070

Institution: Lehigh University

Principal Investigator: L. Brook Sawyer

Description: *Parent Plus: Language Coach*. The purpose of this project is to develop and pilot test an intervention aimed at improving the language outcomes of preschool children with language impairment (LI) by teaching parents to use evidence-based strategies with their children. LI is the most common disability during the preschool years. Although children with LI receive speech-language services in a preschool setting, speech-language pathologists (SLPs) do not have time to train parents to support their children's language abilities. Yet, parents have the potential to be a valuable resource to help their children improve their language skills and prepare them for school success. The proposed intervention, *Parents Plus: Language Coach (P+)*, is a web-based resource coupled with support from a certified SLP coach. It is designed to teach parents to use focused stimulation strategies, an approach in which the adult engages the child in interactions that are constructed to enhance the likelihood that the child will express specific language forms through repeated modeling of targets and use of other responsive language techniques (e.g., following child's lead, establishing joint attention). In Phase 1, with feedback from parents, educators, and an expert consultant, the research team will develop a web-based resource for parents that consists of training modules, exemplar videos, and other resources. In Phase 2, the team will assess *P+* for its feasibility of use by parents in authentic educational settings (e.g., home and community settings) and perceived sustainability for preschool programs. The research team will use findings from this phase to inform revisions to *P+*. In Phase 3, the research team will pilot test the intervention through a randomized controlled trial to examine the promise of *P+* for improving language outcomes for children with LI and parents' implementation of focused stimulation strategies. The project is expected to produce a fully developed intervention, *P+*, for children with LI; findings related to its feasibility, usability, and promise; peer-reviewed publications; and presentations.

Amount: \$1,499,741

Period of Performance: 9/1/2016–8/31/2019

Award Number: R324A160033

Institution: University of North Carolina, Chapel Hill

Principal Investigator: Brian Boyd

Description: *Promoting ASAP Collaboration through Technology (PACT): An Intervention Modification to Enhance Home-School Collaboration*. The purpose of this project is to develop and pilot test a web-based enhancement of the classroom-based *Advancing Social-Communication and Play (ASAP)* intervention to support collaborations between home and school. *ASAP* was developed with previous NCSER funding and is designed to promote joint attention (i.e., shared attention toward an object or event with another person) and symbolic play (i.e., pretending), both pivotal skills for young children with autism spectrum disorder (ASD). Although there is evidence from a prior IES-funded study that *ASAP* is efficacious, there is little evidence of generalization across school and home contexts. Further, providing a greater connection between the two settings will help establish a more comprehensive assessment of the child's needs as part of *ASAP*. In the current project, the research team will design a new website, *Promoting ASAP Collaboration through Technology (PACT)*, to generate individualized implementation

recommendations based on child needs and allow for electronic communication between school providers and parents who are implementing *ASAP* across school and home settings. The research team will conduct the project in three phases. In Phase 1, the research team will develop the *PACT* website using feedback from parents and school providers. In Phase 2, the research team will assess the feasibility of parents using the website in their homes to implement the *ASAP* intervention and examine fidelity of implementation using single-case design studies. In Phase 3, the team will collect pilot data on the co-implementation of *ASAP* by school providers and parents across both contexts using a quasi-experimental design. The project is expected to produce the fully developed web-based enhancement to *ASAP*; evidence of its feasibility, usability, and promise; peer-reviewed publications; and presentations.

Amount: \$1,460,908

Period of Performance: 7/1/2016–6/30/2020

Mathematics and Science Education

Award Number: R324A160046

Institution: University of Oregon

Principal Investigator: Ben Clarke

Description: *A Randomized Control Trial of a Tier 2 First Grade Mathematics Intervention.* The purpose of this project is to test the efficacy of a first-grade mathematics intervention called *Fusion*. The *Fusion* intervention was developed with previous NCSER funding as a Tier 2 program to improve the understanding of whole numbers among students at risk for mathematics learning disabilities. According to results from the 2013 National Assessment of Educational Progress, only 42 percent of fourth-graders performed at or above the proficient level in mathematics. Students who perform poorly in mathematics early in school are at risk for continuing to struggle in mathematics throughout elementary school and beyond. There is preliminary evidence that developing in-depth understanding of the whole number system can support learning of future mathematics concepts for students at risk for mathematics learning disabilities. More research is needed on the efficacy of such an approach at a large scale, as well as whether differences in intervention intensity are related to improved student outcomes. This project seeks to fill this gap by studying the efficacy of the *Fusion* Tier 2 intervention for students at risk for mathematics learning disabilities in classrooms using a response to intervention model. The researchers will use a randomized controlled trial to test the efficacy of the *Fusion* intervention. The team will randomly assign approximately 1,200 students within classrooms to one of the two intervention groups (a high-intensity setting with a group size of two or a low-intensity setting with a group size of five) or the business-as-usual control group. Proximal and distal measures of student math performance will be collected along with observational data on implementation fidelity and intervention intensity. The team will examine the efficacy of the *Fusion* intervention for improving immediate and long-term mathematics achievement. The team also will determine whether there are differential effects depending on the intensity of instruction (size of the small group instruction, with either a 2:1 or 5:1 student-teacher ratio) or student and instructor factors (initial skill level of student, teaching experience of instructional assistant, and year of instructional assistant's participation in the intervention). The project is expected to produce evidence of the efficacy of the *Fusion* intervention for improving first-grade students' mathematics achievement and whether student and instructor factors or intensity of intervention influence this effect. The project is also expected to produce peer-reviewed publications and presentations.

Amount: \$3,498,258

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160008

Institution: CAST, Inc.

Principal Investigator: Jose Blackorby

Description: *Efficacy Study of the Universally Designed Science Notebook: An Intervention to Support All Students' Elementary School Science Learning.* The purpose of this project is to test the efficacy of the intervention, *Universally Designed for Learning Science Notebook (UDSN)*, for improving fourth-grade students' science content knowledge. *UDSN* was developed and tested with previous NCSEF funding. The project will build on the results of a prior randomized controlled trial by covering a broader range of science content and recruiting a larger sample of students. Eighty-two percent of fourth-grade students with disabilities performed at or below the basic level on the most recent science assessment of the National Assessment of Educational Progress (2009). There is evidence from this research team's prior study that student use of *UDSN* had a significant effect on their science learning; however, this prior study was conducted with limited content in science (magnetism and electricity). More research is needed on the efficacy of such an approach at a large scale with a broader range of science content. This project seeks to fill this gap by using a randomized controlled trial to examine the efficacy of implementing *UDSN* with two widely used science curricula with fourth-grade students across three states. In Year 1, researchers will randomly assign 36 teachers' classes (with about 20 students per class) to receive *UDSN* or traditional paper-based science notebooks. In Year 2, the researchers will assign classes the opposite condition. Researchers will train all teachers in both *UDSN* and the traditional paper notebook methods and use four measures of students' science content learning along with measures of fidelity and social validity. In addition to assessing the overall impact of *UDSN*, the team will conduct subgroup analyses to determine whether student characteristics moderate intervention effects as well as mediation analyses to determine the mechanisms by which *UDSN* improves students' science knowledge. The project is expected to produce evidence of the efficacy of *UDSN* for improving student science knowledge across a broad range of science content, peer-reviewed publications, and presentations.

Amount: \$3,499,937

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160042

Institution: University of Texas, Austin

Principal Investigator: Diane Bryant

Description: *Project AIM: Algebra-readiness Intervention Modules for Middle School Students with Mathematics Difficulties.* The purpose of this project is to test the efficacy of Tier 2 *Algebra-readiness Intervention Modules (Project AIM)*, which were developed with previous NCSEF funding and are designed to improve mathematics achievement for sixth- and seventh-grade students with mathematics difficulties. Student success in Algebra I has been linked to better outcomes at the postsecondary level and higher wage employment. More research is needed on how to prepare students with mathematics difficulties for Algebra I through Tier 2 intervention. This project seeks to fill this research gap by studying the efficacy of *Project AIM* for improving mathematics achievement for sixth- and seventh-grade students with mathematics difficulties. Using a randomized controlled trial, the researchers will test the efficacy of *Project AIM* in seventh grade (Years 1 and 2; 1,920 students) and the efficacy of the modules in sixth grade (Years 3 and 4; 1,920 students). In Year 1, researchers will randomly assign approximately 40 seventh-grade teachers to *Project AIM* or a business-as-usual control; in Year 3, researchers will randomly assign approximately 40 sixth-grade teachers to intervention or control. Teachers implementing the intervention will receive training, technical assistance through coaching, and ongoing feedback. Researchers will collect data on student outcomes in Years 1 and 3 to determine initial impacts; in Years 2 and 4, they will collect follow-up data to determine whether the effects on mathematics performance are maintained. The researchers will determine whether treatment dosage

mediates the effect and student characteristics moderate the effect. The project is expected to produce evidence of the efficacy of the *Project AIM* for sixth- and seventh-grade students with mathematics difficulties, peer-reviewed publications, and presentations.

Amount: \$3,216,539

Period of Performance: 7/1/2016–6/30/2020

Professional Development for Teachers and Related Services Providers

Award Number: R324A160032

Institution: University of Oregon

Principal Investigator: Julie Alonzo

Description: *Project DATA for RTI: Developing Adept Teams for Advancing RTI.* The purpose of this project is to develop an individualized web-based professional development (PD) program to support teachers' effective implementation of Response to Intervention (RTI) and improve student outcomes. Effective implementation of RTI requires ongoing evaluation of the relationship between implementation of interventions and changes in student measures over time in order to determine whether interventions are successful or in need of modification to improve outcomes for students with or at risk for disabilities or who are at risk of failure. Yet, many RTI models are implemented with little attention to the fidelity or effectiveness of the processes by which progress is measured, instruction is developed, or decisions are made. The current project will develop a web-based PD system that improves the use of RTI to improve student learning by enhancing teachers' ability to make decisions based on their students' progress data. The research team will use an iterative process to develop the online PD system and assess its usability and feasibility. In addition, the research team will develop and field test three measures of RTI practice (i.e., teacher survey of RTI knowledge and practice, observational protocol of teacher RTI implementation, and teacher usability and feasibility survey). The team will use data on teachers' RTI knowledge and practice, teacher PD use, field-based observations of classrooms and data teams, and information on the usability and feasibility of PD modules in the development process to guide revisions. The research team will conduct a randomized controlled trial to document the potential efficacy of the PD system for improving teachers' RTI implementation and, ultimately, student reading skills. The project is expected to produce a fully developed PD system that shows promise for improving teacher RTI knowledge and practice and student reading skills, measures of RTI practice, peer-reviewed publications, and presentations.

Amount: \$1,499,785

Period of Performance: 8/1/2016–7/31/2020

Award Number: R324A160226

Institution: University of Oklahoma Health Sciences Center

Principal Investigator: Sandra Arnold

Description: *Validating the School Outcomes Measure (SOM™): An Outcomes Measure for Students Who Receive School-based Occupational Therapy and Physical Therapy.* The purpose of the project is to refine and validate a web-based version of the *School Outcomes Measure (SOM™)* for use in educational settings nationwide. The *SOM™* measures the functional abilities of students ages 3 through 21 who receive school-based occupational therapy (OT)- and/or physical therapy (PT)-related services using the fewest number of items possible. Items measure students' level of independence in fulfilling tasks and roles in school that are necessary for participation in learning. Through the refinement and validation of the *SOM™*, the current project is seeking to address one of the key challenges that school-based occupational therapists and physical therapists face, which is the valid measurement of students' functional abilities in the school setting. The project also will investigate the measure's responsiveness (i.e., ability to detect a difference or change when one is present) and develop a *SOM™*-specific online database that will allow related services providers to collect, compare, and interpret student outcomes longitudinally. The project team will conduct the research activities in four phases. In Phase 1, the

researchers will examine item hierarchy and dimensionality in the *SOM*TM using existing data on elementary and high school students. In Phases 2 and 3, therapists will collect baseline and follow-up data on the revised *SOM*TM and the *Pediatric Evaluation of Disability Inventory–Computer Adaptive Test* to establish the validity and responsiveness of the *SOM*TM. In Phase 4, researchers will develop an open access online data collection system. The project is expected to produce a fully refined and validated web-based version of the *SOM*TM for occupational therapists and physical therapists to measure the functional abilities of students in preschool through high school who receive school-based OT and/or PT services. Products also will include peer-reviewed publications and presentations.

Amount: \$1,599,806

Period of Performance: 7/1/2016–6/30/2020

Reading, Writing, and Language Development

Award Number: R324A160052

Institution: University of Texas, Austin

Principal Investigator: Marcia Barnes

Description: *Project Connect-IT (Connecting Text by Inference and Technology): Development of a Text-Integration Intervention for Middle School Students with Comprehension Difficulties.* The purpose of this project is to design and test a technology-based intervention aimed at improving how middle school students with reading disabilities make inferences while reading. According to results from the past few administrations of the National Assessment of Educational Progress, students with disabilities continue to perform at the basic level with little change in comparison to students without disabilities. There is preliminary evidence that improvements in reading comprehension for younger readers occur when they participate in inference-making interventions. Interventions for older readers with reading comprehension difficulties focused on making inferences are rare. This project seeks to fill this gap by designing *Connecting Text by Inference and Technology (Connect IT)*, a technology-based inference-making intervention for middle school students with reading disabilities, as well as a face-to-face version of the same inference-making intervention. The research team will iteratively develop and test the intervention in Year 1 to understand its usability and feasibility. In Year 2, they will conduct small-scale experimental studies to inform the final intervention design for pilot testing. In Year 3, they will conduct a randomized controlled trial to test the computer-delivered intervention compared to a face-to-face version and business as usual. The project is expected to produce a fully developed *Connect-IT* intervention with both a computerized version and a teacher-led, face-to-face version and evidence of the promise of each approach, peer-reviewed publications, and presentations.

Amount: \$1,500,000

Period of Performance: 7/1/2016–8/31/2019

Award Number: R324A160019

Institution: University of California, Riverside

Principal Investigator: Rollanda O'Connor

Description: *Vocabulary CHAOS: Creating Habits that Accelerate Academic Language of Students.* The purpose of this project is to develop an intervention to improve the academic language of adolescents with disabilities in grades 6–8. Results from the 2013 National Assessment of Educational Progress indicate that adolescents with disabilities have poor reading comprehension. More research is needed on how to develop the academic language of these students. This project seeks to fill this gap by developing three sets (one per grade) of a 12-week intervention with vocabulary and writing instruction that introduces and provides practice in academic vocabulary for adolescent students with learning disabilities. Researchers will develop the intervention in a series of iterative steps involving development, testing, and refining each year. In Year 1, the research team will develop and implement sixth-grade lessons and assessments. In Year 2, a new group of sixth-grade students will receive the refined lessons, and the

researchers will develop and implement seventh-grade lessons with the prior year students, now in seventh grade. In Year 3, a new group of sixth- and seventh-grade students will receive the refined lessons, and the researchers will develop and implement eighth-grade lessons with the prior year students, now in eighth grade. The coach and the classroom teacher will implement a set of lessons the first year the set is developed. In subsequent years, the teacher will implement the lessons independently. Each year, the researchers will conduct a quasi-experimental study to compare reading and writing outcomes for students receiving the intervention vs. students receiving business-as-usual reading and vocabulary instruction. Each year, the research team will gather feedback from teachers to inform the refinement of the lessons. Since this is a multi-year project, the researchers will investigate the longitudinal accumulation of academic vocabulary over time with ongoing intervention. The project is expected to produce 48 integrated and validated vocabulary lessons that can be implemented as a 12-week intervention in each grade (144 lessons total); findings related to their usability, feasibility, and promise; peer-reviewed publications; and presentations.

Amount: \$1,437,123

Period of Performance: 8/1/2016–7/31/2019

Social and Behavioral Outcomes to Support Learning

Award Number: R324A160158

Institution: University of Florida

Principal Investigator: Maureen Conroy

Description: *BEST in CLASS-Web: A Web-Based Intervention Supporting Early Childhood Teachers' Use of Evidence-Based Practices with Young Children at Risk for Emotional/Behavioral Disorders.* The purpose of this project is to develop a web-based version of an existing Tier 2 intervention, *Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success (BEST in CLASS or BiC)* that targets the reduction of problem behavior of young children at risk for emotional and behavioral disorders (EBD). Developed and evaluated with previous NCSER funding, *BiC* was designed to be delivered face to face in early childhood classrooms, which may restrict accessibility for early childhood programs with limited personnel or financial resources or for programs in geographically remote locations where face-to-face interventions involve logistical challenges. In addition, on-site delivery of professional development may be less convenient for busy teachers. To respond to these needs, the research team will develop a web-based version of the *BiC* intervention (*BiC-W*) to increase the accessibility, flexibility, usability, and scalability of the intervention for early childhood teachers working with young children at risk for EBD. The team will use an iterative process to develop *BiC-W*. In Year 1, the researchers will modify *BiC* training and coaching materials based on feedback from teachers and families. They also will develop the website on which the intervention will be hosted. In Year 2, the researchers will train and coach teachers using this preliminary version of *BiC-W* and gather feedback from teachers to learn more about the usability, feasibility, and promise of the web-based version. In Year 3, the researchers will pilot test *BiC-W* by conducting a randomized controlled trial to determine the promise of the web-based adaptation compared to the original face-to-face *BiC* for improving teacher practice and behavior and student academic performance. The project is expected to produce a fully developed web-based intervention of *BiC (BiC-W)* for early childhood teachers to improve teacher practices and children's social, emotional, and academic outcomes; peer-reviewed publications; and presentations.

Amount: \$1,499,999

Period of Performance: 8/1/2016–7/31/2019

Award Number: R324A160136

Institution: University of Florida

Principal Investigator: Ann Daunic

Description: *Evaluating a Social-Emotional Learning Curriculum for Children At Risk for Emotional or Behavioral Disorders.* The purpose of this project is to examine the efficacy of the *Social-Emotional Learning Foundations (SELF)* intervention for improving social-emotional learning, behavior, and school adjustment for children at risk for emotional and behavioral disorders (EBD). Students with social-behavioral problems early in their school careers are at high risk of developing long-term pervasive behavioral and academic problems, and early school success depends on successful social-emotional development. Given increasing demands to demonstrate accountability for academic achievement, however, educators maximize academic instruction time, often at the expense of social-emotional learning. Through small group instruction within the general education classroom, *SELF* integrates social-emotional learning with literacy instruction to support the social-emotional competencies and academic outcomes of children with EBD. In a previous NCSEF-funded study, *SELF* demonstrated feasibility of implementation by early elementary school teachers as well as promise for improving social-emotional competence and school adjustment for students at risk for EBD, but the efficacy of the intervention has not yet been tested. In Years 1–3 of the project, the project team will recruit 60 schools into three cohorts (20 schools per cohort). The project team will randomly assign schools to the *SELF* intervention condition or business-as-usual comparison condition. A total of 360 teachers/classrooms and approximately 1,440 children at risk for EBD will participate. In the fall of each year, teachers will identify students who may be at risk for EBD. The project team will complete data collection prior to and immediately after the intervention to examine the efficacy of the intervention as well as moderators or mediators of intervention effects. The project is expected to produce evidence of the efficacy of *SELF* in improving social-emotional competence and school adjustment for children at risk for EBD in kindergarten and first grade, peer-reviewed publications, and presentations.

Amount: \$3,499,958

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160133

Institution: State University of New York (SUNY), Buffalo

Principal Investigator: Gregory Fabiano

Description: *Comprehensive Meta-analysis of Malleable Factors to Support Youth with ADHD.* The purpose of this project is to conduct a comprehensive meta-analysis of school-based intervention treatment studies to understand which intervention practices are associated with positive outcomes for students with attention-deficit/hyperactivity disorder (ADHD). ADHD is a chronic disorder that results in considerable social, occupational, and academic problems for youths and their families. Unfortunately, there is considerable disagreement among professionals regarding the best interventions to recommend for students with ADHD. Professionals do not have clear guidance to help them make recommendations, as there are discrepant findings among systematic reviews and meta-analyses as well as conflicting and confusing policy documents regarding the most appropriate interventions for these students. This project aims to fill this gap by conducting a comprehensive meta-analysis of all of the ADHD school-based treatment studies in the literature. In addition to examining practices associated with positive outcomes, the team will investigate moderators of ADHD treatment effects, such as type of school-based treatment and setting where treatment takes place, and conduct analyses to best integrate research results from divergent research designs represented within the literature (i.e., between-group, crossover, and single-case designs). Ultimately, the results of this project will allow practitioners to better plan and implement interventions that work for youths with ADHD in school settings. From databases of published research, the research team will retrieve all of the non-pharmacological studies of ADHD treatment outcomes conducted in school settings. The team will code studies for quality, outcomes, and presence of potential moderating factors (e.g., whether intervention included parent training). The research team will evaluate

both academic and social/behavioral outcomes. To address the anticipated diversity of study designs, measures used, and malleable factors assessed within the larger literature, the team will use a variety of innovative methods to best synthesize the literature and compare intervention results across research studies. The project is expected to produce results from a completed meta-analysis describing which intervention practices are associated with positive outcomes for students with ADHD, as well as publications and presentations on research findings.

Amount: \$699,270

Period of Performance: 7/1/2016–6/30/2018

Award Number: R324A160096

Institution: Lehigh University

Principal Investigator: Lee Kern

Description: *Adapting Tier 2 Interventions for Non-Responsive Students in Elementary Schools.* The purpose of this project is to develop an *Adaptive Intervention Framework (AIF)* that will facilitate the systematic identification and modification of Tier 2 interventions within the context of a multi-tiered system of behavior support. Multi-tiered systems of support are frequently used in schools and provide the framework for addressing the academic and behavioral needs of students with problem behavior. These systems comprise integrated layers of prevention/intervention that systematically increase in intensity. However, schools most commonly implement only the first level (Tier 1) systematically. Educators are ill-equipped to best modify, intensify, or adapt interventions to meet the individualized needs of students who need higher intensity interventions. To address this need, this project will create the *AIF* to guide educators in the selection and adaptation of Tier 2 interventions for students with mild to moderate behavior problems. The project team will complete a series of iterative research activities over a three-year period to develop the *AIF* and examine its feasibility in elementary schools. The team will develop and test the *AIF* around three Tier 2 interventions, two of which are well-known Tier 2 interventions—*Check In Check Out (CICO)* and social skills training—and a third that the team will identify based on Year 1 research activities. In Year 1, the team will initially develop *AIF* through literature reviews of relevant intervention research for *CICO* and social skills training and conduct observations in schools across the country that are implementing a comprehensive system of interventions to identify a third commonly used Tier 2 intervention. In addition, the team will conduct focus groups with regional Community Development Team members (e.g., teachers, behavior specialists, administrators, parents). In Year 2, the team will implement *AIF* with a small group of teachers and their students and gather data and feedback that will allow the team to make revisions to *AIF*. In Year 3, the team will conduct a small randomized controlled trial to compare a commonly implemented Tier 2 intervention (*CICO*) implemented within the *AIF* to *CICO* using standard protocols to evaluate the impact of *AIF* on students' behaviors and academic performance. In addition, the team will conduct two single-case design studies testing the *AIF* with social skills training and the third Tier 2 intervention identified based on school visits in Year 1. The project is expected to produce a fully developed intervention framework, *AIF*; findings related to its feasibility, usability and promise; peer-reviewed publications; and presentations.

Amount: \$1,499,599

Period of Performance: 9/1/2016–8/31/2019

Award Number: R324A160053

Institution: University of British Columbia

Principal Investigator: Amori Mikami

Description: *Encouraging Social Inclusiveness as a Means to Improving Academic Performance.* The purpose of this project is to develop a classroom-based intervention, *Making Socially Accepting Inclusive Classrooms (MOSAIC)*, aimed at improving the peer relationships and subsequent academic functioning of children at risk for attention-deficit/hyperactivity disorder (ADHD) in grades 1 through 3. Students with ADHD struggle behaviorally and academically, and this can affect their ability to make and keep friends and lead to general disengagement from school. Children's social and academic worlds at school are highly linked such that peer rejection in general education elementary classrooms predicts eventual lower academic self-efficacy, lower educational attainment, poor achievement, and school dropout in adolescence. Although evidence-based classroom interventions exist that can reduce problem behavior of children with ADHD and improve their classroom functioning, the interventions fail to improve children's peer acceptance. *MOSAIC* combines behavioral management to address children's problem behaviors with methods to encourage peers to be socially inclusive of classmates. *MOSAIC* was previously shown to improve student behavioral and peer relationships in a summer camp setting. The current project will develop the school-based version of *MOSAIC*. The project team will use an iterative process over a three-year period to develop *MOSAIC*; examine its feasibility in elementary schools; and test its promise for improving students' social, behavioral, and academic outcomes. In Year 1, a cyclical process of feedback, implementation, observation, and revision will occur with a small group of teachers who will implement each *MOSAIC* component sequentially. The team will follow a similar process in Year 2 with a larger group of teachers who will implement all components of *MOSAIC* simultaneously. In Year 3, the team will conduct a randomized controlled trial to evaluate the promise of *MOSAIC* for improving students' behaviors, academic performance, and peer relationships. The team also will determine whether improvements in academic functioning are mediated by improvements in peer relationships. In the comparison condition, teachers and their students will receive business-as-usual instruction, services, and professional development. The project is expected to produce a fully developed intervention, *MOSAIC*, for school settings; evidence of its feasibility, usability, and promise; peer-reviewed publications; and presentations.

Amount: \$1,499,804

Period of Performance: 9/1/2016–8/31/2019

Award Number: R324A160017

Institution: University of Nebraska, Lincoln

Principal Investigator: Susan Sheridan

Description: *A Randomized Trial of Conjoint Behavioral Consultation (CBC) with Latino Students: A Replication Study.* The purpose of this project is to test the efficacy of *Conjoint Behavioral Consultation (CBC)* for supporting the social-behavioral and academic performance of Latino elementary school students at risk for emotional and behavioral disorders (EBD) and the family-school partnerships that support these students. Latino students, who account for nearly 25 percent of the student population in the United States, experience large disparities in educational outcomes and high rates of unmet mental health needs that exacerbate risk for school disengagement, suspension, and expulsion. Evidence-based interventions that are culturally responsive to the needs of Latino populations are lacking. *CBC* has the potential to be culturally responsive, and although previous IES-funded studies have established evidence for the efficacy of *CBC* across a variety of geographical settings (e.g., urban, rural), the efficacy of *CBC* has never been tested specifically with Latino students and their families. This project will examine the impact of *CBC* on Latino students' social-behavioral and academic outcomes and parent and teacher relationships and competencies for supporting Latino students. In Years 1–3 of the project, the project team will recruit 90 K–3 teachers into three cohorts and randomly assign them to the *CBC* intervention condition or a business-as-usual comparison condition. Within participating

classrooms, approximately 270 Latino students identified as at risk for EBD will participate along with their parents or primary caregiver. The project team will complete data collection prior to *CBC* implementation, immediately after the intervention, and at two follow-up points the following academic year to examine student behavioral and academic outcomes, parent/teacher beliefs and practices, and the family-school relationship. Researchers also will examine key variables that may moderate or mediate intervention effects and long-term impacts of *CBC*. The project is expected to produce evidence of the efficacy of *CBC* for Latino students, peer-reviewed publications, and presentations.

Amount: \$3,499,987

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160010

Institution: SRI International

Principal Investigator: William Carl Sumi

Description: *Effectiveness Study of Tools for Getting Along: Teaching Students to Problem Solve.* The purpose of this project is to examine the effectiveness of the *Tools for Getting Along (TFGA)* intervention designed to help upper elementary school teachers (grades 4 and 5) establish a positive, cooperative classroom atmosphere and enable students to become more self-reliant, effective, and proactive problem solvers as they encounter social challenges. Prior evaluations of *TFGA*, including a *NCSEF-funded efficacy study*, indicated students who were taught *TFGA* had a more positive approach to problem-solving and a more rational problem-solving style than comparison students. Students with more behavioral needs seemed to benefit the most, including improvements on problem-solving knowledge, behavior regulation, proactive aggression, and self-reported feelings and expression of anger. The purpose of this effectiveness trial is to examine *TFGA* under a wider range of contexts than in prior research (e.g., more states, diverse districts), under routine conditions in school settings, and with the evaluation conducted by an evaluation team that is independent of the intervention developer. In Years 1–3 of the study, the project team will recruit 60 schools into two cohorts (30 schools per cohort). The team will randomly assign schools to the *TFGA* intervention condition or business-as-usual comparison condition. Within each school, fourth-grade teachers and their students will participate. *TFGA* will be implemented over approximately four to five months, and the project team will complete data collection prior to the intervention, immediately afterwards, and at a one-year follow up to examine the effectiveness of the intervention as well as possible moderators (e.g., gender, race/ethnicity, language, special education status) and mediators (e.g., emotional regulation, social problem-solving skills, contextualized executive function) of intervention effects and long-term impacts of *TFGA*. The project is expected to produce evidence of the effectiveness of the *TFGA* intervention for improving student behavior and academic performance, data on the factors that moderate and mediate the effects of *TFGA* on student outcomes, peer-reviewed publications, and presentations.

Amount: \$3,942,177

Period of Performance: 9/1/2016–8/31/2021

Award Number: R324A160279

Institution: University of Kansas

Principal Investigator: Howard Willis

Description: *Middle School Class-wide Function-related Intervention Teams (MS CW-FIT): Improving Academic Engagement and Outcomes for Middle School Students at Risk for Emotional or Behavioral Disorders.* The purpose of this project is to develop *Middle School Class-wide Function-related Intervention Teams (MS CW-FIT)*, a multi-tiered, classwide, positive behavioral group contingency intervention for improving middle school teachers' classroom management practices and students' engagement, behaviors, and academic performance. Effective middle school classroom management is critical because well-managed classrooms create opportunities to learn and foster student engagement, while poorly managed classrooms decrease student learning time and attention. Classroom management is

particularly important in middle school where teachers often face greater challenges to classroom management, and students struggle with disengagement and disruptive behavior. *MS CW-FIT* will include a Tier 1 universal component that is delivered to all students within a classroom as well as a Tier 2 component (e.g., student self-management) delivered to students needing additional behavioral supports. *MS CW-FIT* is an adaptation of the elementary school *CW-FIT* program, which has been evaluated by two NCSER-funded efficacy trials and showed evidence of increasing student engagement and decreasing disruptions in elementary school classrooms. The research team will complete a series of iterative activities over a three-year period to develop the components of *MS CW-FIT* and examine the feasibility of the intervention in middle schools. These activities include soliciting ongoing input and feedback from an advisory board and school focus groups (general and special education teachers, middle school students, and school-based behavioral support personnel). For the pilot study, the researchers will conduct a randomized controlled trial to determine the promise of *MS CW-FIT* for improving middle school teachers' classroom management practices and students' engagement, behaviors, and academic performance. The team will randomly assign classrooms, with both target students at risk for behavior disorders and their peers, to *MS CW-FIT* or a business-as-usual control group. The team will use descriptive and single-case design studies to examine the potential impact of Tier 2 interventions on student outcomes. The research team also will investigate whether fidelity of treatment and use of teacher materials predict student outcomes. The project is expected to produce a fully developed intervention (*MS CW-FIT*); findings related to its feasibility, usability, and promise; peer-reviewed publications; and presentations.

Amount: \$1,499,996

Period of Performance: 7/1/2016–6/30/2019

Special Education Policy, Finance, and Systems

Award Number: R324A160132

Institution: Southern Methodist University

Principal Investigator: Stephanie Al Otaiba

Description: *Project FOCUS: Exploring Response to Intervention with a Focus on Students Receiving Tier 3 and Special Education for Reading Disabilities.* The purpose of this project is to explore the relationship between schools' Response-to-Intervention (RTI) implementation and teachers' RTI knowledge and student outcomes. There will be a particular focus on students receiving Tier 3 interventions and students with reading disabilities in special education—that is, students with individualized education programs in reading. Although RTI is widely used, research suggests that Tier 3 intervention implementation is highly variable, and its relationship to special education is inconsistent, with special education functioning as Tier 3 in some instances and outside of RTI in others. Taken together, this variability may result in less effective Tier 3 intervention and special education for students with the most significant needs. The current study aims to capitalize on the authentic variability in RTI implementation to better understand the malleable factors that are associated with positive student outcomes. The anticipated results of this study are expected to inform the development of interventions that promote the teacher knowledge and school supports that are necessary to implement RTI and improve student outcomes. The research team will investigate relationships between RTI implementation and teachers' knowledge of RTI and student outcomes by collecting and analyzing data from schools, teachers, and students. In each of the first three years of the project, schools will provide information on RTI implementation through structured interviews and provide data on students' oral reading fluency through standardized measures. Within the participating schools, general and special education teachers will complete surveys regarding their knowledge of RTI. The research team also will conduct observations to describe the content, instructional grouping, amount, and quality of instruction and intensive intervention provided to focal students receiving Tier 3 intervention or with reading disabilities. The project is expected to produce preliminary evidence of an association between a key set of malleable

factors related to RTI implementation and positive student outcomes; a better understanding of the content, amount, grouping, and quality of instruction and intervention provided to students receiving Tier 3 intervention or with reading disabilities; peer-reviewed publications; and presentations.

Amount: \$1,600,000

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160258

Institution: University of Houston

Principal Investigator: David Francis

Description: *Identification of Reading and Language Disabilities in Spanish-Speaking English Learners.*

The purpose of this project is to explore factors related to the identification and classification of reading and language disabilities among Spanish-speaking English language learners (ELLs) in an effort to provide school-based professionals with clearer criteria for identifying learning disabilities in these students. ELL students are the fastest growing subgroup of students in public schools in the United States and are disproportionately at risk for poor academic outcomes. Given the risk for poor outcomes, the identification of disabilities among this group of students is critical. The goal of this project is to compare and contrast different disability identification and classification methods (i.e., IQ-achievement discrepancy, low achievement, and growth patterns) and examine student and contextual factors related to the consistency and inconsistency in identification within and across classification methods over time. The results of this project are expected to provide an empirical basis for a theoretically grounded framework for the identification and classification of learning disabilities in students whose first language is not English. The researchers will conduct secondary analyses of six time points of longitudinal data obtained through two previous projects conducted by the principal investigator. The extant datasets include data from 3,000 ELL students in kindergarten through grade 2 who received instruction through either Structured English Immersion or other bilingual programs (i.e., those that use Spanish in instruction). Across both projects, students were assessed at the beginning and end of each academic year in both English and Spanish on a battery of reading and language measures designed to be comparable in the two languages. The researchers will conduct secondary analyses of these data to compare and contrast different disability classification and identification methods (i.e., IQ-achievement discrepancy, low achievement, and pattern of growth) to determine their validity for ELL students with reading disabilities, language disabilities, and co-morbid reading and language disabilities. The project is expected to produce preliminary evidence of the validity of different methods to identify and classify learning disabilities among ELL students, peer-reviewed publications, and presentations.

Amount: \$699,743

Period of Performance: 8/1/2016–7/30/2018

Technology for Special Education

Award Number: R324A160154

Institution: University of Florida

Principal Investigator: Carole Beal

Description: *An Intervention to Provide Youth with Visual Impairments with Strategies to Access Graphical Information in Math Word Problems.*

The purpose of this project is to develop a technology-based intervention to support students with visual impairments in locating key information in math word problems that include graphics. Prior research has shown that students with visual impairments face challenges when working with graphical material and can miss important information, resulting in errors in their problem-solving. Thus, there is a need for additional research on instruction and technology tools to teach students with visual impairments to gather information from graphical material efficiently. This project seeks to fill this gap by developing an iPad-based program and training units for students with visual impairments to locate target information in math graphics, with the ultimate goal of improving the mathematics achievement of these students. The researchers will use an iterative approach to develop and

refine the intervention. In Year 1, teachers of students with visual impairments (TVIs) will receive professional development to learn the goals of the intervention, the study procedures, and expectations for providing appropriate assistance and documenting the assistance. In Year 2, TVIs will implement the intervention and provide feedback on its feasibility. For the intervention, students will complete six training units during which the TVIs complete implementation checklists. A subset of students will be included in video sessions where data will be collected on eye and hand movements to understand students' use of the app. For the pilot study, the researchers will use a stratified randomized control trial with students matched on vision condition (print or braille users) randomly assigned to an intervention or control group to examine whether the intervention has promise for improving mathematics problem-solving with graphics for students with visual impairments. The project is expected to produce a fully developed iPad-based program to train students with visual impairments to locate target information in graphics that accompany math problems; evidence of its feasibility, usability, and promise to enhance student performance; peer-reviewed publications; and presentations.

Amount: \$1,397,638

Period of Performance: 7/1/2016–6/30/2019

Award Number: R324A160076

Institution: University of Iowa

Principal Investigator: Allison Bruhn

Description: *Project SCORE IT: Developing and Evaluating Interactive Technology to Support Self-Monitoring and Data-Based Decision Making in the Classroom.* The purpose of this project is to further develop *SCORE IT*, a technology-based self-monitoring intervention for use in middle school classrooms, by adding critical data-based decision making support for teachers working with students who have challenging behavior. Although tools exist for teachers to evaluate a student's response to academic interventions, tools are far less common in the area of behavior. The enhanced *SCORE IT* is intended to increase academic engagement and decrease problem behavior by providing teachers an efficient data collection mechanism with explicit rules to determine a student's responsiveness to behavioral intervention and make accurate further behavioral programming decisions. The project team will complete a series of iterative activities over a three-year period to develop the components of *SCORE IT* and examine the feasibility of the intervention in middle schools. These activities include soliciting ongoing input and feedback from an advisory board and school focus groups. In Year 1, the team will develop *SCORE IT* decision rules and the prototype by conducting a review of the existing literature and soliciting feedback from an expert advisory panel and focus groups of educators (e.g., general and special educators, and behavior specialists) in grades 5–8. In Year 2, the team will test the prototype with students and teachers who will use *SCORE IT* on iPads. Also, the team will collect data to evaluate *SCORE IT*'s usability and feasibility within a school setting. In Year 3, the team will conduct a randomized controlled trial to evaluate the promise of *SCORE IT* for improving students' engagement, behaviors, and academic performance. The project is expected to produce a fully developed intervention (*SCORE IT*); findings related to its feasibility, usability, and promise; peer-reviewed publications; and presentations.

Amount: \$1,178,530

Period of Performance: 7/1/2016–6/30/2019

Award Number: R324A160125

Institution: University of Oregon

Principal Investigator: Hank Fien

Description: *A Multi-Site Randomized Controlled Trial to Assess the Efficacy of the NumberShire Level 1 Gaming Intervention for Improving Math Outcomes for Students With or At Risk for Math Learning Disabilities.* The purpose of this study is to determine the efficacy of the *NumberShire Level 1* gaming intervention, which was developed with previous NCSER funding and is aimed at improving mathematics achievement for first-grade students with or at risk for mathematics learning disabilities. Intervention to strategically accelerate math learning in early elementary school can help prevent costly remediation in later grades and is critically needed given that 45 percent of fourth-grade students with disabilities scored below the basic level on the 2013 National Assessment of Educational Progress mathematics assessment. More research is needed on the efficacy of early learning interventions covering critical early math content such as whole number concepts. The current project seeks to fill this gap by studying the efficacy of one such gaming intervention, *NumberShire Level 1*, for improving mathematics achievement for first-grade students. The researchers will test the impact of the *NumberShire Level 1* gaming intervention on proximal and distal mathematics outcomes using a randomized controlled trial. The researchers will randomly assign approximately 1,272 first graders at risk for mathematics learning disabilities to receive either *NumberShire Level 1* or business-as-usual mathematics instruction. Student outcome data will be collected at baseline, post-intervention, and at follow-up in second grade to determine the impact of *NumberShire Level 1*. The researchers also will conduct a series of moderation analyses to understand the role of behavioral self-regulation and productive disposition toward mathematics in predicting differences in mathematics outcomes for students at risk for mathematics learning disabilities. Researchers will use classroom observations and implementation logs to document fidelity of implementation and will use total number of practice items students complete during a session as a measure of intervention dosage. The project is expected to produce evidence of the efficacy of the *NumberShire Level 1* intervention for improving first-grade students' mathematics achievement, evidence of any moderation by factors such as demographics and self-regulation, and an understanding of the interrelations between underlying processes and the math outcomes. Products also will include peer-reviewed publications and presentations.

Amount: \$3,499,992

Period of Performance: 7/01/2016–6/30/2020

Transition Outcomes for Secondary Students With Disabilities

Award Number: R324A160160

Institution: University of Oklahoma

Principal Investigator: James Martin

Description: *TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards.* The purpose of this project is to create a new transition assessment, *Transition Assessment and Goal Generator—Alternate (TAGG-A)*, for students with significant cognitive disabilities (SWSCD) taught to alternate achievement standards. *TAGG-A* is based on an assessment originally developed with previous NCSER funding that was focused more generally on transition goals for students with disabilities. Federal laws require use of transition assessments to identify the needs of secondary students and support them prior to high school graduation. However, few assessments exist with sufficient evidence of validity for SWSCD, and none have constructs derived from research associated with post-school outcomes to help students, parents, and educators plan for transition from high school. The *TAGG-A* will be easily accessible to educators and pre-service faculty across the country to use for assessing further education, employment, and independent living behaviors of SWSCD that research has identified as associated with positive postsecondary outcomes of transition-aged SWSCD. The tool will

enable the users to include student transition goals, identify interventions, and provide supports that can be incorporated into transition plans and individualized education programs and enable all users to track progress over time. The research team will create three versions of the tool: *TAGG-AS* (Student), *TAGG-AF* (Family), and the *TAGG-AP* (Professional). The assessment development will begin with a literature review to include research-identified behaviors and theory, where appropriate, to build and define *TAGG-A* constructs, items, and the scoring system. The project team will conduct two nationwide field tests to establish validity. When completed, educators will be able to download at no cost from the *TAGG-A* website the *TAGG-A* Technical Manual, User's Guide, and other supporting material. The project is expected to produce the technical manual, user's guide, and other supporting material available online; peer-reviewed publications; and presentations.

Amount: \$1,599,940

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160133

Institution: Boston University

Principal Investigator: Gael Orsmond

Description: *Transition Outcomes of High-Functioning Students with Autism: How and When Students Learn the Skills Necessary for Self-Management of Daily Responsibilities.* The purpose of this project is to (1) understand the programs and strategies that parents and special educators use to teach students with high-functioning autism spectrum disorder (HFASD) how to manage daily life tasks and (2) examine how the ability to self-manage daily life tasks is associated with successful transition outcomes for students with HFASD. Research has shown that although students with HFASD have similar levels of academic achievement as their peers, they also exhibit significant impairments in their ability to manage daily life tasks, which is a strong predictor of poor adult outcomes. There is a need to better understand the factors that account for the poor transition outcomes of students with HFASD. This study aims to inform the development and refinement of interventions and supports that will facilitate the ability of students with HFASD to self-manage daily life tasks and thus prepare for life after high school. The research team will explore malleable factors related to improved transition outcomes for students with HFASD. In Phase 1, the research team will conduct focus groups with high school special education personnel knowledgeable about direct services provided to high school students with HFASD. The research team also will distribute web-based surveys informed by the focus group results to a larger group of high school special education personnel to more broadly identify existing services. In Phase 2, the research team will conduct a longitudinal study, which will involve collecting baseline data from 150 high school students with HFASD and their parents, focused on student characteristics and skills as well as transition supports and outcomes. The team will collect follow-up data on students' post-school outcomes (i.e., independent living, postsecondary education, employment, and vocational training) 18 months later. The project is expected to result in an understanding of how self-management of daily life relates to transition outcomes for students with HFASD. The team will disseminate findings through peer-reviewed publications and presentations.

Amount: \$1,578,509

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324A160170

Institution: University of Nebraska, Lincoln

Principal Investigator: Alexandra Torkelson-Trout

Description: *A Missing Link to a Better Tomorrow: Developing Health Literacy in Transition-Age Youth with High-Incidence Disabilities.* The purpose of this project is to develop, modify, and evaluate the promise of a supplementary web-based intervention, *Health Literacy Transition Curriculum*, designed to improve the health literacy skills and health-related transition outcomes of secondary students with high-incidence disabilities. Successful transitions for youths with high-incidence disabilities from high school to independent living continue to be a struggle for educators, researchers, families, and students. Traditional transition planning has centered on important life domains such as life-skills training, vocational education, employment, and postsecondary education. While having skills and experiences in each of these life domains plays an important role in the transition of youths, one significant set of skills that often has been overlooked is a youth's ability to obtain, process, and understand basic health needs and information. When young adults' health needs are not well met, their success in all other areas is significantly and negatively affected. This project is designed to improve youths' health-related transition outcomes through the development, revision, and preliminary evaluation of the supplementary web-based *Health Literacy Transition Curriculum*. To address the primary project aims, researchers will conduct four studies. In Study 1, the research team will conduct focus groups with youths and school personnel to identify curriculum content, modifications, and support needs and to inform the transformation of materials into a web-based format. In Study 2, the research team will use an iterative process to modify the web-based curriculum and to evaluate the feasibility and social validity of the curriculum, assess the tools developed to obtain baseline and outcome data, and inform additional curriculum modifications for further testing in Study 3. In Study 4, the team will evaluate the promise of the curriculum using a small randomized controlled trial with students assigned to receive the web-based *Health Literacy Transition Curriculum* or business-as-usual health education and transition programming. The project is expected to produce a fully developed web-based *Health Literacy Transition Curriculum*; evidence of promise for improving health-related transition preparedness, knowledge, and skills of secondary students with high-incidence disabilities; peer-reviewed publications; and presentations.

Amount: \$1,499,994

Period of Performance: 7/1/2016–6/30/2020

Special Education Research Training Competition

Early Career Development and Mentoring in Special Education

Award Number: R324B160009

Institution: Ohio State University

Principal Investigator: Matthew Brock

Description: *Promoting System-Wide Implementation of Evidence-Based Practice for Students with Severe Disabilities through Multi-Tier Professional Development.* The principal investigator (PI) will conduct a program of research for improving the instructional strategies of paraprofessionals working with students with severe disabilities and will participate in activities to develop expertise in randomized controlled trials with growth modeling, single-case designs, and grant writing. Previous research has identified three key features of professional development that promote fidelity. Professional development must include effective training strategies (e.g., modeling, performance feedback, and self-monitoring), be sustained over time, and emphasize generalization of implementation fidelity to authentic contexts. However, there is currently no efficient and effective way to use these features to train large groups of paraprofessionals. The PI intends to develop and test the promise of a multi-tier system of training to

improve paraprofessional implementation of systematic instructional strategies (i.e., simultaneous prompting, least-to-most prompting, and data collection and graphing) as well as outcomes for students with severe disabilities, preschool through high school.

Amount: \$399,968

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324B160043

Institution: University of Wisconsin, Madison

Principal Investigator: Andrew S. Garbacz

Description: *Conjoint Behavioral Consultation for Middle School Students With or at Risk for Serious Emotional Disturbance: A Career Development and Research Plan.* The principal investigator (PI) will conduct a program of research for improving outcomes for adolescents with or at risk for serious emotional disturbance (ED) while participating in mentoring and training activities to develop knowledge and skills related to adolescent development, measurement and assessment, research methodology (e.g., multilevel modeling, qualitative data analysis), and grant writing. The PI intends to iteratively develop and test the feasibility and promise of *Conjoint Behavioral Consultation (CBC)* for middle school students with or at risk for serious ED. *CBC* is an existing indirect service delivery model that partners parents, educators, and other key stakeholders in data-driven collaborative problem-solving and cross-system implementation of evidence-based interventions to address problem behaviors associated with serious ED. Despite evidence suggesting that school-family partnerships are important for supporting adolescent learning and behavior, there have been few efforts to implement and evaluate *CBC* for middle school youths with disruptive, externalizing behaviors who have or are at risk for ED.

Amount: \$400,000

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324B160010

Institution: Vanderbilt University

Principal Investigator: Blair Lloyd

Description: *Developing Functional Behavior Assessment Maps for Students with Persistent Challenging Behavior: A Guiding Framework for Practitioners.* The principal investigator (PI) will conduct a program of research designed to improve the quality of functional behavior assessments (FBA) for elementary-age students with or at risk for disabilities with persistent challenging behavior. The PI also will participate in career development activities aligned with this program of research to expand relevant knowledge (e.g., about students with emotional and behavioral disorders) and methodological skills (e.g., single-case design). Challenging behavior is one of the most significant barriers to accessing effective educational services for students with disabilities. FBAs can be used to address challenging behaviors by identifying the function of the behavior and informing appropriate interventions. However, additional guidance is needed to increase the quality and effectiveness of FBA implementation in schools. The expected outcomes of the project include a fully developed decision framework (*FBA-MAP*) designed to guide behavior specialists' selection of assessment strategies based on individual student and classroom factors and a comprehensive training manual to support behavior specialists and teachers in collaboratively implementing individualized assessment strategies in classrooms.

Amount: \$399,846

Period of Performance: 7/1/2016–6/30/2020

Award Number: R324B160012

Institution: University of Washington

Principal Investigator: Carly Roberts

Description: *Accessing Science through Literacy: Facilitating Blended and Inclusive Content Area Literacy Instruction for Students with Intellectual Disability.* The principal investigator (PI) will conduct a program of research to increase access to the general education curriculum for students with intellectual disability while participating in mentoring and training activities to develop knowledge and skills related to middle school science instruction, interventions using classroom-based support strategies, single-case design and analysis, and grant-writing. The PI intends to develop and test interventions designed to increase comprehension of and engagement in science content for students with an intellectual disability within an inclusive environment and increase teachers' capacity to provide such interventions. Students with intellectual disability generally receive limited access to inclusive science instruction, often due to a lack of support and relevant resources. Thus, an increased emphasis on how teachers in inclusive classrooms can more effectively provide such access is essential to promote students' science understanding.

Amount: \$400,000

Period of Performance: 07/01/2016–6/30/2020

Methods Training Using Single-Case Designs

Award Number: R324B160034

Institution: University of Oregon

Principal Investigator: Robert Horner

Description: *Methods Training Using Single-Case Designs.* The purpose of this project is to develop, implement, and evaluate an intensive professional development course in single-case design (SCD) research. Over the past decade, there have been a number of advances in SCD intervention research. These include new developments in research design, visual and statistical analysis, and methods for summarizing single-case intervention research in literature reviews. SCD methodology and data analysis strategies have grown in sophistication and will continue to play a central role in applied and clinical research in education, psychology, and related fields. While researchers can learn about SCD content from publications, conferences, and collegial interactions, there is currently no other training option available for education researchers and scholars to obtain the depth of information needed to use these approaches. This project attempts to fill this gap through the development, implementation, and evaluation of a hybrid intensive professional development course (SCD Institute) that uses both onsite and distance learning. During this project, the SCD Institute team will engage in the following activities: (1) develop an SCD Institute training curriculum covering such topics as visual and statistical analysis, randomization options, effect size measurement, and meta-analysis; (2) recruit, select, and support over 100 SCD Institute trainees; (3) hold three training institutes during the summers of 2017, 2018, and 2019; (4) disseminate SCD methods material through a project website that will host 18 online course modules, archived Institute materials and resources, and access to visual analysis software (all to be developed during the project period); (5) develop virtual personal learning communities (online spaces for researchers to connect and engage in meaningful conversation about SCD) for Institute trainees; (6) evaluate the Institute, project website, and training materials annually; and (7) provide information to the IES and discuss with IES how to improve the What Works Clearinghouse standards for evaluating evidence from SCDs. Participation in the SCD Institute is expected to result in increased grant application submissions, peer-reviewed publications, professional presentations involving SCD intervention research, and university courses in SCD methods.

Amount: \$699,936

Period of Performance: 7/1/2016–6/30/2019

Postdoctoral Research Training Program in Special Education

Award Number: R324B160038

Institution: University of North Carolina, Chapel Hill

Principal Investigator: Samuel Odom

Description: *Post-doctoral Training in Special Education and Autism Research.* The University of North Carolina's postdoctoral research program will provide postdoctoral fellows with extensive research training in special education with a focus on the knowledge and skills needed to evaluate the efficacy of interventions and instructional practices for students with autism spectrum disorder (ASD). The overarching goal of this program is to prepare four fellows (with two years of training each) to conduct high-quality special education research related to children and youths with ASD. The program will support fellows in developing the knowledge and technical skills related to (1) advanced statistical approaches for experimental research designs, (2) statistical analysis of single-case designs, and (3) application of implementation science. In collaboration with their mentors, fellows will design an individualized fellowship plan to guide their training experiences. Training will consist of shared knowledge activities, situated learning and mentorship experiences, and central participatory activities. Shared knowledge activities will include didactic instruction and fellowship seminars. Some elements of this plan will be standard for all fellows (i.e., methodological seminar, professional development seminar, and courses in statistics and research design), and others will be based on the fellows' individual needs (e.g., specialized seminars and training workshops, courses in autism research or grant-writing, and short courses in statistical analyses). Situated learning experiences will provide fellows with opportunities to work on multiple research projects that match their interests. Research opportunities for the fellows currently include (but are not limited to) the following NCSER-funded projects: (1) a randomized controlled trial to evaluate the efficacy of a home-based program to promote joint attention of infants and toddlers with ASD, (2) a randomized controlled trial to evaluate a school-based approach to promoting elementary school teachers' use of evidence-based practices for students with ASD, and (3) a research and development center to develop and evaluate a comprehensive treatment model for high school students with ASD. Last, fellows will engage in central participatory activities, which may include taking on independent responsibilities on a funded research project, preparing manuscripts for publication, writing grant proposals, and conducting their own research.

Amount: \$682,884

Period of Performance: 8/1/2016–7/31/2020

Award Number: R324B160033

Institution: University of Nebraska, Lincoln

Principal Investigator: Alexandra Torkelson-Trout

Description: *University of Nebraska-Lincoln and Boys Town Postdoctoral Fellowship: Research Training Focused on Youth with Emotional and Behavioral Disorders.* The University of Nebraska's postdoctoral research program will capitalize on an existing partnership with Boys Town, a national service provider of intervention services to children with or at risk for disabilities, to provide postdoctoral fellows with extensive research training in special education for students with emotional and behavioral disorders (EBD). The overarching goal of this program is to prepare three fellows (with 24 to 27 months of training each) to engage in rigorous special education research and make significant contributions to the lives of children with EBD. The program will support fellows in developing (1) statistical and methodological skills necessary to conduct meaningful large-scale research projects, (2) knowledge of special education for students with EBD, (3) experience collaborating with practitioners in the field, and (4) experience managing grants and writing grant applications. Fellows will work under the supervision of a mentor or group of mentors in a highly supportive multidisciplinary research environment and participate in carefully planned activities based on their interests, strengths, and desired skills. In their first year, fellows will collaborate with other researchers on ongoing NCSER-funded and Boys Town pilot research focused on a variety of special education issues for youths with EBD, including

transition/dropout prevention, student and family engagement in school and education, intervention implementation and fidelity research, and health-related transition preparation. Fellows also will attend professional seminars on topics central to children with EBD and audit courses and workshops on statistical and methodological skills and grant writing. In their second year, fellows will implement a study in which they will develop a research design, plan data collection procedures, supervise data collection, analyze data, and report/disseminate the results. Fellows also will participate in grant application activities and will be expected to play a significant role in the conceptualization, writing, editing, and submission process. Throughout their two years, fellows will meet with their mentors regularly to establish and reflect on their goals, customize their research and training activities, and assess their progress.

Amount: \$626,935

Period of Performance: 9/1/2016–8/31/2021

Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition

Award Number: R324L160002

Institution: University of Kansas

Principal Investigator: Karrie Shogren

Description: *Promoting Positive Transition Outcomes for Students with Intellectual Disability: A Research Institution-SEA Partnership in Rhode Island.* The goal of this project is to compare the effect of a single self-determination intervention, *Self-Determined Learning Model of Instruction (SDLMI)*, to a combination of *SDLMI* with another intervention, *Whose Future Is It Anyway (WFA)*, on self-determination and other functional, academic, and transition outcomes of middle and high school students with intellectual disability. The Rhode Island Department of Education (RIDE) is implementing self-determination interventions statewide to address employment options for people with intellectual disability in accordance with Title II of the *Americans with Disabilities Act*. Self-determination interventions were selected to remedy the lack of support these students receive, based on previous research indicating that these interventions promote positive post-school outcomes, including employment. Skills associated with self-determination (e.g., self-regulated problem solving, goal setting and attainment) are critical behavioral and social skills that promote positive postsecondary transition outcomes. Both interventions have been evaluated individually and were found to be effective in promoting self-determination and post-school outcomes. However, the effect of the *SDLMI* versus a combination of both interventions has never been rigorously evaluated to determine if there is a meaningful and practical effect above and beyond implementing the single intervention. Researchers at the University of Kansas, RIDE, and Rhode Island College will collaborate in conducting a randomized controlled trial in which 32 school districts will be randomly assigned to receive either the single self-determination intervention (*SDLMI*) or the combined self-determination interventions (*SDLMI* and *WFA*). The team will estimate the effect of the two-intervention condition above and beyond that of the one-intervention condition on self-determination outcomes as well as longer term academic and transition (e.g., employment) outcomes. The partnership team will disseminate the results of the project through a briefing for RIDE, a general policy brief, conference presentations, and peer-reviewed journal articles.

Amount: \$250,000

Period of Performance: 7/1/2016–6/30/2018

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*. This includes 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 2016 (i.e., Oct. 1, 2015, through Sept. 30, 2016):

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 followed a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children were expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study also included 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 were in fourth grade; and spring 2016, when most of the children were in fifth grade. This particular contract covers national data collections in spring 2014 and spring 2015. 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); 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 on Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$350,926). Reports from this study are available at <https://nces.ed.gov/ecls/> (accessed Oct.27, 2017). A report on the *Findings From the Third-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)* was prepared under contract ED-OES-12-D-0002 with the American Institutes for Research and published in May 2016. The report is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016094> (accessed Oct.27, 2017).

Amount: \$28,200,125

Period of Performance: 6/29/2012–12/28/2017

Contract Number: ED-IES-14-C-0119

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Fifth-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 followed a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children were expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study also included 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 were in fourth grade; and spring 2016, when most of the children were in fifth grade. This particular contract covers national data collection in spring 2016. The data collection included 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. Data collection from special education teachers on study children with an individualized education program and from classroom teachers and school administrators on Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$109,196). Reports from this study are expected to be available at <https://nces.ed.gov/ecls/> (accessed Aug. 30, 2016).

Amount: \$ 19,633,031

Period of Performance: 9/23/2014–9/28/2018

Contract Number: ED-IES-15-O-5016

Contractor: RTI International

Project Director: Daniel Pratt

Description: *Middle Grades Longitudinal Study of 2017-18 (MGLS:2017)*. The MGLS:2017 is a new study to gather information about U.S. public and private school students' developmental and learning trajectories during their middle-grade years, or grades 6 through 8. The study will include representative samples of students in three *IDEA* disability groups: autism, emotional disturbance, and specific learning disabilities. The study consists of two field tests and a Main Study. The Item Validation Field Test (IVFT) took place in early 2016 with a sample of approximately 5,000 students enrolled in grades 5 through 8 in order to establish the assessments and surveys for use in the Main Study. While all students regardless of disability status were eligible for the field test, focused samples of students in the three *IDEA* categories were included in order to assure consistent measurement in the design of MGLS assessments. These assessments include mathematics, reading, executive function (working memory, inhibitory control, and cognitive flexibility) and a survey component that asks students about such things as their peer relations, activities outside of school, technology use, aspirations, and socioemotional functioning. Parent, mathematics teacher, special education teacher, and school administrator surveys were also field tested along with a Facility Observation Checklist that helps describe the physical aspects of the school. The Operational Field Test (OFT) took place in early 2017 with a sample of about 1,200 students in sixth grade from about 50 schools. The OFT helped validate the recruitment protocols, sampling approach, and administration protocols of all assessment and survey instruments in advance of the Main Study. OFT sampling and recruitment protocols were tested with an eye toward obtaining sufficient numbers of students in the three focal disability groups to be able to characterize these students experiences and outcomes at a national level. Measures of height and weight were tested at this time as well. The Main Study takes place in early 2018. A sample of about 20,000 students in sixth grade from about 900 schools will participate along with their parents, teachers, and school administrators. Planned followups with students and their associated adult respondents will occur in the winter/spring of 2019 and 2020. All students with disabilities who are selected for the study will be included in the assessments to the extent possible. Students who are not able to take the assessments or survey will remain in the study sample, and their parents and teachers will be asked to provide information on the students' educational experiences and proficiencies. The MGLS:2017 data collection is being supported with *IDEA* studies and evaluations funding (\$3,661,467). Reports from this study will be available at <https://surveys.nces.ed.gov/MGLS/Home/About> (accessed Nov. 26, 2016).

Amount: \$ 34,756,000

Period of Performance: 8/14/2015–8/13/2020

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

Contractor: Mathematica Policy Research and University of Minnesota Institute on Community Integration (ICI)

Project Director: Joshua Haimson

Description: *National Longitudinal Transition Study 2012 (NLTS 2012) Phase I* (also referred to as *Study of Transition Outcomes for Youth with Disabilities, Phase I*). *IDEA* provides funds to school districts to serve students with individualized education programs and emphasizes transition services to help youths with disabilities complete high school prepared to achieve important outcomes, such as postsecondary education, jobs, and independent living. NLTS 2012 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. How do the personal, family, and school characteristics and experiences of youths with disabilities differ from those of youths not served under *IDEA*? How do the characteristics and experiences of youths vary across disability groups? How have the characteristics and experiences 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 included surveys of youths and their parents/guardians. The study team gathered information in spring 2012 through summer 2013 to describe the background characteristics and transition experiences of youths as they prepared to leave school. The study team also conducted a systematic review of the research literature on post-high school transition programs for youths with disabilities. 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 Aug. 30, 2016). The first two volumes of the three-volume report describing survey results were released in March 2017 and are available at <https://ies.ed.gov/ncee/pubs/20174016/> (accessed October 13, 2017). The third report volume examining trends over time by comparing the NLTS 2012 survey results with those from two earlier NLTS surveys will be announced on <https://ies.ed.gov/ncee/> (accessed October 13, 2017).

Amount: \$24,243,405

Period of Performance: 9/27/2010–2/26/2018

Contract Number: ED-IES-15-C-0046

Contractor: RTI International, SRI International, Social Dynamics

Project Director: Michael Bryan

Description: *National Longitudinal Transition Study 2012 (NLTS 2012) Phase II* (also referred to as *Post-High School Outcomes for Youth with Disabilities Study*). Phase II of NLTS 2012 is examining how these transitions are taking place, building on an earlier survey of a nationally representative set of students with and without IEPs (NLTS 2012 Phase I). The study will address questions such as the following: To what extent do youths with disabilities who receive special education services under *IDEA* make progress through high school compared with other youths, including those identified for services under section 504 of the *Rehabilitation Act of 1973*? Are youths with disabilities achieving the post-high school outcomes envisioned by *IDEA*, and how do their college, training, and employment rates compare with those of other youths? How do these high school and postsecondary experiences and outcomes vary by student characteristics, including their disability category, age, sex, race/ethnicity, English learner status, income status, and type of high school attended (including regular public school, charter school, career/technical school, special education school, or other state- or federally operated institution)? NLTS 2012 Phase II will utilize administrative data linked with survey information from Phase I of the study to follow a sample of more than 10,000 students ages 13 to 21 (in December 2011) beyond high school. Study plans include collecting: (1) school district administrative data, including transcripts, from districts that participated in NLTS 2012; (2) postsecondary enrollment information through the National Student Clearinghouse; and (3) information about vocational rehabilitative services and supports youths received from the Department's Rehabilitative Services Administration; and (4) disability program, employment

and earnings data from the Social Security Administration. Collection of school transcripts is underway. The study reports will be announced on <https://ies.ed.gov/ncee/> (accessed October 13, 2017).

Amount: \$7,237,097

Period of Performance: 9/25/2015–9/24/2020

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

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

Project Director: Jose Blackorby

Description: *Study of Early Intervention and Special Education Services and Personnel.* This study supported the analysis of extant data to examine early intervention and special education service delivery and the personnel providing services. The study examined how early intervention service delivery varies across states; how special education and related services received by children and youths vary over time, across states, and by student 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 analyzed 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 Oct. 19, 2017).

Amount: \$1,149,233

Period of Performance: 9/17/2010–2/16/2018

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 policy makers and state and local administrators implement the law more effectively and help federal policy makers 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) 2016 (i.e., Oct. 1, 2015, through Sept. 30, 2016).

Contract Number: ED-IES-14-C-0001

Contractor: Mathematica Policy Research, Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, University of Florida, Decision Information Resources, Social Policy Research Associates, Twin Peaks Partners, Oregon Research Institute, and University of Kentucky

Project Director: Cheri Vogel

Description: *Evaluation of Preschool Special Education Practices, Phase I.* Limited information is currently available on the special education services and supports that children ages 3 through 5 are receiving and the preschool practices and interventions being used in programs across states. A review of the evidence available on interventions targeting preschool-age children’s language, literacy, and social-emotional skills found there to be limited and mixed evidence on the interventions reviewed addressing each of the above skill areas. The objectives of the first phase of the evaluation are threefold: (1) assess the feasibility of conducting an impact study of curricula or interventions promoting the literacy, language, and/or social-emotional skills of preschool-age children with disabilities; (2) identify feasible study design options for an impact study; and (3) prepare for the conduct of the impact study, if deemed feasible to conduct the study. The Phase I study is collecting information to address questions such as the following: Which curricula and interventions are used nationally for preschool children with disabilities to promote learning of language, literacy, and social emotional skills? What are the curricula and interventions that recent research demonstrates to have the most promise for improving the literacy, language, and social emotional skills of preschool children with disabilities? In what settings and using what program structures are these curricula and interventions being used with preschool children with disabilities? The Phase I study team collected new data from state and district grantees of *IDEA* funds to obtain nationally representative information on the programs, services, curricula, and interventions available to children ages 3 through 5 identified for special education services. The data collected will inform assessment of the feasibility of conducting an impact study and study design options for a large-

scale impact study. The report from this study will be announced on (<https://ies.ed.gov/ncee/>) (accessed October 13, 2017).

Amount: \$6,893,422

Period of Performance: 11/22/2013–11/21/2018

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.* Response to Intervention (RtI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RtI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a “tiered” system, and they are monitored frequently to assess their progress and inform the choice of future interventions, including, possibly, special education for students determined to have a disability. This evaluation investigated 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 also investigated the range of RtI practices for early grade reading that a representative sample of schools in 13 states are using and how schools experienced with RtI vary the intensity of reading instruction to children based on student benchmark reading performance. The evaluation relied 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 was released in November 2015 and is available at <http://ies.ed.gov/ncee/pubs/20164000/> (accessed Aug. 30, 2016).

Amount: \$14,204,339

Period of Performance: 3/25/2008–3/24/2016

Contract Number: ED-IES-14-C0003

Contractor: MDRC, American Institutes for Research, Decision Information Resources, Harvard Graduate School of Education

Project Director: Fred Doolittle

Description: *Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior (MTSS-B).*

Training school staff in supporting the behavior of all students is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it. The Office of Special Education Programs has supported the study and implementation of tiered systems of behavior support since the 1990s and over a third of U.S. districts report implementing these systems at the elementary school level. Recent small-scale studies have shown the promise of MTSS-B. This evaluation occurs under the National Assessment of the *Individuals with Disabilities Education Act*, which permits districts to use a portion of their IDEA funds to provide services to students who are not identified as needing special education, but who need additional support to succeed in a general education environment, such as MTSS-B. This study will address several questions: What MTSS-B training and support activities were provided? What MTSS-B activities occurred in the schools receiving MTSS-B Training? How do these MTSS-B activities differ from those in schools that do not receive the training? What is the impact on school staff practices, school climate, and student outcomes of providing training in the MTSS-B framework plus universal positive behavior supports (Tier I) and a targeted (Tier II) intervention? What are the impacts for relevant subgroups (e.g., at-risk students)? The contractor, with assistance and input from the U.S. Department of Education and in consultation with a panel of experts, competitively selected an MTSS-B training provider. The study team randomly assigned approximately 90 elementary schools to

either (1) training in MTSS-B that includes universal supports (Tier I) plus a targeted (Tier II) intervention or (2) a business-as-usual control group. Treatment schools are receiving training in MTSS-B prior to and across two school years, 2015–16 (Tier I) and 2016–17 (Tiers I and II) and implementing MTSS-B across these two years. Data collection includes a staff survey, teacher ratings of student behavior, classroom observations, site visits, and student records data. Data collection is taking place across the 2015-2016 through 2017-2018 school years. The impact report will be announced on <http://ies.ed.gov/ncee/> (accessed Dec. 23, 2016).

Amount: \$23,796,966

Period of Performance: 11/26/2013–8/25/2020

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) relationship between technical assistance and implementation of practices and policy: 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 and is available at <http://ies.ed.gov/ncee/pubs/20144000/> (accessed Aug. 30, 2016). For the final report, the evaluation team collected additional data from each State Deaf-Blind Technical Assistance Project grantee and from those who provide services at the local level to children with deaf-blindness and their families. The team analyzed these data together with relevant extant data. The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed Aug. 30, 2016).

Amount: \$2,995,294

Period of Performance: 9/25/2009–1/30/18

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 2015

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	3,190	1.8	7,368	4.1	76,910	7.6
Alaska	871	2.6	2,115	6.6	16,275	10.1
Arizona	5,391	2.1	15,328	5.9	117,264	7.9
Arkansas	1,977	1.7	12,981	11.2	55,197	8.7
California	40,138	2.7	78,610	5.2	649,108	7.9
Colorado	6,297	3.1	12,774	6.2	82,327	7.2
Connecticut	4,726	4.3	8,691	7.5	66,339	8.9
Delaware	1,060	3.2	2,030	6.0	18,712	10.0
District of Columbia	784	2.9	1,471	6.0	10,787	9.7
Florida	13,056	2.0	39,359	5.9	333,117	8.9
Georgia	9,213	2.4	18,201	4.5	184,113	8.1
Hawaii	1,740	3.1	2,444	4.5	16,779	6.2
Idaho	1,931	2.9	3,331	4.8	26,387	6.9
Illinois	15,292	3.3	37,878	7.9	258,906	9.6
Indiana	9,756	3.9	18,049	7.1	153,319	10.6
Iowa	3,448	2.9	6,226	5.2	57,596	8.5
Kansas	4,769	4.0	11,387	9.5	59,375	9.1
Kentucky	4,498	2.7	17,044	10.3	82,239	9.0
Louisiana	4,720	2.5	10,430	5.7	73,791	7.5
Maine	908	2.3	3,512	8.9	29,019	11.9
Maryland	7,798	3.6	13,473	6.0	91,967	7.6
Massachusetts	19,808	9.0	16,802	7.6	151,397	11.1
Michigan	8,901	2.6	20,573	5.9	176,743	8.5
Minnesota	5,524	2.6	15,843	7.5	112,375	9.8
Mississippi	1,966	1.7	8,660	7.4	58,139	8.8
Missouri	5,928	2.6	17,123	7.6	109,205	8.6
Montana	721	1.9	1,592	4.3	15,795	7.6
Nebraska	1,619	2.1	5,557	7.1	42,238	10.0
Nevada	3,163	3.0	8,838	8.2	46,614	7.9
New Hampshire	2,001	5.2	3,335	8.4	25,471	9.7
New Jersey	12,491	4.0	18,674	5.8	213,727	11.8
New Mexico	5,414	6.8	4,245	5.2	45,422	10.2
New York	30,025	4.2	67,067	9.5	432,484	11.2
North Carolina	10,172	2.8	19,070	5.2	179,738	8.5
North Dakota	1,222	3.7	1,972	6.5	11,981	7.4
Ohio	10,195	2.4	21,897	5.3	231,999	9.6
Oklahoma	2,818	1.8	9,023	5.6	99,436	11.7
Oregon	3,614	2.6	10,374	7.4	74,143	9.5
Pennsylvania	18,773	4.4	33,022	7.6	270,611	10.7
Rhode Island	2,016	6.1	3,022	9.1	20,493	9.5
South Carolina	3,978	2.3	9,432	5.3	92,344	9.2
South Dakota	1,174	3.2	2,627	7.3	16,900	9.1
Tennessee	5,018	2.1	12,905	5.3	116,481	8.6

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 2015—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
Texas	24,270	2.0	43,787	3.7	419,451	6.6
Utah	4,159	2.7	10,007	6.6	69,925	8.9
Vermont	896	5.0	1,774	9.6	12,129	9.7
Virginia	9,169	3.0	16,755	5.4	148,002	8.6
Washington	7,207	2.7	15,361	5.7	120,396	8.4
West Virginia	3,260	5.2	5,004	8.1	40,293	11.6
Wisconsin	5,760	2.8	16,089	7.7	104,775	8.7
Wyoming	1,256	5.5	3,367	14.4	12,241	10.0
50 states and DC	354,081	3.0	746,499	6.2	5,930,475	8.8
BIE schools ^d	†	†	266	†	6,043	†
American Samoa	35	—	50 ^e	—	616	—
Guam	187	—	159 ^e	—	1,877	—
Northern Mariana Islands	53	—	93 ^e	—	793	—
Puerto Rico (PR)	3,238	3.2	16,303	14.6	107,073	14.8
Virgin Islands	121	—	132 ^e	—	1,075	—
50 states, DC, BIE schools, PR, and outlying areas ^f	357,715	—	763,502	—	6,047,952	—
Federated States of Micronesia	†	—	133 ^g	—	1,914	—
Republic of Palau	†	—	6 ^g	—	91	—
Republic of the Marshall Islands	†	—	44 ^g	—	768	—
50 states, DC, BIE schools, PR, outlying areas, and freely associated states ^h	—	—	763,685	—	6,050,725	—

† Not applicable.

— Not available.

^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.

^dThe 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 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.

^eThe 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).

^fThe four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.

^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).

^hThe three freely associated states are the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2015. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. 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, 2015,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2015

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	5	47	931	220	0	1,866	121
Alaska	262	15	25	62	18	403	86
Arizona	285	105	287	1,962	22	2,586	144
Arkansas	4	25	372	157	8	1,339	72
California	108	3,632	2,350	22,921	69	10,072	986
Colorado	27	181	236	1,745	7	3,900	201
Connecticut	6	165	497	1,523	18	2,405	112
Delaware	0	42	271	159	4	528	56
District of Columbia	x	x	370	124	0	229	43
Florida	38	239	2,795	4,681	8	4,862	433
Georgia	12	264	2,964	301	8	3,747	1,917
Hawaii	0	447	25	179	173	252	664
Idaho	28	24	15	264	3	1,510	87
Illinois	8	446	2,057	4,205	3	8,217	356
Indiana	11	167	998	987	3	7,105	485
Iowa	25	79	182	386	5	2,574	197
Kansas	19	99	332	868	9	3,204	238
Kentucky	x	52	331	257	x	3,582	267
Louisiana	6	45	2,057	228	0	2,220	164
Maine	9	x	x	9	0	865	16
Maryland	10	410	2,220	1,248	10	3,505	395
Massachusetts	26	1,055	1,745	4,639	20	11,580	743
Michigan	69	137	1,407	556	7	6,463	262
Minnesota	170	227	465	476	5	3,928	253
Mississippi	x	14	876	72	x	973	22
Missouri	8	104	930	356	17	4,293	220
Montana	107	x	x	17	x	561	31
Nebraska	28	27	60	235	4	1,228	37
Nevada	31	141	330	1,201	18	1,237	205
New Hampshire	3	47	37	87	6	1,722	99
New Jersey	19	834	1,315	4,090	28	5,712	493
New Mexico	434	30	99	3,632	6	1,118	95
New York	54	1,616	3,597	7,031	173	17,215	339
North Carolina	109	214	2,672	1,529	12	5,408	228
North Dakota	112	x	24	39	x	960	80
Ohio	38	190	1,431	410	22	7,559	545
Oklahoma	155	42	197	481	19	1,627	297
Oregon	23	95	73	794	11	2,494	124
Pennsylvania	27	509	2,496	2,384	3	12,239	1,115
Rhode Island	7	39	137	592	0	1,162	79
South Carolina	15	52	1,274	401	4	2,081	151
South Dakota	177	15	26	57	0	835	64
Tennessee	9	81	949	419	12	3,358	190
Texas	29	579	2,017	12,972	35	8,438	200

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 2015—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
Utah	65	62	36	841	28	3,026	101
Vermont	x	14	19	x	0	807	45
Virginia	12	432	1,695	1,004	9	5,162	855
Washington	128	472	307	1,620	72	4,141	467
West Virginia	5	23	101	58	3	2,984	86
Wisconsin	65	135	618	818	9	3,893	222
Wyoming	47	12	17	159	3	963	55
American Samoa	0	0	0	0	27	8	0
Guam	0	30	0	0	118	0	39
Northern Mariana Islands	0	13	0	0	33	x	x
Puerto Rico	0	x	0	x	0	0	0
Virgin Islands	0	0	97	16	0	x	x

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*,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2015

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	4	110	2,156	411	4	4,499	184
Alaska	498	64	72	158	48	976	299
Arizona	795	324	594	6,768	42	6,317	488
Arkansas	33	103	3,512	1,265	24	7,771	273
California	304	6,925	4,225	43,570	201	18,999	4,386
Colorado	85	298	502	4,414	20	6,944	511
Connecticut	14	377	1,036	2,587	14	4,372	291
Delaware	4	65	494	373	3	1,026	65
District of Columbia	3	18	1,037	266	0	115	32
Florida	77	742	9,299	12,327	57	15,476	1,381
Georgia	24	509	6,331	2,589	20	8,032	696
Hawaii	x	526	x	488	523	423	427
Idaho	62	45	29	612	0	2,503	80
Illinois	185	1,398	4,883	8,323	60	21,554	1,475
Indiana	26	246	1,619	1,905	10	13,282	961
Iowa	25	127	402	559	9	4,835	269
Kansas	86	189	615	1,928	18	8,046	505
Kentucky	20	155	1,358	899	8	13,935	669
Louisiana	44	117	4,331	440	16	5,226	256
Maine	41	x	84	57	x	3,222	88
Maryland	42	747	4,404	2,195	19	5,511	555
Massachusetts	37	959	1,486	3,567	10	10,076	667
Michigan	176	458	3,272	1,569	25	14,307	766
Minnesota	391	754	1,464	1,664	16	10,703	851
Mississippi	13	83	3,646	180	3	4,549	186
Missouri	49	267	2,141	935	29	13,019	683
Montana	215	13	15	68	9	1,214	58
Nebraska	104	106	299	909	7	3,930	202
Nevada	76	236	1,008	3,444	78	3,356	640
New Hampshire	x	80	96	179	x	2,971	x
New Jersey	34	1,651	2,344	5,626	32	8,569	418
New Mexico	442	26	77	2,444	7	1,162	87
New York	350	3,207	9,258	17,485	66	35,138	1,563
North Carolina	407	440	4,911	3,065	29	9,576	642
North Dakota	190	24	70	118	11	1,508	51
Ohio	26	377	2,408	1,042	12	16,998	1,034
Oklahoma	1,603	126	554	1,016	15	4,918	791
Oregon	113	269	220	2,567	45	6,737	423
Pennsylvania	48	841	4,916	3,951	16	21,686	1,564
Rhode Island	30	77	207	684	6	1,928	90
South Carolina	29	122	3,198	859	8	4,830	386
South Dakota	492	25	50	112	5	1,838	105
Tennessee	17	237	2,339	897	9	9,116	290
Texas	222	1,602	4,627	22,286	48	13,926	1,076

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 2015—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
Utah	156	126	101	1,525	97	7,848	154
Vermont	x	22	40	29	x	1,664	14
Virginia	41	935	3,443	2,352	23	9,100	861
Washington	241	762	642	3,935	87	8,316	1,378
West Virginia	8	16	159	72	3	4,609	137
Wisconsin	251	379	1,666	2,378	16	10,796	603
Wyoming	139	10	25	413	0	2,618	162
BIE schools ^a	266	0	0	0	0	0	0
American Samoa	0	0	0	0	50	0	0
Guam	0	43	0	x	109	x	x
Northern Mariana Islands	0	41	0	0	35	0	17
Puerto Rico	5	x	x	16,237	3	48	0
Virgin Islands	0	0	104	x	0	x	x
Federated States of Micronesia	0	0	0	0	133	0	0
Republic of Palau	0	0	0	0	6	0	0
Republic of the Marshall Islands	0	0	0	0	44	0	0

x Data were suppressed to limit disclosure.

^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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to

<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2015

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	555	428	29,067	3,735	47	41,790	1,288
Alaska	4,692	561	630	1,176	387	6,975	1,854
Arizona	7,260	1,483	7,790	52,111	297	45,343	2,980
Arkansas	385	429	12,973	5,692	229	34,300	1,189
California	4,989	38,266	58,953	361,449	2,669	162,751	20,031
Colorado	946	1,337	5,040	30,411	168	41,337	3,088
Connecticut	222	1,420	10,968	17,919	37	34,057	1,716
Delaware	80	259	7,055	2,823	14	7,915	566
District of Columbia	15	66	8,731	1,334	5	543	93
Florida	1,180	4,186	85,759	98,005	338	133,013	10,636
Georgia	341	3,020	73,575	23,874	136	77,168	5,999
Hawaii	87	3,345	409	2,096	7,028	2,194	1,620
Idaho	627	277	385	5,115	0	19,250	733
Illinois	1,369	5,458	56,602	57,640	330	128,713	8,794
Indiana	422	1,295	21,002	14,083	72	108,767	7,678
Iowa	357	654	5,392	6,524	111	42,139	2,419
Kansas	754	833	5,476	10,204	75	38,790	3,243
Kentucky	115	574	9,780	3,914	52	65,221	2,583
Louisiana	507	513	36,104	2,626	40	32,749	1,252
Maine	367	246	851	650	19	26,272	614
Maryland	304	2,509	38,831	12,434	86	34,420	3,383
Massachusetts	441	4,390	15,570	32,688	117	93,395	4,796
Michigan	1,609	2,321	37,117	12,713	127	116,751	6,105
Minnesota	3,284	4,576	13,943	11,394	70	73,571	5,537
Mississippi	134	267	28,323	1,273	15	27,271	856
Missouri	580	1,119	20,537	5,353	128	78,181	3,307
Montana	2,336	89	192	840	38	11,780	520
Nebraska	872	574	3,826	7,703	46	27,491	1,726
Nevada	749	1,147	6,572	18,294	428	16,785	2,639
New Hampshire	107	305	840	1,158	33	23,023	5
New Jersey	286	8,486	38,436	52,607	292	110,795	2,825
New Mexico	5,046	234	1,063	28,374	38	9,949	718
New York	2,906	16,372	94,472	130,351	692	180,873	6,818
North Carolina	2,860	2,146	57,354	25,166	162	84,959	7,091
North Dakota	1,324	71	513	704	25	9,081	263
Ohio	350	1,862	45,359	11,386	126	161,884	11,032
Oklahoma	16,614	744	11,057	12,741	191	50,906	7,183
Oregon	1,513	1,514	2,429	17,776	397	46,314	4,200
Pennsylvania	520	3,977	46,628	30,228	139	179,107	10,012
Rhode Island	236	322	1,910	5,331	25	11,891	778
South Carolina	336	580	38,323	6,466	83	43,375	3,181
South Dakota	2,807	171	543	959	11	11,828	581
Tennessee	281	1,003	29,135	7,946	75	76,021	2,020
Texas	1,828	7,715	68,655	210,684	485	121,708	8,376

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 2015—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
Utah	1,255	616	1,365	13,753	837	50,534	1,565
Vermont	74	87	333	180	24	11,240	191
Virginia	452	4,885	41,945	20,991	182	72,428	7,119
Washington	2,638	4,493	7,115	29,204	955	67,005	8,986
West Virginia	45	112	1,835	557	10	36,784	949
Wisconsin	1,948	2,513	15,846	12,414	72	68,670	3,312
Wyoming	574	64	177	1,562	14	9,308	544
BIE schools ^a	6,043	0	0	0	0	0	0
American Samoa	0	x	0	0	x	0	0
Guam	x	265	0	6	1,571	x	18
Northern Mariana Islands	0	194	0	0	479	x	x
Puerto Rico	62	x	17	106,859	x	124	0
Virgin Islands	x	x	803	223	x	30	x
Federated States of Micronesia	0	0	0	0	1,914	0	0
Republic of Palau	0	0	0	0	91	0	0
Republic of the Marshall Islands	0	0	0	0	768	0	0

x Data were 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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

The *Individuals with Disabilities Education Act (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, 2006 through 2015. 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) reported any children ages 3 through 5 and any students ages 6 through 9 under the *developmental delay* category in 2015.

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 2006 through fall 2015

Year	Number of states ^a	Percentage of resident population served ^b
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
2013	48	2.94
2014	50	2.99
2015	50	3.06

^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," 2006–2015. 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, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, 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, 2015," 2006–15. 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, 2012, and 2013, 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 2006–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 2006 through fall 2015

Year	Number of states ^a	Percentage of resident population served ^b
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
2013	36	1.56
2014	36	1.65
2015	37	1.74

^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," 2006–15. 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 and 2011, data for Puerto Rico were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, 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, 2015," 2006–15. 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 2011, data for Puerto Rico were excluded. For 2010 and 2014, 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 2005–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit B-3. States reporting children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay*, by state: Fall 2015

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Alabama	Yes	Yes
Alaska	Yes	Yes
American Samoa	No	No
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools ^a	Yes	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	No
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	Yes	Yes
Florida	Yes	No
Georgia	Yes	Yes
Guam	Yes	No
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	No
Iowa	No	No
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	Yes	Yes
Nevada	Yes	No
New Hampshire	Yes	Yes
New Jersey	Yes	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Northern Marianas	Yes	Yes
Ohio	Yes	No

See notes at end of exhibit.

**Exhibit B-3. States reporting children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay*, by state: Fall 2015—
Continued**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Oklahoma	Yes	Yes
Oregon	Yes	No
Pennsylvania	Yes	Yes
Puerto Rico	Yes	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	No
Tennessee	Yes	Yes
Texas	No	No
Utah	Yes	Yes
Vermont	Yes	Yes
Virgin Islands	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	Yes	Yes
Wyoming	Yes	Yes

^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,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Appendix C

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 C presents state-level information on *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS). In particular, Exhibit C-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, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, 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 comprehensive CEIS due to significant disproportionality or that voluntarily used up to 15 percent of funds reserved for CEIS. Exhibit C-2 presents state-level data on the number and percentage of LEAs and ESAs that met the *Individuals with Disabilities Education Act (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 2014–15.

Exhibit C-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 comprehensive 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 2014–15

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
Alabama	866	5	3.7
Alaska	1,033	1	1.9
American Samoa	0	0	0.0
Arizona	15,037	18	2.9
Arkansas	1,401	24	9.3
BIE schools ^b	3,892	28	16.2
California	56,336	31	2.7
Colorado	0	0	0.0
Connecticut	8,726	8	4.9
Delaware	4,393	1	2.3
District of Columbia	7,870	10	21.7
Federated States of Micronesia	0	0	0.0
Florida	43,853	22	29.3
Georgia	4,633	40	20.2
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	112	4	2.8
Illinois	101,233	98	11.4
Indiana	18,119	14	3.8
Iowa	12,201	19	5.4
Kansas	62	1	1.3
Kentucky	6,504	9	5.1
Louisiana	53,442	129	79.1
Maine	832	10	4.1
Maryland	4,289	2	8.0
Massachusetts	108	2	0.5
Michigan	5,978	49	9.2
Minnesota	3,703	69	24.6
Mississippi	13,304	38	26.0
Missouri	378	5	0.9
Montana	0	0	0.0
Nebraska	1,443	13	5.3
Nevada	31,367	3	16.7
New Hampshire	132	4	2.3
New Jersey	11,903	24	3.6
New Mexico	15,730	10	6.8
New York	80,532	91	13.1
North Carolina	18,141	23	8.6

See notes at end of exhibit.

**Exhibit C-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 comprehensive 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 2014–15—
Continued**

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
North Dakota	758	6	18.8
Northern Mariana Islands	0	0	0.0
Ohio	17,860	43	4.3
Oklahoma	850	11	2.0
Oregon	3,943	10	5.1
Pennsylvania	32,768	8	1.2
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	9,002	32	53.3
South Carolina	1,466	14	15.7
South Dakota	1,014	10	6.6
Tennessee	4,015	3	2.1
Texas	53,149	97	7.9
Utah	2,221	14	9.9
Vermont	1,374	7	11.9
Virgin Islands	146	2	100.0
Virginia	49,173	9	6.8
Washington	191	4	1.5
West Virginia	0	0	0.0
Wisconsin	23,187	103	22.8
Wyoming	6,736	23	46.9
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	735,406	1,201	7.9

^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 2014–15 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 2014–15, then multiplying the result by 100.

^bBureau of Indian Education schools.

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),” 2015. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit C-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 IDEA section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2014–15, by state

State	LEAs/ESAs had an increase in <i>IDEA</i> section 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage ^a
Alabama	21	15.4
Alaska	0	0.0
American Samoa	0	0.0
Arizona	0	0.0
Arkansas	0	0.0
BIE schools ^b	0	0.0
California	10	0.9
Colorado	0	0.0
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia	0	0.0
Federated States of Micronesia	0	0.0
Florida	1	1.3
Georgia	14	7.1
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	0	0.0
Indiana	2	0.5
Iowa	0	0.0
Kansas	0	0.0
Kentucky	41	23.3
Louisiana	1	0.6
Maine	0	0.0
Maryland	0	0.0
Massachusetts	6	1.5
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	29	5.4
Montana	6	1.5
Nebraska	7	2.9
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	84	56.8
New York	0	0.0
North Carolina	0	0.0

See notes at end of exhibit.

Exhibit C-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 IDEA section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2014–15, by state—Continued

State	LEAs/ESAs had an increase in <i>IDEA</i> section 611 allocations, met requirements, and took the <i>MOE</i> reduction	
	Number	Percentage ^a
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	10	1.0
Oklahoma	28	5.1
Oregon	0	0.0
Pennsylvania	33	4.9
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	6	0.5
Utah	0	0.0
Vermont	0	0.0
Virgin Islands	0	0.0
Virginia	7	5.3
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	8	1.8
Wyoming	0	0.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	314	2.1

^aPercentage was calculated by dividing the number of LEAs and ESAs that met the *IDEA*, Part B, requirements and had an increase in *IDEA* section 611 allocations and took the *MOE* reduction in school year 2014–15, by the total number of LEAs and ESAs, then multiplying the result by 100.

^bBureau of Indian Education schools.

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),” 2015.

Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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