

U.S. Department of Education



**43rd Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2021**

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43rd Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2021

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 2022

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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, or Act), the Secretary of the U.S. Department of Education (Secretary) and his 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 IDEA continues to require the annual report to Congress. 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 *43rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021*¹ 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 IDEA services to all children with disabilities; and (4) assessing the effectiveness of efforts to provide IDEA services to children with disabilities. The report focuses on children with disabilities being served under IDEA, Part B and Part C, nationally and at the State level. 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, whereas 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.² Throughout this report, children with disabilities who

¹ 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 2018 through December 2019. 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, Year” and will not include “on the Implementation of the Individuals with Disabilities Education Act.”

² A State may elect to make Part C services available to infants and toddlers with disabilities beyond age 3, consistent with IDEA Sections 632(5)(B) and 635(c) and 34 Code of Federal Regulations (C.F.R.) § 303.211. Data on these children are included in the annual reporting requirements for Part C under IDEA Sections 616, 618, and 642.

receive services under IDEA, Part B, or under IDEA, Part C, are referred to as children served under IDEA, Part B; students served under IDEA, Part B; or infants and toddlers served under IDEA, Part C. “Special education services” is a term used throughout this report to represent services provided under IDEA, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under IDEA, Part C.

This *43rd Annual Report to Congress, 2021* follows the *42nd Annual Report to Congress, 2020* in sequence and format, and it continues to focus on IDEA results and accountability. Similar to the *42nd Annual Report to Congress, 2020*, the *43rd Annual Report to Congress, 2021* contains the following six major sections that address the 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 (3) a summary and analysis of the U.S. Department of Education’s (Department) findings and determinations regarding the extent to which States are meeting the requirements of IDEA, Part B and Part 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 Section 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 *42nd Annual Report to Congress, 2020* in several ways. The most recent data presented in this report represent the following applicable reporting periods: fall 2019, school year 2018–19, or a 12-month reporting period during 2018–19. Where data are presented for a 10-year period, the oldest data are associated with fall 2010. The *43rd Annual Report to Congress, 2021* also reflects changes in categories for the Part B child count and educational environments data collection (see Changes in Data Categories and Subcategories on p. 5).

A summary of each of the six sections and three appendices that make up the *43rd Annual Report to Congress, 2021* follows.

³ 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 under IDEA Part C; 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 under IDEA, Part B.

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

Section I contains national data pertinent to Part B and Part C of IDEA. It contains four subsections. The four subsections focus on infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; students ages 6 through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. The exhibits provide information about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their participation in and performance on State assessments; their exits from Part B and Part C 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 (DC), the Commonwealth of Puerto Rico (Puerto Rico/PR 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 schools operated or funded by the Bureau of Indian Education (BIE) (referred to as Bureau of Indian Education schools or BIE schools, herein) within 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 B and Part C of IDEA. This section is organized into four subsections that focus on infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; students ages 6 through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. Each subsection addresses questions about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their participation in State assessments; their exits from Part B and Part C programs; their disciplinary removals; and their legal disputes. The characteristics of the personnel employed to provide special education and related services for the children and students are also addressed. The data presented in exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia, Bureau of Indian Education 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 the State performance plan (SPP)/annual performance report (APR) of each State. 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 2020, the Department issued determination letters on implementation of IDEA for the IDEA grant period Federal fiscal year (FFY) 2018 (for data reported for the period July 1, 2018, through June 30, 2019) to 60 State educational 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.] § 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 NCSER awarded during the Department’s FFY 2020 (October 1, 2019, through September 30, 2020) 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 Section 664(a), (b), (c), and (e) 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. Section V of this report describes the studies and evaluations authorized by Section 664(a) and (e) of IDEA and supported by IES during FFY 2020 (October 1, 2019, through September 30, 2020).

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 its purpose; (2) provide timely information to the President, Congress, the States, local educational 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 2020 (October 1, 2019, through September 30, 2020) 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 2019 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 the children ages 3 through 5 and students ages 6 through 21 served under IDEA, Part B, in 2019 in each State, the District of Columbia, Bureau of Indian Education 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 and students served in each State, the District of Columbia, Bureau of Indian Education 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*.⁴ 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, 2010 through 2019. Exhibit B-3 identifies whether each State, the District of Columbia, Bureau of Indian Education 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 2019.

Appendix C. IDEA, Part B *Maintenance of Effort (MOE) 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 the number and percentage of LEAs and educational service agencies (ESAs) that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved 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.) § 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 2017–18.

⁴ 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 *43rd Annual Report to Congress, 2021* presents 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 text.

Infants and Toddlers Served Under IDEA, Part C

- In 2019, there were 427,234 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 424,318 were served in the 50 States and the District of Columbia. This number represented 3.7 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia (Exhibit 1).
- From 2010 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019. From 2010 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 5.9 percent in 2018 and 6.2 in 2019. The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2010 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019. From 2010 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent (Exhibit 2).
- Native Hawaiian or Other Pacific Islander and Hispanic/Latino 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 more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. American Indian or Alaska Native, Asian, Black or African American, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, 0.9, and 0.9, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. White 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 Native Hawaiian or Other Pacific Islander and Hispanic/Latino 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 more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. Cumulative child count data reveal American Indian or Alaska Native, 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, 0.9, and 0.9, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. Cumulative child count data reveal White infants and toddlers had a risk ratio of 1, indicating they were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 4).

- In 2019, of the 427,234 infants and toddlers served under Part C, 89 percent received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 7.9 percent of those served under Part C. Consequently, 96.9 percent of infants and toddlers served under IDEA, Part C, in 2019 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 5).
- In 2019, *home* was the primary early intervention service setting for at least 84 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native infants and toddlers (13.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander infants and toddlers (5.0 percent) (Exhibit 6).
- Of the Part C exiting categories in 2018–19, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 151,751 of 396,163, or 38.3 percent, of infants and toddlers. An additional 2.9 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *Withdrawal by parent (or guardian)* was the second most prevalent exiting category, as it accounted for 13.8 percent of the infants and toddlers. *Part B eligibility not determined and no longer eligible for Part C prior to reaching age 3* accounted for 13.6 percent and 12 percent, respectively (Exhibit 7).
- In 2018–19, 151,751, or 60.3 percent, of the 251,578 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.6 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. Eligibility for Part B was not determined for 21.5 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3. The remaining 13.6 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (7.7 percent) and those who exited with no referrals (5.9 percent) (Exhibit 8).
- During 2018–19, a total of 94 *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 80 (85.1 percent) of the complaints, while 14 (14.9 percent) of the complaints were withdrawn or dismissed. There were zero complaints pending by the end of the period (Exhibit 9).
- A total of 67 *due process complaints* were received during 2018–19 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. For 58 (86.6 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For five (7.5 percent) of the *due process complaints* received, a

hearing was conducted, and a written decision was issued. A hearing was pending as of the end of the reporting period for four complaints (6.0 percent) (Exhibit 10).

- During 2018–19, a total of 113 *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 62 (54.8 percent) of the *mediation requests* received. The mediation that was held in five (4.4 percent) of these cases was related to a *due process complaint*, while the mediation held in 57 (50.4 percent) of these cases was not related to a *due process complaint*. There were 49 (43.4 percent) *mediation requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. Two (1.8 percent) mediation requests were pending at the end of the reporting period (Exhibit 11).

Children Ages 3 Through 5 Served Under IDEA, Part B

- In 2019, there were 806,319 children ages 3 through 5 served under Part B in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 793,542 were served in 49 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 6.7 percent of the resident population ages 3 through 5 (Exhibit 12).
- In 2019, the most prevalent disability category of children ages 3 through 5 served under IDEA, Part B, was *developmental delay* (specifically, 320,107 of 798,488 children, or 40.1 percent). The next most common disability category was *speech or language impairment* (39.9 percent), followed by *autism* (11.8 percent). The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 8.2 percent of children served under IDEA, Part B (Exhibit 13).
- In 2019, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children and children associated with two or more racial/ethnic groups ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.3, 1.3, 1.1, and 1.4, 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 (early childhood) in all other racial/ethnic groups combined. Hispanic/Latino and Asian children ages 3 through 5 (early childhood), were associated with risk ratios less than 1 (i.e., 0.8 and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined. Black or African American children ages 3 through 5 (early childhood) were associated with a risk ratio of 1, indicating that they were as likely to be served under Part B as the children of all other racial/ethnic groups combined (Exhibit 14).
- In 2019, a total of 463,385, or 64.7 percent, of the 716,382 children ages 3 through 5 (early childhood) served under IDEA, Part B, were in a *regular early childhood program* for some amount of their time in school. *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 38.8 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category. *Separate class* accounted for 24 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational category. Collectively, *separate school, residential facility, and home* (which are represented by the term “Other environments”) accounted for 4.3 percent of the children ages 3

through 5 (early childhood) served under IDEA, Part B. The educational environment category for the remaining students, representing 7 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location or some other location not in any other category* (Exhibit 15).

- In 2019, the majority of children ages 3 through 5 (early childhood) served under IDEA, Part B, in each racial/ethnic group spent a portion of time in a *regular early childhood program*. *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 educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under 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* ranged from 35.1 percent to 43.9 percent. *Separate class* was the second most prevalent educational environment category for each racial/ethnic group, except for American Indian or Alaska Native children. This category accounted for 34.4 percent of Asian children, 28.5 percent of children associated with two or more racial/ethnic groups, 28.4 percent of Hispanic/Latino children, 27.3 percent of Black or African American children, 26.5 percent of Native Hawaiian or Other Pacific Islander children, and 20 percent of White children. *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* was the second most prevalent educational environment category for American Indian or Alaska Native children (24.9 percent) (Exhibit 16).
- In 2018, a total of 34,713, or 94.3 percent, of the 36,831 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 fully certified (Exhibit 17).
- In 2018, a total of 48,542, or 94.5 percent, of the 51,386 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 2019, a total of 6,472,061 students ages 6 through 21 were served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,374,498 were served in 49 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 9.7 percent of the resident population ages 6 through 21 (Exhibit 19).
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2010 was 8.4 percent. The percentage remained at 8.4 percent until 2013, when it increased to 8.5 percent. The percentage continued to increase gradually to 9.7 percent in 2019. In 2010 and 2011, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.6 percent. The percentage increased to 10.7 percent in 2012 and continued to increase each year thereafter, reaching a high of 12.7 percent in 2019. The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent from 2010 through 2013. The percentage then increased from 11 percent in 2014 to 12.2 percent in 2019. The percentage of

the population ages 18 through 21 served under IDEA, Part B was 2 percent in each year from 2010 through 2019 (Exhibit 20).

- In 2019, the most prevalent disability category of students ages 6 through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,377,731, or 37.1 percent, of the 6,410,219 students ages 6 through 21 served under IDEA, Part B). The next most common disability category was *other health impairment* (16.8 percent), followed by *speech or language impairment* (16.3 percent), *autism* (11.0 percent), *intellectual disability* (6.5 percent), and *emotional disturbance* (5.4 percent). Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7 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, that was reported under disability categories changed by one-tenth of a percentage point or less between 2010 and 2019 for all but two categories. The percentage of the population reported under *autism* increased by 0.6 of a percentage point. The percentage of the population reported under *other health impairment* also increased by 0.6 of a percentage point (Exhibit 22).
- Between 2010 and 2019, 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 0.5 percent to 1.1 percent. Between 2010 and 2019, 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 80.7 percent, 117.2 percent, and 116.1 percent larger in 2019 than in 2010, respectively (Exhibit 23).
- From 2010 through 2019, 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 1 percent to 1.6 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 62.7 percent, 54.9 percent, and 35.5 percent larger in 2019 than in 2010, respectively (Exhibit 24).
- From 2010 through 2011, 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 3.5 percent to 3.4 percent, where it remained until 2016, when the percentage increased to 3.5 percent. The percentage remained at 3.5 percent in 2017, then increased to 3.6 percent in 2018 and remained there in 2019. The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 14.9 percent larger in 2019 than in 2010. However, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under this category were 0.3 percent and 22.5 percent smaller in 2019 than in 2010, respectively (Exhibit 25).
- In 2019, for all disabilities, American Indian or Alaska Native students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.6, 1.4, 1.1, 1.5, and 1.1, respectively, were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. Asian students and White students ages 5 (school age) through 21, with risk ratios of

0.5 and 0.8, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined (Exhibit 26).

- With a risk ratio of 3.8, American Indian or Alaska Native students ages 5 (school age) through 21 were almost four times as likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for autism, which was 0.9. Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability category of *autism* and *hearing impairment* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and *orthopedic impairment* and less than 1 for each of the other disability categories. With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *developmental delay* (1.5), *emotional disturbance* (1.8), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.8), *orthopedic impairment* (0.9), *hearing impairment* (0.9), and *speech or language impairment* (0.9). With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.2), *specific learning disability* (1.4), and *speech or language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *autism* and less than 1 for all other disability categories. Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *deaf-blindness* (2.6), *developmental delay* (2.0), *hearing impairment* (2.6), and *multiple disabilities* (2.2) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category as well, compared to all other racial/ethnic groups combined. With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories. With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.5), *other health impairment* (1.2), and *speech or language impairment* (1.1). The risk ratio for students ages 5 (school age) through 21 associated with two or more races was equal to 1 for *deaf-blindness*, *multiple disabilities*, *specific learning disability*, *traumatic brain injury*, and *visual impairment* and less than 1 for all other disability categories (Exhibit 27).

- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2019, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 42.4 percent of American Indian or Alaska Native students, 21.9 percent of Asian students, 38.3 percent of Black or African American students, 43.9 percent of Hispanic/Latino students, 47.8 percent of Native Hawaiian or Other Pacific Islander students, 32.4 percent of White students, and 32.5 percent of students associated with two or more racial/ethnic groups. *Autism* was the most prevalent disability category for Asian students (26.0 percent). *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.6 percent), Native Hawaiian or Other Pacific Islander students (11.4 percent), White students (19.1 percent), and students associated with two or more racial/ethnic groups (18.5 percent). *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (14.6 percent), Asian students (23.3 percent), and Hispanic/Latino students (17.2 percent) (Exhibit 28).
- In 2019, a total of 6,237,889, or 95.1 percent, of the 6,561,998 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day. The majority (64.8 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*. Also, 17.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.8 percent were educated *inside the regular class less than 40% of the day*. Additionally, 4.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 29).
- From 2010 through 2019, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 60.5 percent to 64.8 percent. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 20.1 percent in 2010 to 18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 17.4 percent in 2019. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14.2 percent in 2010 to 12.8 percent in 2019. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated in “Other environments” fluctuated between 5.1 and 5.3 percent from 2010 through 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage dropped to 5.2 percent in 2015, 5.1 percent in 2016 and 2017, 5 percent in 2018, and 4.9 percent in 2019 (Exhibit 30).
- In 2019, the percentage of students ages 5 (school age) 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* (87.9 percent) were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 students, or 16.6 percent, reported under the category of *intellectual disability* and 14.3 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 (48.7 percent) of students reported under the category of *intellectual disability* and 44.9 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*. In 2019, larger percentages of students reported under the categories of *deaf-blindness* (25.3 percent) and *multiple disabilities* (23.0 percent) were educated in “Other environments” compared to students reported under other disability categories (Exhibit 31).

- In 2019, for each racial/ethnic group, the largest percentage of students ages 5 (school age) 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, ranging from 57.4 percent to 67.9 percent. The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 16.1 and 24.5 percent of the students within each racial/ethnic group. Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group (Exhibit 32).
- In school year 2018–19, between 93.7 and 96.1 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Between 3.9 and 6.3 percent did not participate (Exhibit 33).
- In school year 2018–19, between 93 and 96 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Between 4 and 7 percent did not participate (Exhibit 34).
- In school year 2018–19, between 40.6 and 55.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 29.5 and 47.1 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. All students in each of grades 3 through 8 and high school who participated in an alternate assessment in math in school year 2018–19 took an *alternate assessment based on alternate achievement standards*. Between 8.1 and 9.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in math (Exhibit 35).
- In school year 2018–19, between 43.5 and 53.7 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 31.1 and 44 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. All students in each of grades 3 through 8 and high school who participated in an alternate assessment in reading in school year 2018–19 took an *alternate assessment based on alternate achievement standards*. Between 8.3 and 9.3 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in reading (Exhibit 36).
- For school year 2018–19, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, Bureau of Indian Education schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 47 and 51 jurisdictions that 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. The median percentages of these students who were found to be proficient in math using these math tests ranged from 7.3 percent to 24.4 percent. Non-suppressed data were available for between 49 and 51 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under IDEA, Part B, in each of grades

3 through 8 and high school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 38.6 percent to 42.3 percent (Exhibit 37).

- For school year 2018–19, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 48 and 51 jurisdictions that 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. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 11.7 percent to 18.8 percent. Non-suppressed data were available for between 49 and 52 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 39.8 percent to 44.4 percent (Exhibit 38).
- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2018–19 (specifically, 301,435, or 47.1 percent, of the 639,790 such students). This was followed by *moved, known to be continuing* in education (25.6 percent) and *dropped out* (10.7 percent) (Exhibit 39).
- In 2018–19, a total of 72.6 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 16.6 percent *dropped out*. The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 62.6 percent in 2009–10 to 72.6 percent in 2018–19. From 2009–10 through 2018–19, the percentage of students who exited special education and school by having *dropped out* generally decreased from 21.1 percent to 16.6 percent (Exhibit 40).
- In comparison to school year 2009–10, the graduation percentage in 2018–19 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The graduation percentage increased by 0.5 percentage points for students in the orthopedic impairment category and by at least 4 percentage points for students in the remaining disability categories. From 2009–10 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. From 2015–16 through 2018–19, the disability category of *speech or language impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2009–10 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest graduation percentage in 2017–18 and 2018–19 (Exhibit 41).
- The dropout percentage was lower in school year 2018–19 than in 2009–10 for students who exited IDEA, Part B, and school in all disability categories except *autism*. The dropout percentage decreases were less than 10 percentage points in each disability category. In each year from 2009–10 through 2018–19, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other reason. In each year, the dropout percentage was no less than 30 percent, which was larger than the dropout percentage for any other disability category (Exhibit 42).

- In 2018, a total of 367,578, or 93.6 percent, of the 392,655 full-time equivalent (FTE) *special education teachers* who provided special education and related services for students ages 6 through 21 under IDEA, Part B, were fully certified (Exhibit 43).
- In 2018, a total of 440,215, or 93.8 percent, of the 469,251 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 under IDEA, Part B, were qualified (Exhibit 44).

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

- In 2018, a total of 97.7 percent of all full-time equivalent (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. In 10 of the 11 related services personnel categories, 96.5 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 90.9 percent (Exhibit 45).
- During the 2018–19 school year, 7,819 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP [individualized education program] team) for drugs, weapons, or serious bodily injury*. Given that 7,046,761 children and students ages 3 through 21 were served under Part B in 2018, in the States for which data were available, this type of action occurred with 11 children and students for every 10,000 children and students who were served under Part B in 2018. A total of 432 children and students ages 3 through 21 served under IDEA, Part B, or less than 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2018–19. There were 51,973 children and students ages 3 through 21 served under IDEA, Part B, or 74 for every 10,000 children and students served 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 2018–19. There were 22,340 children and students ages 3 through 21 served under IDEA, Part B, or 32 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2018–19 (Exhibit 46).
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 40 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 2018–19. The ratio for the children and students reported under each of the other disability categories was 18 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 2018, no more than four children and students were removed by a hearing officer for likely injury during school year 2018–19. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 360 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2018–19. The ratio for the children and students reported under each of the other disability categories was 143 or less per 10,000 children and students served. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 106 children and students who received *in-school suspensions* for more than 10 cumulative days during

school year 2018–19. The ratio for the children and students reported under each of the other disability categories was 65 or less per 10,000 children and students served (Exhibit 47).

- During 2018–19, a total of 5,575 *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 3,654 (65.5 percent) of the complaints, while 1,804 (32.4 percent) of the complaints were withdrawn or dismissed. A total of 117 (2.1 percent) of the complaints that were received during the 2018–19 reporting period were pending or unresolved by the end of the period (Exhibit 48).
- A total of 21,338 *due process complaints* were received during 2018–19 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 10,098 (47.3 percent) of the *due process complaints* received during the 2018–19 reporting period, a resolution was achieved without a hearing. For 2,579 (12.1 percent) of the *due process complaints* received, a hearing was conducted and a written decision was issued. For 8,661 (40.6 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 49).
- During 2018–19, a total of 11,671 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 4,403 (37.7 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,803 (24.0 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 923 requests (7.9 percent), a mediation session was still pending as of the end of the 2018–19 reporting period. The remaining 3,542 *mediation requests* (30.3 percent) were withdrawn or otherwise not held by the end of the reporting period (Exhibit 50).
- A total of 49,651, or 0.7 percent, of the 7,278,380 children and students ages 3 through 21 served under Part B in 2019 by 49 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services (CEIS) in school year(s) 2016–17, 2017–18, or 2018–19 prior to being served under Part B (Exhibit 51).

Data Sources Used in This Report

This *43rd Annual Report to Congress, 2021* contains data from the U.S. Department of Education's (Department) *EDFacts* Data Warehouse (EDW), as well as publicly available documents from the Office of Special Education Programs (OSEP). Other data sources used in this report include the Department's Institute of Education Sciences (IES) and the U.S. Census Bureau. Brief descriptions of these data sources follow. 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 in this report was accessed in fall 2020. This access date refers to the time when the data were originally gathered from the source for preparing the exhibits or summaries that appear herein.

EDFacts Data Warehouse

Data Collections

The text and exhibits contained in the *43rd Annual Report to Congress, 2021* 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 data collections 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 Part C exiting categories of infants and toddlers and Part B exiting categories of students;
- Part B and Part C legal disputes and their resolution status;
- Participation in and performance on State assessments in math and reading by students served under Part B;
- The personnel employed to provide special education and related services for children and students under Part B; and
- Disciplinary actions for Part B program participants.

In addition, this report presents some data on IDEA, Part B *maintenance of effort (MOE) reduction* 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 and program settings	State-designated date between October 1, 2019, and December 1, 2019	April 1, 2020
	Cumulative child count	Cumulative for State-designated 2-month reporting period, 2018–19	April 1, 2020
	Exiting	Cumulative for State-designated 2-month reporting period, 2018–19	November 6, 2019
	Dispute resolution	Cumulative for July 1, 2018–June 30, 2019	November 6, 2019
Part B	Child count and educational environments	State-designated date between October 1, 2019, and December 1, 2019	April 1, 2020
	Assessment	State-designated testing date for school year 2018–19	December 11, 2019
	Exiting	Cumulative for July 1, 2018–June 30, 2019	November 6, 2019
	Personnel	State-designated date between October 1, 2018, and December 1, 2018	November 6, 2019
	Discipline	Cumulative for school year 2018–19	November 6, 2019
	Dispute resolution	Cumulative for July 1, 2018–June 30, 2019	November 6, 2019
	MOE reduction and CEIS	Federal fiscal years (FFYs) 2017 and 2018 and school year 2018–19	May 6, 2020

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 and 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 and Part B child count and educational environments data, the group is defined in terms of the program participants’ ages on the data collection date. The group of participants in 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 group of 5-year-olds within the Part B

child count and educational environments data are defined by their kindergarten status (see Changes in Data Categories and Subcategories on p. 5).

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 B and Part C 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 B and Part C 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 B and Part C data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. An exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, children ages 3 through 5 (early childhood), students ages 5 (school age) through 21, students ages 6 through 21, students ages 3 through 21, or students ages 14 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., Part B exiting and the cumulative Part C child count) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2018–19).

In preparing this report, OSEP determined that certain numbers required for calculating the percentages in some exhibits 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.

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 B or Part C programs. In general, these data provide information on the percentage of the available reduction taken by local educational agencies (LEAs) and educational service agencies (ESAs) pursuant to IDEA Section 613(a)(2)(C). The data also provide information on 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 *43rd Annual Report to Congress, 2021* 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 B, Part C, and *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 collections.

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (e.g., fall 2019; school year or reporting year 2018–19). However, some exhibits present data for multiple years. The following chart shows when the data files for each reporting period were prepared. Data presented for the most current reporting period were accessed from files prepared as of fall 2020. Data presented for the other reporting periods were accessed from files prepared as of the specific time periods listed. Data for previous time periods, not shown in the chart, 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, if necessary.

Reporting period	File preparation period
Fall 2019 and school year or reporting year 2018–19	Fall 2020
Fall 2018 and school year or reporting year 2017–18	Fall 2019
Fall 2017 and school year or reporting year 2016–17	Fall 2018
Fall 2016 and school year or reporting year 2015–16	Fall 2017
Fall 2015 and school year or reporting year 2014–15	Fall 2016
Fall 2014 and school year or reporting year 2013–14	Fall 2015
Fall 2013 and school year or reporting year 2012–13	Fall 2014
Fall 2012 and school year or reporting year 2011–12	Fall 2013

The use of files with updated data allowed for the possibility of detecting and correcting problematic data that may not have had a notable impact on the statistics for the nation as a whole but might have incorrectly distinguished a State. 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 data, tables, and data documentation related to the Part B and Part C 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.¹ 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

A key difference between the *42nd Annual Report to Congress, 2020* and the *43rd Annual Report to Congress, 2021* is the change in the Part B child count and educational environments data collection for 5-year-old children and students with disabilities served under IDEA. In previous annual reports, the Part B child count and educational environments data collection did not distinguish between 5-year-olds in kindergarten and 5-year-olds not in kindergarten because States reported all 5-year-olds in early

¹ In regard to the subcategories of data for Part B, please note that Rosa’s Law (P.L. 111-256, enacted on October 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.

childhood educational environments regardless of whether they were or were not in kindergarten. For the Part B child count and educational environments data presented in the *43rd Annual Report to Congress, 2021*, States had the option to report 5-year-olds by their “kindergarten status.” A total of 22 States chose to report 5-year-olds by their kindergarten status. All 22 States reported their 5-year-olds as either in kindergarten (i.e., they were in kindergarten and reported along with school-age students served in school-age educational environments) or in early childhood settings.² All other States chose to report their 5-year-olds as served in early childhood educational environments for children ages 3 through 5. For the Part B child count and educational environments data to be presented in the *44th Annual Report to Congress, 2022*, States were required to report all 5-year-olds who were not in kindergarten as served in early childhood educational environments and all 5-year-olds who were in kindergarten as served in school-age educational environments.

Throughout the *43rd Annual Report to Congress, 2021*, the report uses the phrasing “(early childhood)” in exhibit titles to denote that the data include children ages 3 through 5, where States reported 5-year-olds in early childhood educational environments regardless of whether or not they were in kindergarten. The report uses the phrasing “(school age)” in exhibit titles to denote that the data include children and students ages 5 through 21, where States reported 5-year-olds in kindergarten in a “school-age” educational environment. The exhibit notes present any special considerations for these data, if such considerations apply. For all exhibits that present state-level Part B child count and educational environments data, the exhibits note which States reported 5-year-old kindergartners in school-age educational environments by using the †† symbol.

Institute of Education Sciences

The Institute of Education Sciences (IES), established under the Education Sciences Reform Act of 2002, is the primary 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 children and students from birth through postsecondary education as well as adult education, including interventions for students receiving special education and for young children and their families receiving early intervention services. It collects and analyzes statistics on the condition of education, conducts long-

² The following States reported 5-year-olds in kindergarten as “school age” in the 2019–20 Part B child count and educational environments data collection: Arizona, Arkansas, Bureau of Indian Education, California, Connecticut, Georgia, Kansas, Maine, Missouri, Montana, New Jersey, New Mexico, Northern Mariana Islands, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Rhode Island, Texas, Utah, Virgin Islands, and Wyoming.

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>.

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 the 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 ratios of the resident population served under IDEA, Part B and Part C, and to develop comparisons and conduct data analyses. For ease of presentation, these ratios are shown as percentages throughout the report. 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 the needs of infants and toddlers 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) individuals 3 years of age and older with disabilities who are eligible to receive preschool services under IDEA, Part B, Section 619, until such individuals are eligible to enter kindergarten or an earlier timeframe, consistent with 34 Code of Federal Regulations (C.F.R.) § 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, which receive Part C funds. Data about infants and toddlers with disabilities who 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 2010 through fall 2019

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		
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
2016	372,896	369,672	11,957,307	3.1
2017	388,694	386,155	11,936,322	3.2
2018	409,315	406,582	11,752,545	3.5
2019	427,234	424,318	11,534,695	3.7

^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, 2010–19. 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, 2010 to July 1, 2019, 2010–19*. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, there were 427,234 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 424,318 were served in the 50 States and the District of Columbia.

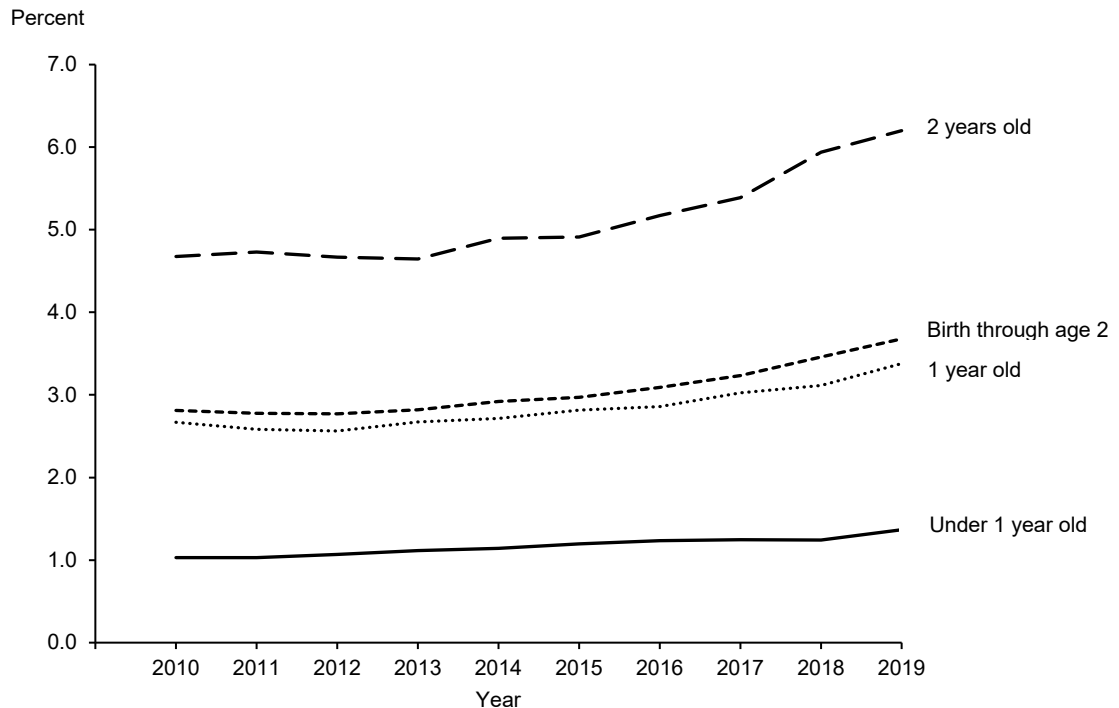
³ The Bureau of Indian Education receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years (or biennially) under IDEA Section 643(b)(5) on the number of children contacted and served under IDEA, Part C, and reports annually under 34 C.F.R. § 303.731(e)(3) on the amount 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. § 303.731(e)(1) and (2), tribal entities must submit to the Bureau of Indian Education (and the Bureau of Indian Education 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.

This number represented 3.7 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia.

- In 2010, the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in the 50 States, the District of Columbia, Puerto Rico, and the four outlying areas was 342,821. Compared to the number of infants and toddlers served in 2010, the additional 84,413 infants and toddlers served in 2019 represents an increase of 24.6 percent.
- In 2010 through 2013, 2.8 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. Between 2014 and 2019, the percentage of infants and toddlers served increased to 3.7 percent.

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 2010 through fall 2019



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, 2010–19. 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, 2010 to July 1, 2019, 2010–19. These data are for the 50 States and DC. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2010 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019.
- From 2010 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 5.9 percent in 2018 and 6.2 percent in 2019.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2010 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019.
- From 2010 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent.

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 2019

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	424,293	11,534,695	3.7	†	†
American Indian or Alaska Native	2,883	95,659	3.0	3.7	0.8
Asian	18,490	550,069	3.4	3.7	0.9
Black or African American	53,054	1,580,570	3.4	3.7	0.9
Hispanic/Latino	116,410	2,997,525	3.9	3.6	1.1
Native Hawaiian or Other Pacific Islander	1,155	23,445	4.9	3.7	1.3
White	213,272	5,730,833	3.7	3.6	1.0
Two or more races	19,030	556,594	3.4	3.7	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 298 infants and toddlers served under Part C in four 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.

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

^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 calculate 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, 2019. 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, 2010 to July 1, 2019, 2019*. These data are for the 50 States and DC. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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, 2018–19

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	836,476	11,534,695	7.3	†	†
American Indian or Alaska Native	5,825	95,659	6.1	7.3	0.8
Asian	36,875	550,069	6.7	7.3	0.9
Black or African American	103,928	1,580,570	6.6	7.4	0.9
Hispanic/Latino	227,676	2,997,525	7.6	7.1	1.1
Native Hawaiian or Other Pacific Islander	2,268	23,445	9.7	7.2	1.3
White	424,374	5,730,833	7.4	7.1	1.0
Two or more races	35,531	556,594	6.4	7.3	0.9

† 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. Data on race/ethnicity were suppressed for 64 infants and toddlers served under Part C in four 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 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, it may not be possible to calculate 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, 2019. 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, 2010 to July 1, 2019, 2019*. These data are for the 50 States and DC. Data were accessed fall 2020. 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 Native Hawaiian or Other Pacific Islander and Hispanic/Latino 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 more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal American Indian or Alaska Native, 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, 0.9, and 0.9, respectively, indicating that infants

and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

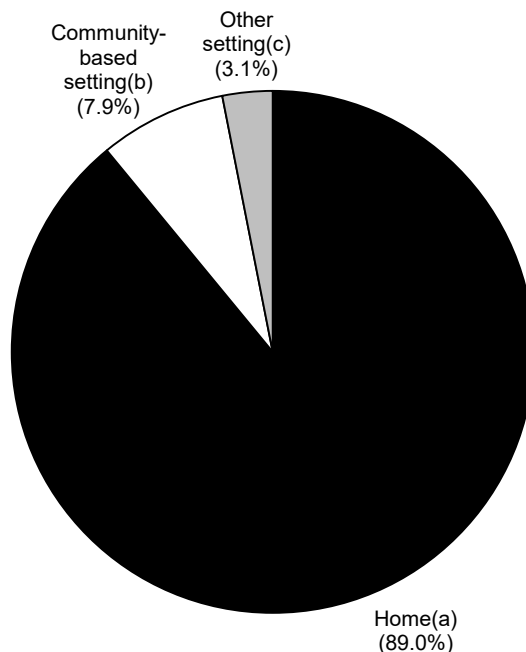
- Cumulative child count data reveal White infants and toddlers had a risk ratio of 1, indicating they were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

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 an infant’s or toddler’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 infant’s or toddler’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 2019



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

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

(c) *Other setting* refers to settings other than *home* or *community-based setting* in which early intervention services are provided.

- In 2019, of the 427,234 infants and toddlers served under Part C, 89 percent received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 7.9 percent of those served under Part C. Consequently, 96.9 percent of infants and toddlers served under IDEA, Part C, in 2019 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

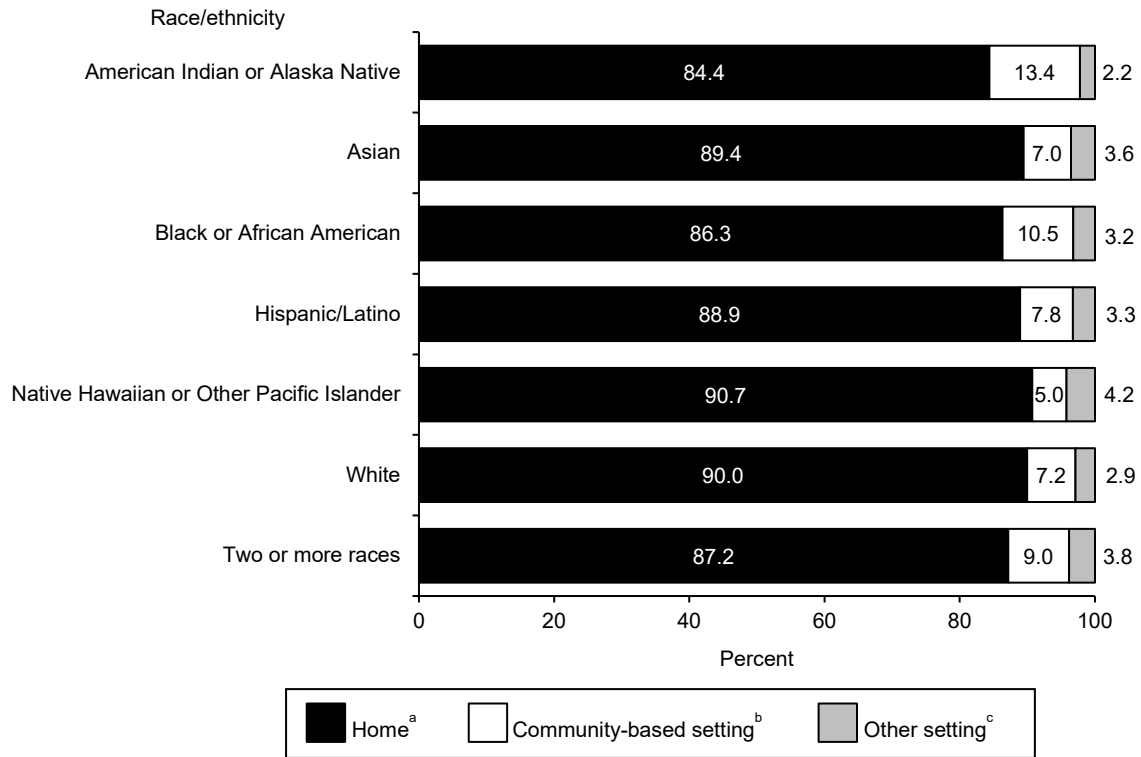
These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities. Additionally, this category should be used if the only services provided were to a family member; counseling, family training, and 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 (427,234), 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 Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2019. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

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 2019



^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 infants and toddlers without disabilities are usually found. Community-based setting includes, but is 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 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.

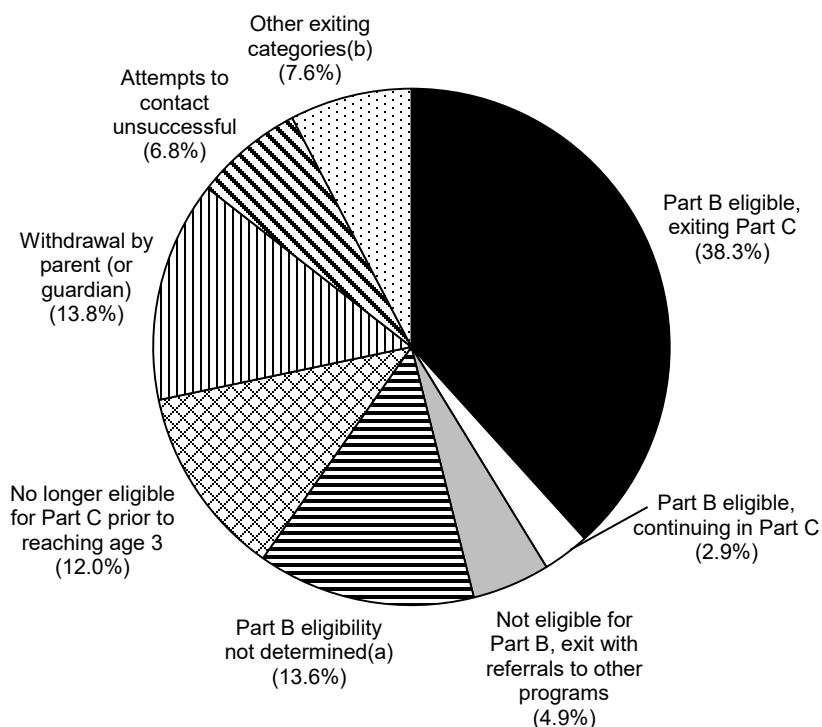
SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2019. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, home was the primary early intervention service setting for at least 84 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a community-based setting was associated with American Indian or Alaska Native infants and toddlers (13.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander infants and toddlers (5.0 percent).

Part C Exiting

What were the exiting categories 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 category: 2018–19



(a)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

(b)“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.8 percent); *deceased* (0.2 percent); and *moved out of state* (3.7 percent).

NOTE: The U.S. Department of Education collects Part C data on 10 exiting 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 exiting 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 (396,163), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

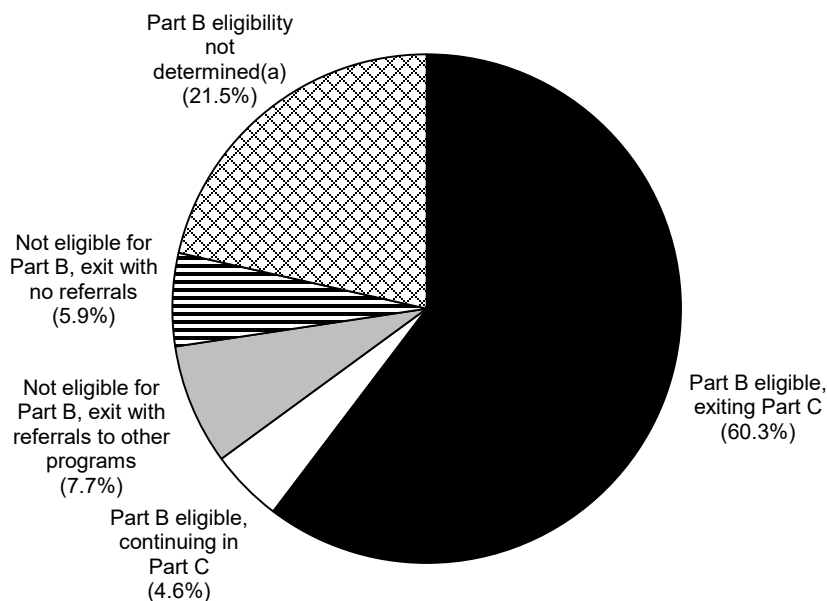
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2018–19. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting categories in 2018–19, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 151,751 of 396,163, or 38.3 percent, of infants and toddlers. An additional 2.9 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.

- *Withdrawal by parent (or guardian)* was the second most prevalent exiting category, as it accounted for 13.8 percent of the infants and toddlers.
- *Part B eligibility not determined and no longer eligible for Part C prior to reaching age 3* accounted for 13.6 percent and 12 percent, respectively.

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

Exhibit 8. Percentage of infants and toddlers served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2018–19



(a)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exiting 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 exiting 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 infants and toddlers served under IDEA, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of infants and toddlers served under IDEA, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories (251,578), 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, 2018–19. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, 151,751, or 60.3 percent, of the 251,578 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.6 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.

- Eligibility for Part B was not determined for 21.5 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3.
- The remaining 13.6 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (7.7 percent) and those who exited with no referrals (5.9 percent).

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

To protect the interests of infants and toddlers served under IDEA, Part C, and their families, IDEA requires public agencies to implement a formal set of procedural safeguards for infants and toddlers 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>.

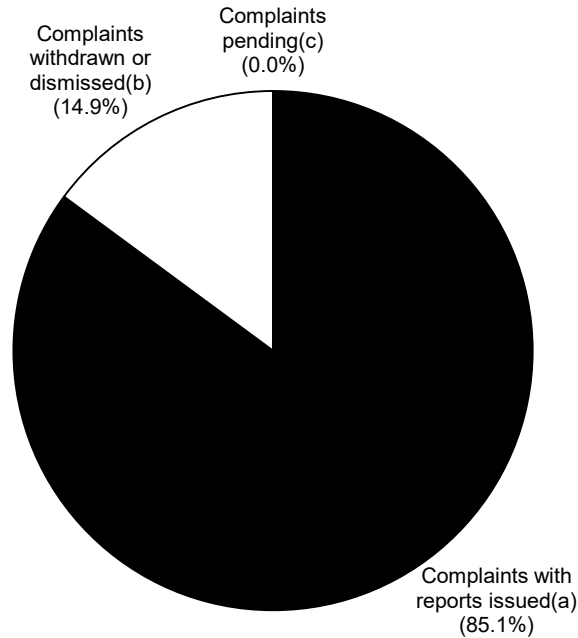
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals 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

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.

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

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 birth through age 2 served under IDEA, Part C, by complaint status: 2018–19



(a) A *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.

(b) A *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 it can refer to a complaint that was dismissed by the State lead agency for any reason, including that the complaint did not include all of the required content.

(c) A *complaint pending* is a *written, signed complaint* that is still under investigation or for which 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. Nineteen 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 94 *written, signed complaints*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

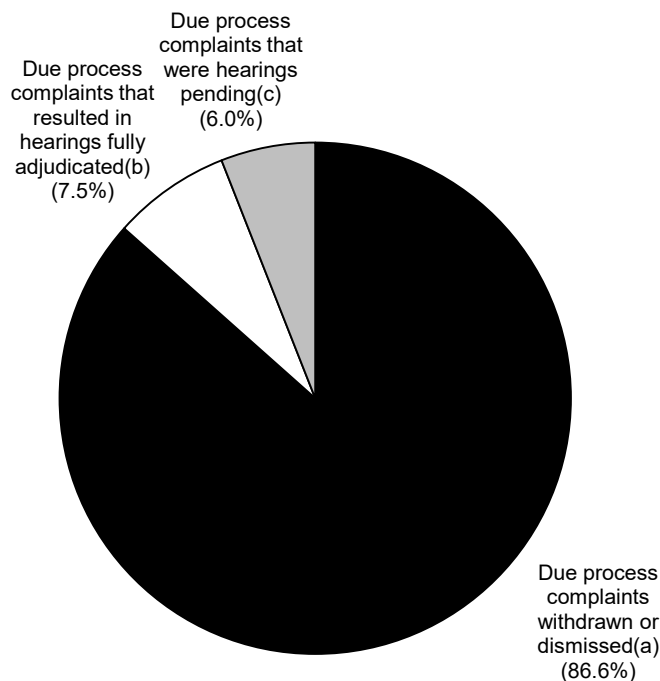
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2018–19. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2018–19, a total of 94 *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 80 (85.1 percent) of the complaints, while 14 (14.9 percent) of the complaints were withdrawn or dismissed. There were zero complaints pending 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 birth through age 2 served under IDEA, Part C, by complaint status: 2018–19



(a) A *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 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.

(b) A 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.

(c) A *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. Eight 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 67 *due process complaints*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

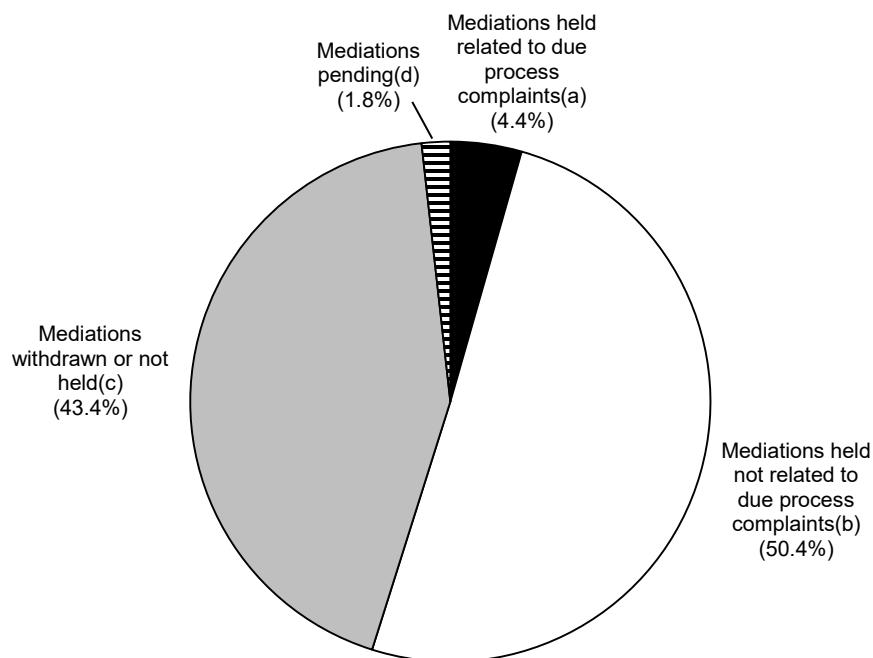
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2018–19. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 67 *due process complaints* were received during 2018–19 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.

- For 58 (86.6 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For five (7.5 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. A hearing was pending as of the end of the reporting period for four complaints (6.0 percent).

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 birth through age 2 served under IDEA, Part C, by request status: 2018–19



(a) A *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*.

(b) A *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*.

(c) A 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.

(d) A *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). Five 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 113 *mediation requests*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2018–19. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2018–19, a total of 113 *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 62 (54.8 percent) of the *mediation requests* received. The mediation that was held in five (4.4 percent) of these cases was related to a *due process complaint*, while the mediation held in 57 (50.4 percent) of these cases was not related to a *due process complaint*. There were 49 (43.4 percent) *mediation requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. Two (1.8 percent) *mediation requests* were pending at the end of the reporting period.

Children Ages 3 Through 5 Served Under IDEA, Part B

Under Part B of the Individuals with Disabilities Education Act (IDEA), the Secretary provides funds to States to assist them in providing a free appropriate public education (FAPE) to children ages 3 through 5 and students ages 6 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); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education schools or BIE schools, herein); 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.” This term is synonymous with services provided under IDEA, Part B.

⁵ Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education 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 2010 through fall 2019

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, the four outlying areas, and the three freely associated states ^a	In the 50 States, DC, and BIE schools		
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
2016	759,801	744,414	11,718,379	6.4
2017	773,595	760,614	11,584,830	6.6
2018	815,010	802,726	11,863,022	6.8
2019	806,319	793,542	11,865,749	6.7

^aThe three freely associated states were not included in 2010 and 2011. In 2013, data were not available for the Federated States of Micronesia.

^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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018 and 2019, data for Wisconsin 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, 2010 to July 1, 2019, 2010–19. For 2010, 2012, and 2013, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

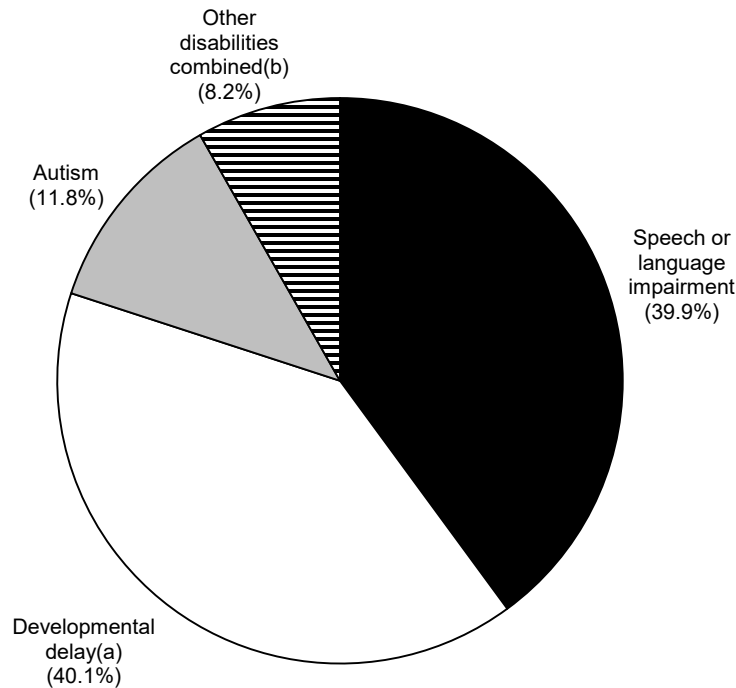
- In 2019, there were 806,319 children ages 3 through 5 served under Part B in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 793,542 were served in 49 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 6.7 percent of the resident population ages 3 through 5.
- In 2010, the number of children ages 3 through 5 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto

Rico, and the four outlying areas was 735,245. In 2019, there were 71,074 more children served than in 2010, an increase of 9.7 percent.

- From 2010 through 2011, 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. In 2012, the percentage increased to 6 percent, and it remained there until 2014, when the percentage increased to 6.1 percent. The percentage increased to 6.2 percent in 2015 and continued to increase each year thereafter, reaching a high of 6.8 percent in 2018. The percentage then decreased to 6.7 percent in 2019.

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 2019



(a) States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students 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* (0.3 percent), *hearing impairment* (1.0 percent), *intellectual disability* (1.4 percent), *multiple disabilities* (0.9 percent), *orthopedic impairment* (0.5 percent), *other health impairment* (3.1 percent), *specific learning disability* (0.5 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (0.3 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 (798,488), then multiplying the result by 100.

- In 2019, the most prevalent disability category of children ages 3 through 5 served under IDEA, Part B, was *developmental delay* (specifically, 320,107 of 798,488 children, or 40.1 percent). The next most common disability category was *speech or language impairment* (39.9 percent), followed by *autism* (11.8 percent).
- The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 8.2 percent of children served under IDEA, Part B.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, BIE schools, DC, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin and Iowa were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the percentage of the resident population ages 3 through 5 (early childhood) 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 (early childhood) served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these children, by race/ethnicity: Fall 2019

Race/ethnicity	Child count ^a in the 50 States and DC	Resident population ages 3 through 5 in the 50 States, DC, and BIE schools ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	707,646	11,865,749	6.0	†	†
American Indian or Alaska Native	7,843	97,973	8.0	5.9	1.3
Asian	27,323	606,528	4.5	6.0	0.7
Black or African American	95,463	1,638,279	5.8	6.0	1.0
Hispanic/Latino	159,733	3,108,850	5.1	6.3	0.8
Native Hawaiian or Other Pacific Islander	1,912	24,670	7.8	6.0	1.3
White	369,999	5,825,190	6.4	5.6	1.1
Two or more races	45,374	564,259	8.0	5.9	1.4

† Not applicable.

^aChild count is the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 131 children served under Part B in six 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 (early childhood) served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 (early childhood) 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 (early childhood) 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 calculate the risk ratio from the values presented in the exhibit.

NOTE: For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes all 5-year-olds from those States that chose to report 5-year-olds in early childhood educational environments, including those in kindergarten. It includes only 5-year-olds in early childhood educational environments and not those in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

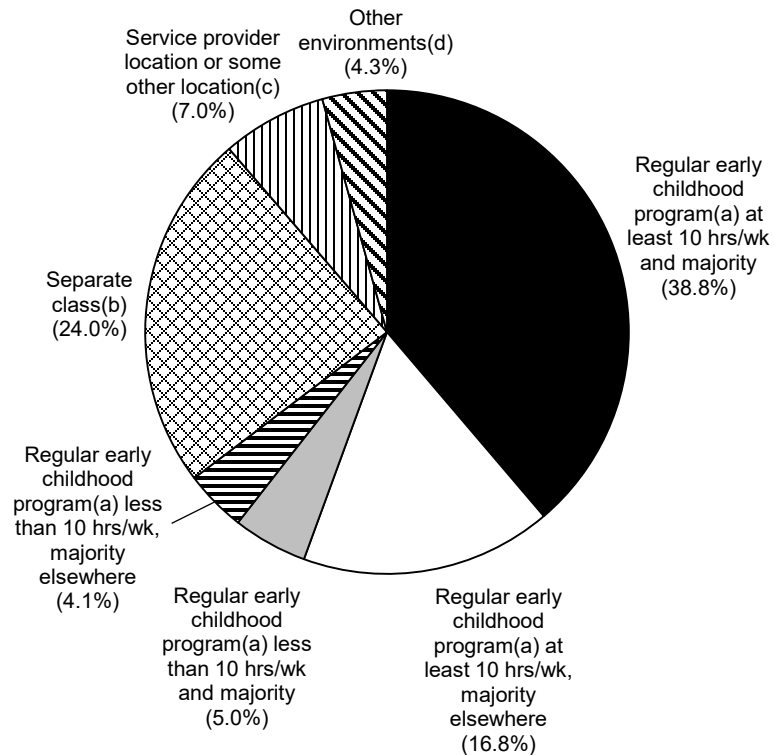
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, and BIE schools. Data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2019, 2019. Data for Wisconsin were excluded. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children and children associated with two or more racial/ethnic groups ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.3, 1.3, 1.1, and 1.4, 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 (early childhood) in all other racial/ethnic groups combined.
- Hispanic/Latino and Asian children ages 3 through 5 (early childhood) were associated with risk ratios less than 1 (i.e., 0.8 and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined.
- Black or African American children ages 3 through 5 (early childhood) were associated with a risk ratio of 1, indicating that they were as likely to be served under Part B as the children of all other racial/ethnic groups combined.

Educational Environments for Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

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

Exhibit 15. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment: Fall 2019



(a) *Regular early childhood program* includes 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 prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers 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 not in any other category* 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 the instruction is provided in a clinician's office.

(d) "Other environments" consists of *separate school* (2.1 percent), *residential facility* (0.05 percent), and *home* (2.2 percent).

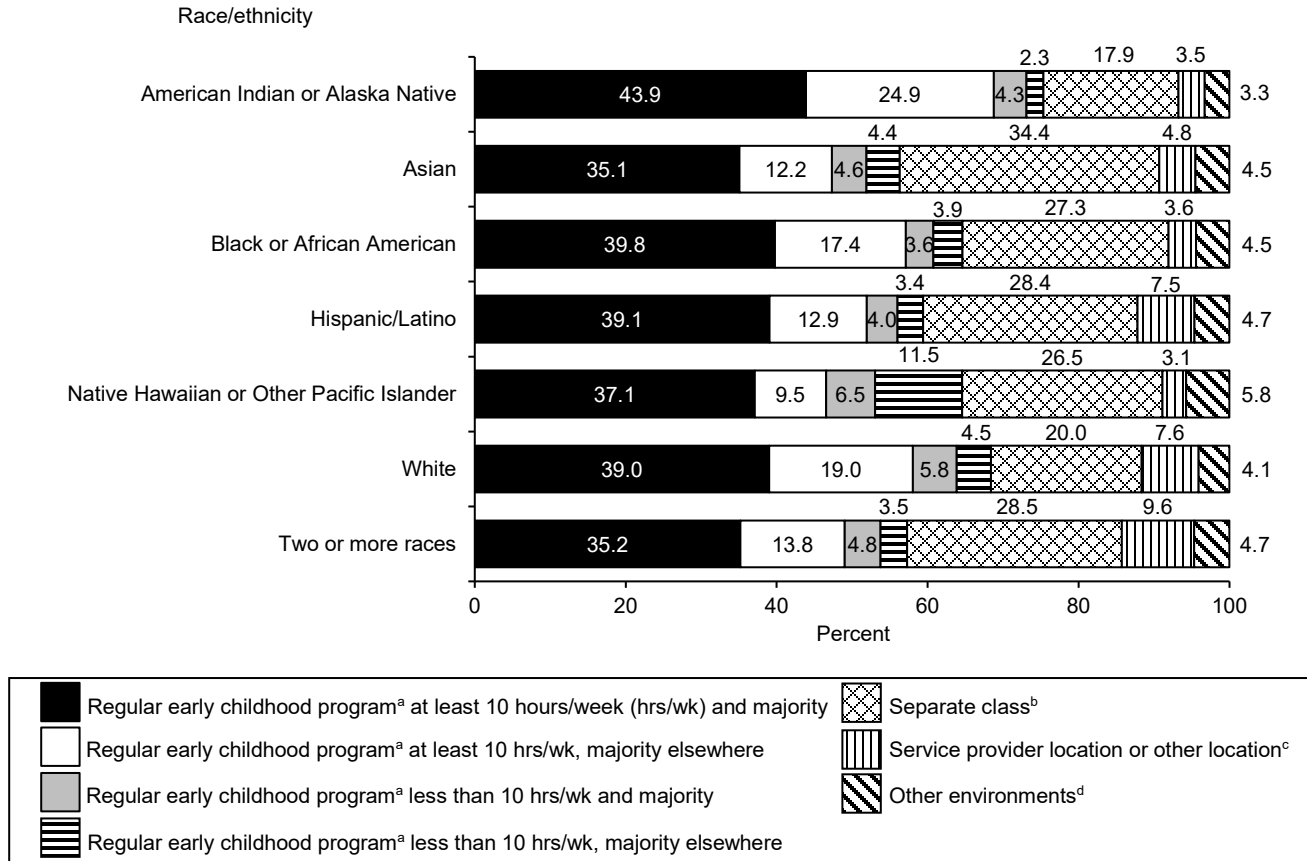
NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B (716,382), in the educational environment category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes all 5-year-olds from those States that chose to report 5-year-olds in early childhood educational environments, including those in kindergarten. It includes only 5-year-olds in early childhood educational environments and not those in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

- In 2019, a total of 463,385, or 64.7 percent, of the 716,382 children ages 3 through 5 (early childhood) served under IDEA, Part B, were in a *regular early childhood program* for some amount of their time in school.
- *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 38.8 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category.
- *Separate class* accounted for 24 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational environment category.
- Collectively, *separate school, residential facility, and home* (which are represented by the term “Other environments”) accounted for 4.3 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B.
- The educational environment category for the remaining students, representing 7 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location or some other location not in any other category*.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did children ages 3 through 5 (early childhood) served under IDEA, Part B, within racial/ethnic groups differ by educational environment?

Exhibit 16. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2019



^aRegular early childhood program includes 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 prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers or child care.

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

^cService provider location or some other location not in any other category refers to a situation in which a child receives all special education and related services from a service provider 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 the instruction 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 (early childhood) served under IDEA, Part B, in the educational environment category by the total number of children ages 3 through 5 (early childhood) 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. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes all 5-year-olds from those States that chose to report 5-year-olds in early childhood educational environments, including those in kindergarten. It includes only 5-year-olds in early childhood educational environments and not those in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

- In 2019, the majority of children ages 3 through 5 (early childhood) served under IDEA, Part B, in each racial/ethnic group spent a portion of time in a *regular early childhood program*.
- *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 educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under 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* ranged from 35.1 percent to 43.9 percent.
- *Separate class* was the second most prevalent educational environment category for each racial/ethnic group, except for American Indian or Alaska Native children. This category accounted for 34.4 percent of Asian children, 28.5 percent of children associated with two or more racial/ethnic groups, 28.4 percent of Hispanic/Latino children, 27.3 percent of Black or African American children, 26.5 percent of Native Hawaiian or Other Pacific Islander children, and 20 percent of White children.
- *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* was the second most prevalent educational environment category for American Indian or Alaska Native children (24.9 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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, fully certified?

Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2018

Year	Total number FTE employed	Number FTE fully certified ^a	Percentage ^b FTE fully certified
2018	36,831	34,713	94.3

^a*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor's degree.

^bPercentage was calculated by dividing the number of FTE fully certified *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 #1850-0925: IDEA Part B Personnel Collection, 2018. These data are for 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018, a total of 34,713, or 94.3 percent, of the 36,831 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 fully certified.

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 2018

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2018	51,386	48,542	94.5

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

^bPercentage was calculated by dividing the number of FTE qualified *special education paraprofessionals* employed to provide special education and related services for 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 #1850-0925: IDEA Part B Personnel Collection, 2018. These data are for 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018, a total of 48,542, or 94.5 percent, of the 51,386 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 Act. Early collections of data on the number of children served under Part B of the Individuals with Disabilities Education Act (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 Act 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 and students 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); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education or BIE schools, herein); 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 and students ages 3 through 9 and is not applicable to students 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 the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education 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 2010 through fall 2019

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, the four outlying areas, and the three freely associated states ^a	In the 50 States, DC, and BIE schools		
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
2016	6,048,882	5,937,838	65,620,036	9.0
2017	6,130,637	6,030,548	65,254,124	9.2
2018	6,315,228	6,217,412	65,540,598	9.5
2019	6,472,061	6,374,498	65,386,761	9.7

^aThe three freely associated states were not included in 2010 and 2011. In 2013, data were not available for the Federated States of Micronesia.

^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.

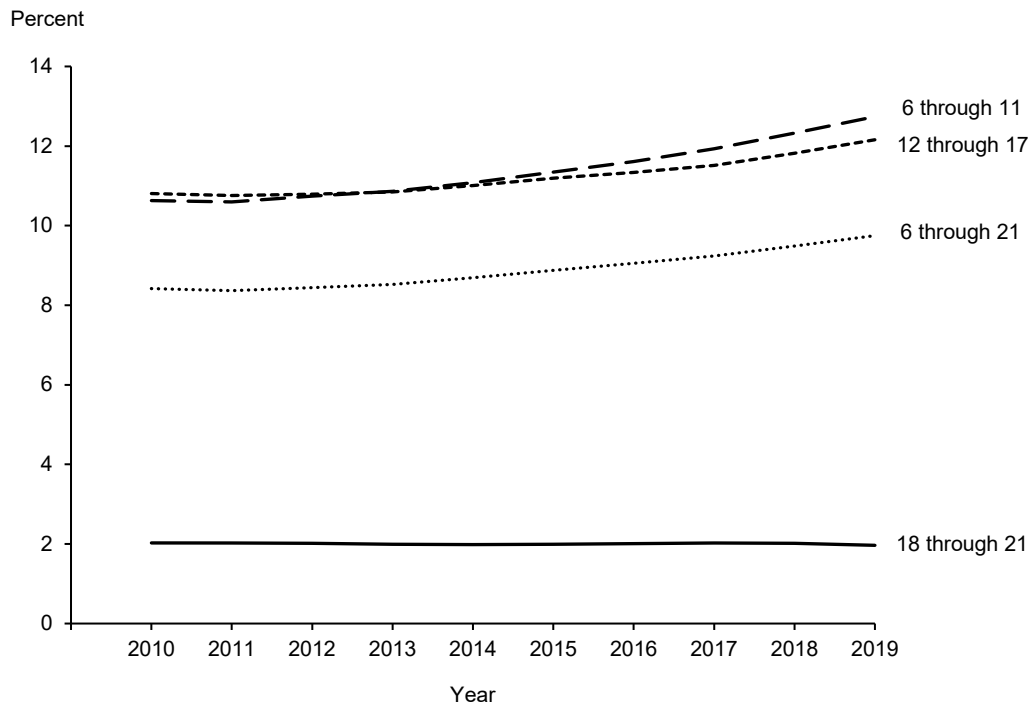
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2013, data for BIE schools and American Samoa were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin 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, 2010 to July 1, 2019, 2010–19. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 6,472,061 students ages 6 through 21 were served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,374,498 were served in 49 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 9.7 percent of the resident population ages 6 through 21.

- In 2010, the total number of students ages 6 through 21 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, and the four outlying areas was 5,822,808. Compared to 2010, the additional 649,253 students in 2019 represents an increase of 11.2 percent.
- In 2010, 8.4 percent of the resident population ages 6 through 21 were served under Part B in the 50 States, the District of Columbia, and Bureau of Indian Education schools. This percentage stayed the same through 2012, then increased to 8.5 percent in 2013. The percentage of the population served then increased to a high of 9.7 percent in 2019.

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 2010 through fall 2019



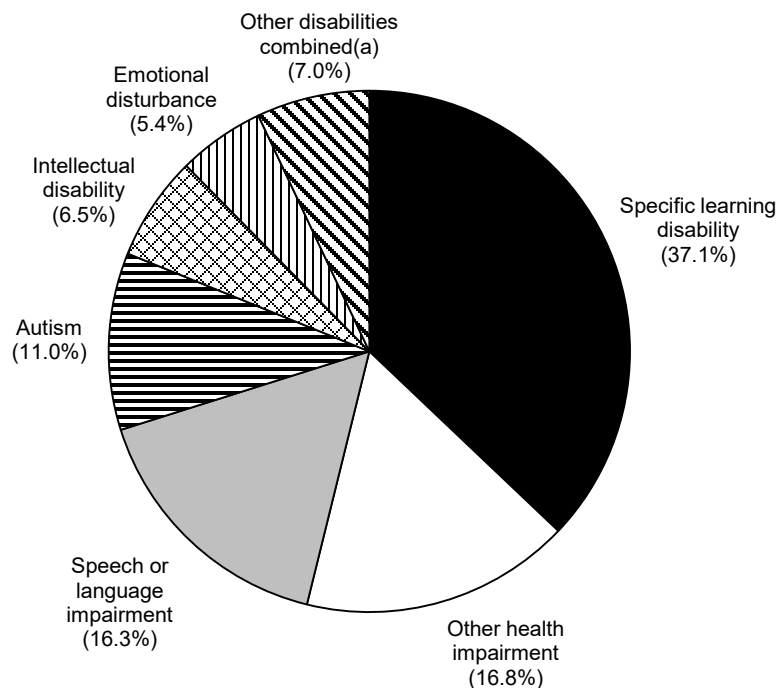
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin 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, 2010 to July 1, 2019, 2010–19. These data are for the 50 States and DC with the following exceptions. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. 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 2010 was 8.4 percent. The percentage remained at 8.4 percent until 2013, when it increased to 8.5 percent. The percentage continued to increase gradually to 9.7 percent in 2019.
- In 2010 and 2011, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.6 percent. The percentage increased to 10.7 percent in 2012 and continued to increase each year thereafter, reaching a high of 12.7 percent in 2019.
- The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent from 2010 through 2013. The percentage then increased from 11 percent in 2014 to 12.2 percent in 2019.
- The percentage of the population ages 18 through 21 served under IDEA, Part B, was 2 percent in each year from 2010 through 2019.

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 2019



(a)“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (2.8 percent), *hearing impairment* (1.0 percent), *multiple disabilities* (2.0 percent), *orthopedic impairment* (0.5 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 (6,410,219), then multiplying the result by 100.

- In 2019, the most prevalent disability category of students ages 6 through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,377,731, or 37.1 percent, of the 6,410,219 students ages 6 through 21 served under IDEA, Part B). The next most common disability category was *other health impairment* (16.8 percent), followed by *speech or language impairment* (16.3 percent), *autism* (11.0 percent), *intellectual disability* (6.5 percent), and *emotional disturbance* (5.4 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7 percent of students ages 6 through 21 served under IDEA, Part B.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin and Iowa were not available. Data were accessed fall 2020. 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 2010 through fall 2019

Disability ^a	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
All disabilities below	8.3	8.2	8.2	8.3	8.5	8.7	8.8	9.2	9.2	9.5
Autism	0.5	0.6	0.7	0.7	0.8	0.8	0.9	0.9	1.0	1.1
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.6	0.5	0.5	0.5	0.5	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	0.6	0.6	0.6	0.6	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	#
Other health impairment	1.0	1.1	1.1	1.2	1.3	1.3	1.4	1.5	1.5	1.6
Specific learning disability	3.5	3.4	3.4	3.4	3.4	3.4	3.5	3.5	3.6	3.6
Speech or language impairment	1.6	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.6	1.6
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 and students ages 3 through 9 and is not applicable to students 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.

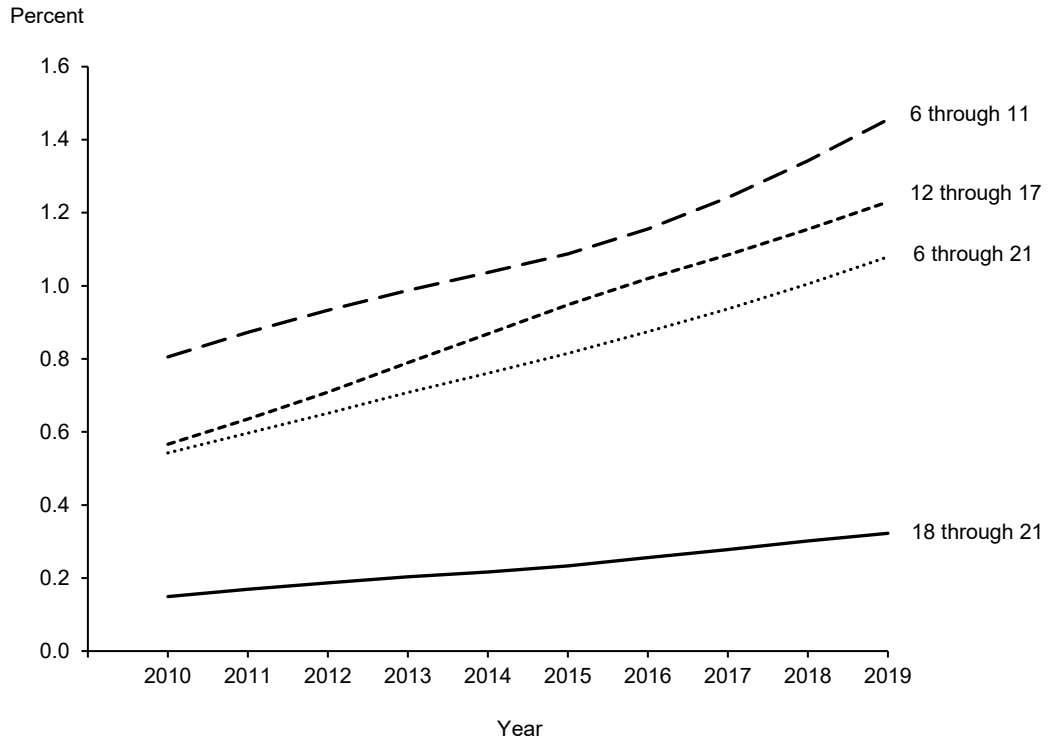
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa 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, 2010 to July 1, 2019, 2010–19*. These data are for the 50 States and DC with the following exceptions. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. 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, that was reported under the disability categories changed by one-tenth of a percentage point or less between 2010 and 2019 for all but two categories. The percentage of the population reported under *autism* increased by 0.6 of a percentage point. The percentage of the population reported under *other health impairment* also increased 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, that was reported under the category of *autism*, by year and age group: Fall 2010 through fall 2019



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were 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.

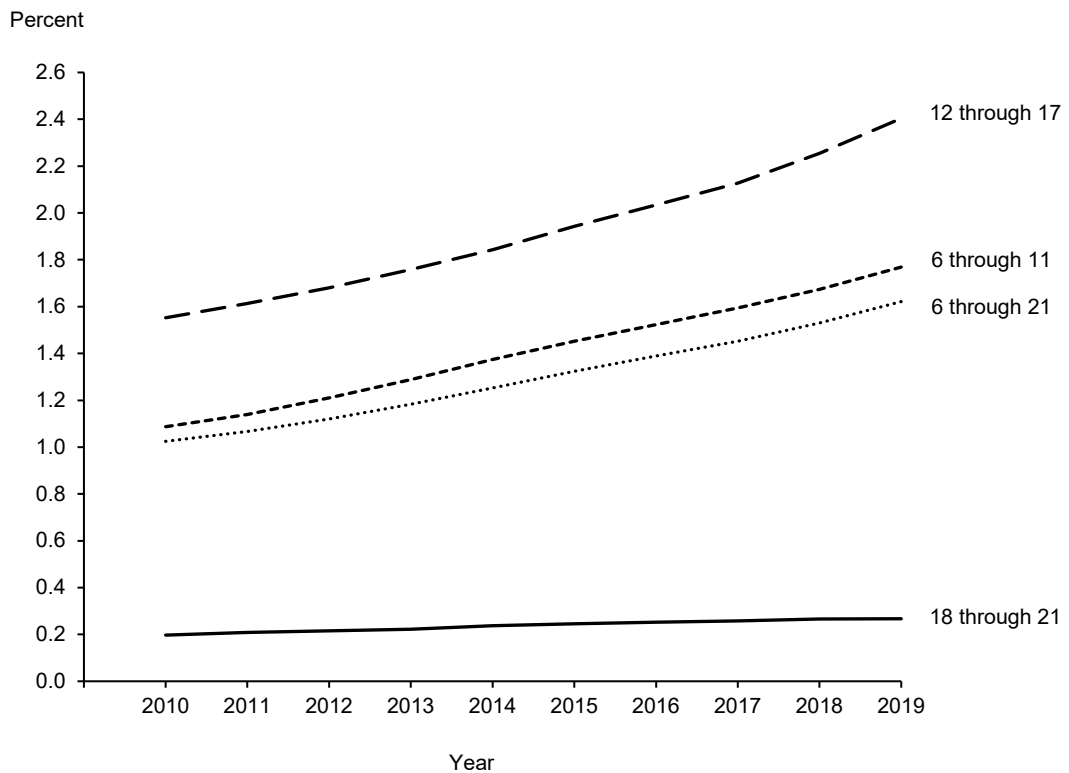
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa 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, 2010 to July 1, 2019, 2010–19. These data are for the 50 States and DC with the following exceptions. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Between 2010 and 2019, 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 0.5 percent to 1.1 percent.

- Between 2010 and 2019, 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 80.7 percent, 117.2 percent, and 116.1 percent larger in 2019 than in 2010, 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, that was reported under the category of *other health impairment*, by year and age group: Fall 2010 through fall 2019



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were 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.

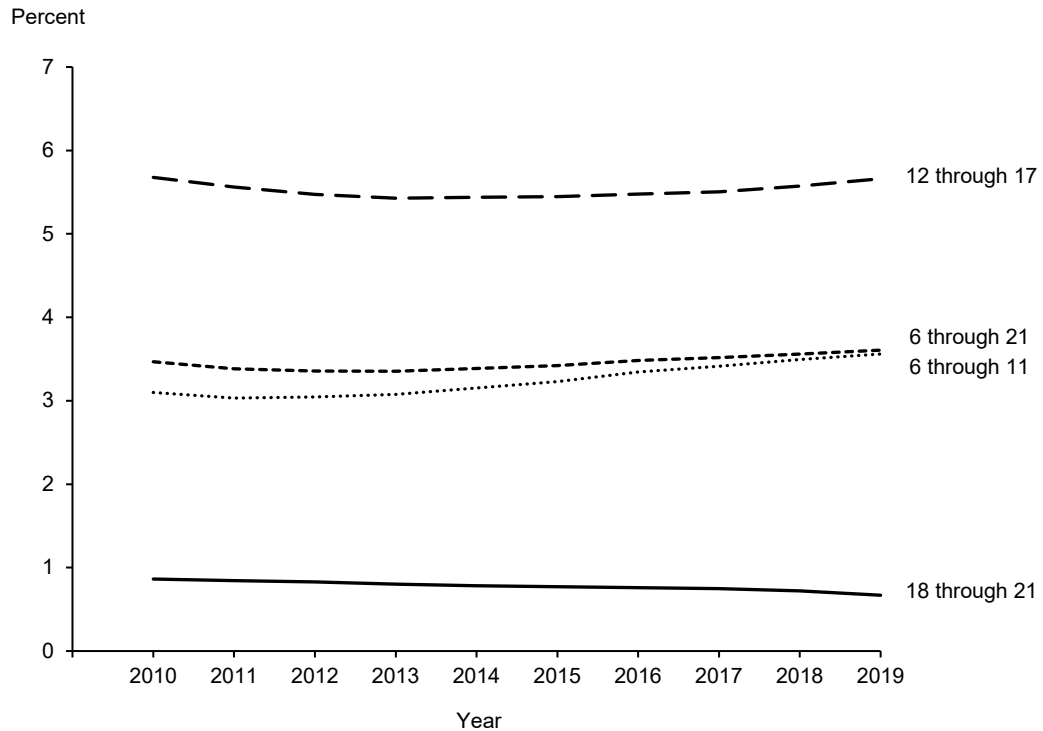
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa 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, 2010 to July 1, 2019, 2010–19*. These data are for the 50 States and DC with the following exceptions. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for

- From 2010 through 2019, 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 1 percent to 1.6 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 62.7 percent, 54.9 percent, and 35.5 percent larger in 2019 than in 2010, respectively.

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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. 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 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, that was reported under the category of *specific learning disability*, by year and age group: Fall 2010 through fall 2019



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa 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, 2010 to July 1, 2019, 2010–19. These data are for the 50 States and DC with the following exceptions. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2010 through 2011, 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 3.5 percent to 3.4 percent, where it remained until 2016, when the percentage

increased to 3.5 percent. The percentage remained at 3.5 percent in 2017, then increased to 3.6 percent in 2018 and remained there in 2019.

- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 14.9 percent larger in 2019 than in 2010. However, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under this category were 0.3 percent and 22.5 percent smaller in 2019 than in 2010, respectively.

How did the percentage of the resident population ages 5 (school age) 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 5 (school age) through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these students, by race/ethnicity: Fall 2019

Race/ethnicity	Child count ^a in the 50 States and DC	Resident population ages 6 through 21 in the 50 States, DC, and BIE schools ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	6,460,394	65,386,761	9.9	†	†
American Indian or Alaska Native	85,637	552,759	15.5	9.8	1.6
Asian	164,852	3,399,131	4.8	10.2	0.5
Black or African American	1,158,071	9,081,635	12.8	9.4	1.4
Hispanic/Latino	1,731,201	16,382,062	10.6	9.7	1.1
Native Hawaiian or Other Pacific Islander	18,991	131,781	14.4	9.9	1.5
White	3,017,976	33,223,503	9.1	10.7	0.8
Two or more races	283,667	2,615,890	10.8	9.8	1.1

† Not applicable.

^aChild count is the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 35 students served under Part B in one State; the total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State 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.

^bStudents 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 students ages 5 (school age) 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., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 5 (school age) 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 calculate the risk ratio from the values presented in the exhibit.

- In 2019, for all disabilities, American Indian or Alaska Native students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.6, 1.4, 1.1, 1.5, and 1.1, respectively, were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.
- Asian students and White students ages 5 (school age) through 21, with risk ratios of 0.5 and 0.8, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.

NOTE: For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, and BIE schools. Data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2019, 2019. These data are for 49 States, DC, and BIE schools. Data for Wisconsin were excluded. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the percentage of the resident population ages 5 (school age) 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 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2019

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	1.6	0.5	1.4	1.1	1.5	0.9	1.1
Autism	0.9	1.2	1.1	1.0	1.3	0.9	1.2
Deaf-blindness!	1.5	1.0	0.8	0.9	2.6	1.1	1.0
Developmental delay ^a	3.8	0.5	1.5	0.8	2.0	0.9	1.5
Emotional disturbance	1.6	0.2	1.8	0.7	1.1	1.0	1.5
Hearing impairment	1.5	1.2	0.9	1.4	2.6	0.7	0.9
Intellectual disability	1.5	0.5	2.2	1.1	1.8	0.6	0.8
Multiple disabilities	1.9	0.7	1.3	0.8	2.2	1.1	1.0
Orthopedic impairment	1.1	1.0	0.9	1.2	1.8	0.9	0.9
Other health impairment	1.2	0.3	1.4	0.8	1.1	1.1	1.2
Specific learning disability	1.8	0.3	1.4	1.4	1.7	0.7	1.0
Speech or language impairment	1.4	0.7	0.9	1.1	1.1	1.0	1.1
Traumatic brain injury	1.6	0.5	1.1	0.8	1.2	1.2	1.0
Visual impairment	1.7	0.9	1.1	0.9	1.7	1.0	1.0

! Interpret data with caution. There were 19 American Indian or Alaska Native students, 79 Asian students, 177 Black or African American students, 371 Hispanic/Latino students, 8 Native Hawaiian or Other Pacific Islander students, 817 White students, and 64 students associated with two or more races reported in the *deaf-blindness* category.

^aStates' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students 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: 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. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, and BIE schools. Data for Wisconsin and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2019, 2019. These data are for 48 States, DC, and BIE schools. Data for Wisconsin and Iowa were excluded. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- With a risk ratio of 3.8, American Indian or Alaska Native students ages 5 (school age) through 21 were almost four times as likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for autism, which was 0.9.

- Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and *orthopedic impairment* and less than 1 for each of the other disability categories.
- With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *developmental delay* (1.5), *emotional disturbance* (1.8), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.8), *orthopedic impairment* (0.9), *hearing impairment* (0.9), and *speech or language impairment* (0.9).
- With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.2), *specific learning disability* (1.4), and *speech or language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *autism* and less than 1 for all other disability categories.
- Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *deaf-blindness* (2.6), *developmental delay* (2.0), *hearing impairment* (2.6), and *multiple disabilities* (2.2) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category as well, compared to all other racial/ethnic groups combined.
- With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories.
- With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.5), *other health impairment* (1.2), and *speech or language impairment* (1.1). The risk ratio for students ages 5 (school age) through 21 associated with two or more races was equal to 1 for *deaf-blindness*, *multiple disabilities*, *specific learning disability*, *traumatic brain injury*, and *visual impairment* and less than 1 for all other disability categories.

How did the percentages of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability categories differ for the racial/ethnic groups?

Exhibit 28. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2019

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	6.7	26.0	9.4	9.9	8.9	11.6	12.0
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay ^a	7.2	3.0	3.3	2.2	4.1	3.2	4.0
Emotional disturbance	5.3	2.2	6.9	3.7	3.5	5.7	7.4
Hearing impairment	0.9	2.3	0.7	1.2	2.0	0.9	0.8
Intellectual disability	6.4	6.6	9.5	6.3	6.9	5.5	5.0
Multiple disabilities	2.4	2.9	1.9	1.5	3.0	2.2	1.8
Orthopedic impairment	0.3	1.0	0.3	0.5	0.7	0.5	0.4
Other health impairment	12.9	9.5	16.6	13.1	11.4	19.1	18.5
Specific learning disability	42.4	21.9	38.3	43.9	47.8	32.4	32.5
Speech or language impairment	14.6	23.3	12.3	17.2	10.5	18.0	16.9
Traumatic brain injury	0.4	0.4	0.3	0.3	0.3	0.5	0.4
Visual impairment	0.4	0.7	0.3	0.3	0.8	0.4	0.3

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 and students ages 3 through 9 and is not applicable to students 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 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and disability category by the total number of students ages 5 (school age) 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. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: "IDEA Part B Child Count and Educational Environments Collection," 2019. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin and Iowa were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

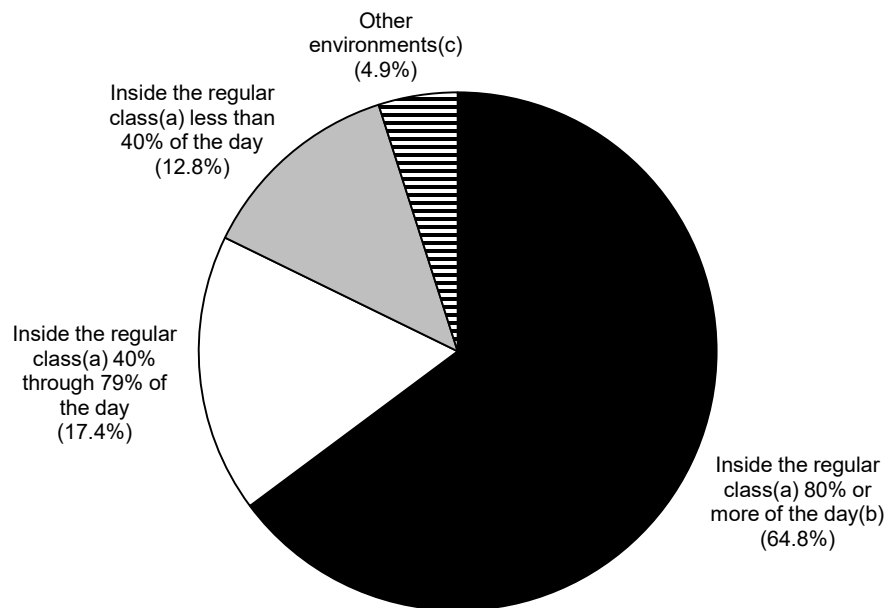
- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2019, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 42.4 percent of American Indian or Alaska Native students, 21.9 percent of Asian students, 38.3 percent of Black or African American students, 43.9 percent of Hispanic/Latino students, 47.8 percent of Native Hawaiian or Other Pacific Islander students, 32.4 percent of White students, and 32.5 percent of students associated with two or more racial/ethnic groups.

- *Autism* was the most prevalent disability category for Asian students (26.0 percent).
- *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.6 percent), Native Hawaiian or Other Pacific Islander students (11.4 percent), White students (19.1 percent), and students associated with two or more racial/ethnic groups (18.5 percent).
- *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (14.6 percent), Asian students (23.3 percent), and Hispanic/Latino students (17.2 percent).

Educational Environments for Students Ages 5 (School Age) 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 5 (school age) through 21 served under IDEA, Part B, by educational environment: Fall 2019



(a)Percentage 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.

(b)Students 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* (2.7 percent), *residential facility* (0.2 percent), *homebound/hospital* (0.4 percent), *correctional facilities* (0.1 percent), and *parentally placed in private schools* (1.5 percent).

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments (6,561,998), 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. For the Part B child

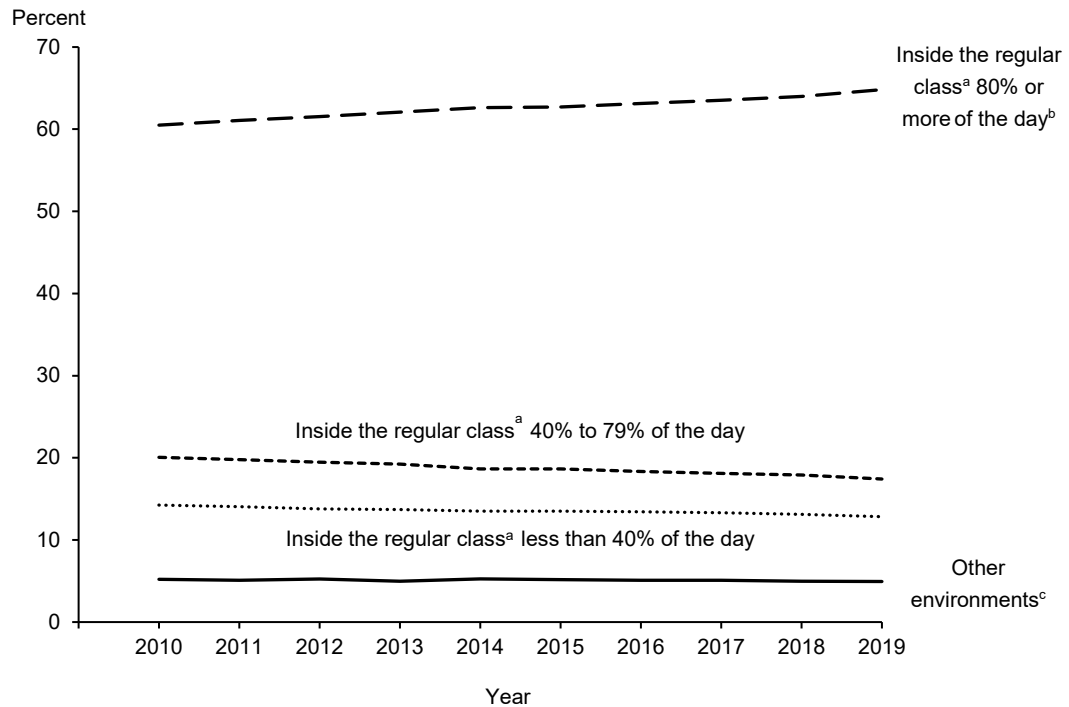
- In 2019, a total of 6,237,889, or 95.1 percent, of the 6,561,998 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day.
- The majority (64.8 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*.
- Also, 17.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.8 percent were educated *inside the regular class less than 40% of the day*.
- Additionally, 4.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments.”

count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 30. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by year and educational environment: Fall 2010 through fall 2019



^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, correctional facilities, and parentally placed in private schools*.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments for that year, then multiplying the result by 100. Data from 2010 through 2018 included students ages 6 through 21. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. For fall 2019, the exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. For fall 2019, the exhibit does not include 5-year-olds from those States that continued to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010, data for Wyoming and the three freely associated states were not available. For 2011, data for BIE schools and the three freely associated states were not available. For 2013, data for BIE schools, American Samoa, and the Federated States of Micronesia were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. Data for 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. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2010 through 2019, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 60.5 percent to 64.8 percent.
- The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 20.1 percent in 2010 to 18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 17.4 percent in 2019.
- The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14.2 percent in 2010 to 12.8 percent in 2019.
- The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated in “Other environments” fluctuated between 5.1 and 5.3 percent from 2010 through 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage dropped to 5.2 percent in 2015, 5.1 percent in 2016 and 2017, 5 percent in 2018, and 4.9 percent in 2019.

How did educational environments differ by disability category?

Exhibit 31. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within disability categories, by educational environment: Fall 2019

Disability	Percentage of day inside the regular class ^a			Other environments ^c
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day	
All disabilities	64.8	17.4	12.9	5.0
Autism	39.8	18.3	33.5	8.4
Deaf-blindness	26.5	13.3	34.8	25.3
Developmental delay ^d	66.6	17.7	14.2	1.5
Emotional disturbance	50.2	17.1	16.9	15.8
Hearing impairment	63.7	14.6	9.9	11.8
Intellectual disability	16.6	27.9	48.7	6.7
Multiple disabilities	14.3	17.8	44.9	23.0
Orthopedic impairment	55.6	15.2	21.1	8.1
Other health impairment	68.2	19.5	8.1	4.2
Specific learning disability	73.5	20.4	4.2	1.8
Speech or language impairment	87.9	4.4	3.7	4.0
Traumatic brain injury	51.5	21.2	19.4	7.9
Visual impairment	68.8	12.1	8.7	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* educational environment category.

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

- In 2019, the percentage of students ages 5 (school age) 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* (87.9 percent) were educated *inside the regular class 80% or more of the day*. Less than 2 in 10, or 16.6 percent of students reported under the category of *intellectual disability* and 14.3 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 (48.7 percent) of students reported under the category of *intellectual disability* and 44.9 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*.
- In 2019, larger percentages of students reported under the categories of *deaf-blindness* (25.3 percent) and *multiple disabilities* (23.0 percent) were educated in “Other environments,” compared to students reported under other disability categories.

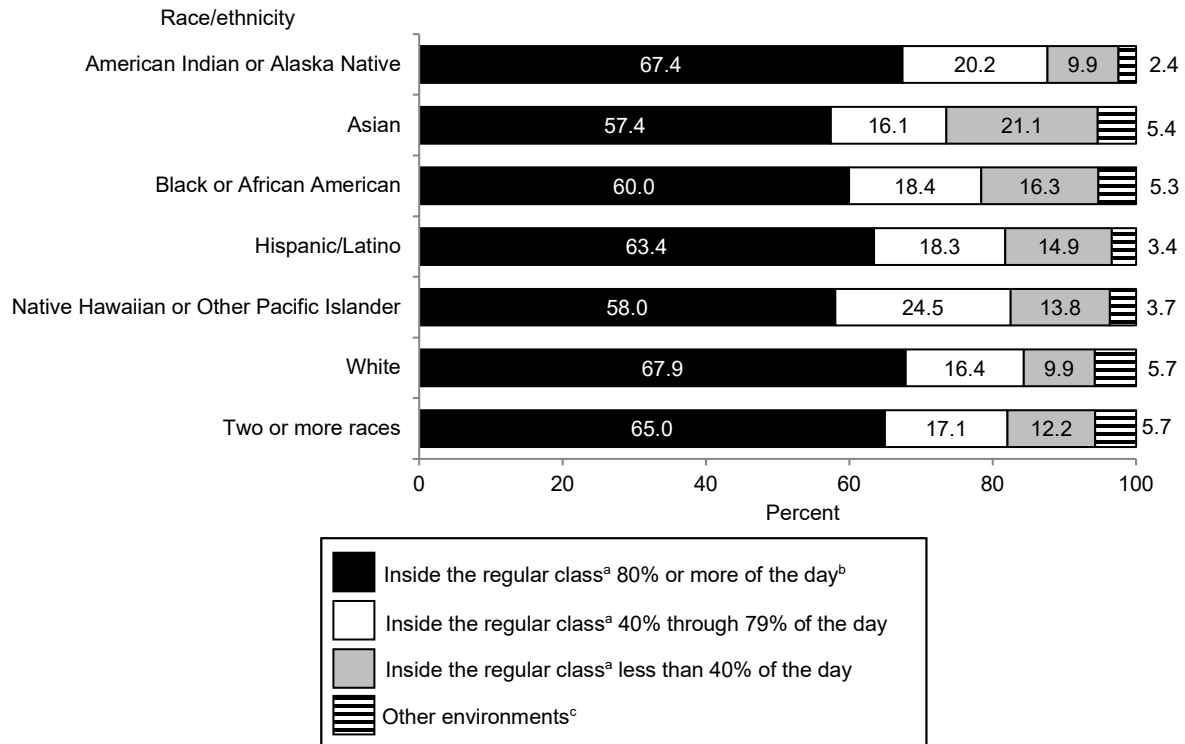
^dStates’ use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay* and States with differences in *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 5 (school age) through 21 served under IDEA, Part B, in the disability category and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category and all educational environments, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin and Iowa were not available. Data were accessed fall 2020. 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 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2019



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

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and all educational environments, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding. For the Part B child count and educational environments data collection, fall 2019, States had the option of reporting 5-year-olds by kindergarten status. The exhibit includes only 5-year-olds in kindergarten from those States that chose to report 5-year-old kindergartners in school-age educational environments. It does not include 5-year-olds from those States that chose to report 5-year-old kindergartners in early childhood educational environments. All of the results presented in the exhibit should be interpreted with this in mind.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin and Iowa were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, for each racial/ethnic group, the largest percentage of students ages 5 (school age) 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, ranging from 57.4 percent to 67.9 percent.

- The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 16.1 and 24.5 percent of the students within each racial/ethnic group.
- Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 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, were classified as participants and nonparticipants in State math assessments?

Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in State math assessments: School year 2018–19

Content area and student grade level	Participants ^a	Nonparticipants ^b	Total ^c
Math			
Grade 3 ^d	95.8	4.2	575,813
Grade 4 ^e	96.1	3.9	588,530
Grade 5 ^f	95.9	4.1	596,124
Grade 6 ^g	95.4	4.6	572,635
Grade 7 ^f	94.8	5.2	550,178
Grade 8 ^g	94.1	5.9	530,304
High school ^g	93.7	6.3	530,106

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^cStudents with a medical exemption for math assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

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

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

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

^gNo students in this grade were assessed in math, or data about them were suppressed, by Vermont.

NOTE: Percentage for participants (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in a 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 a specific content area assessment and received a valid score and achievement level and (b) the number of students who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Percentage for nonparticipants (np) was calculated by dividing (a) the number of students served under IDEA, Part B, who did not participate in an assessment by the sum of (a) the number of students served under IDEA, Part B, who did not participate in an assessment and (b) the number of students served under IDEA, Part B, in the grade level who participated in a specific content area assessment and received a valid score and achievement level, then multiplying the result by 100 [$np = a / (a + b) * 100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

- In school year 2018–19, between 93.7 and 96.1 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Between 3.9 and 6.3 percent did not participate.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. 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 participants and nonparticipants in State reading assessments?

Exhibit 34. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in State reading assessments: School year 2018–19

Content area and student grade level	Participants ^a	Nonparticipants ^b	Total ^c
Reading ^d			
Grade 3 ^e	95.8	4.2	564,583
Grade 4 ^f	96.0	4.0	575,882
Grade 5 ^f	95.9	4.1	585,999
Grade 6 ^g	95.5	4.5	560,872
Grade 7 ^f	95.1	4.9	548,869
Grade 8 ^g	94.3	5.7	529,009
High school ^g	93.0	7.0	536,784

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^cStudents with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

^dPercentages of students who participated in the regular reading assessments include *English learners* 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.

^eNo students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and Vermont.

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

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

NOTE: Percentage for participants (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in a 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 a specific content area assessment and received a valid score and achievement level and (b) the number of students who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Percentage for nonparticipants (np) was calculated by dividing (a) the number of students served under IDEA, Part B, who did not participate in an assessment by the sum of (a) the number of students served under IDEA, Part B, who did not participate in an assessment and (b) the number of students served under IDEA, Part B, in the grade level who participated in a specific content area assessment and received a valid score and achievement level, then multiplying the result by 100 [$np = a / (a + b) * 100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, BIE, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. For actual IDEA data used, go to

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

- In school year 2018–19, between 93 and 96 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Between 4 and 7 percent did not participate.

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

Exhibit 35. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in State math assessments, by assessment type: School year 2018–19

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b (alternate achievement standards ^c)
	With accommodations	Without accommodations	
Math ^d			
Grade 3 ^e	40.6	47.1	8.1
Grade 4 ^f	49.5	38.2	8.3
Grade 5 ^g	52.3	35.2	8.4
Grade 6 ^h	53.0	33.6	8.7
Grade 7 ^g	55.8	30.0	9.1
Grade 8 ^h	55.3	29.5	9.3
High school ^h	52.5	31.8	9.4

^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 alternate 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 Code of Federal Regulations (C.F.R.) § 200.1(d).

^dStudents with a medical exemption for math assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

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

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

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

^hNo students in this grade were assessed in math, or data about them were suppressed, by Vermont.

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 [$p = a / (a + b) * 100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. For actual IDEA data used, go to

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

- In school year 2018–19, between 40.6 and 55.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 29.5 and 47.1 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.

- All students in each of grades 3 through 8 and high school who participated in an alternate assessment in math in school year 2018–19 took an *alternate assessment based on alternate achievement standards*. Between 8.1 and 9.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in math.

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

Exhibit 36. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in State reading assessments, by assessment type: School year 2018–19

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b (alternate achievement standards ^c)
	With accommodations	Without accommodations	
Reading ^{d,e}			
Grade 3 ^f	43.5	44.0	8.3
Grade 4 ^g	48.1	39.3	8.5
Grade 5 ^g	50.5	36.9	8.5
Grade 6 ^h	52.4	34.1	8.9
Grade 7 ^g	53.7	32.3	9.1
Grade 8 ^h	53.1	31.9	9.3
High school ^h	52.5	31.1	9.3

^a*Regular 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.

^c*Alternate assessment based on alternate 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 Code of Federal Regulations (C.F.R.) § 200.1(d).

^dPercentages of students who participated in the regular reading assessments include *English learners* 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.

^eStudents with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

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

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

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

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

- In school year 2018–19, between 43.5 and 53.7 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 31.1 and 44 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.
- All students in each of grades 3 through 8 and high school who participated in an alternate assessment in reading in school year 2018–19 took an *alternate assessment based on alternate achievement standards*. Between 8.3 and 9.3 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in reading.

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 [$p = a / (a + b) * 100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. 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 in math and reading using State math and reading assessments?

Exhibit 37. Numbers of States assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and median percentages of those students who were proficient, by assessment type: School year 2018–19

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b (alternate achievement standards ^c)	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Math ^d				
Grade 3 ^e	47	24.4	51	39.9
Grade 4 ^f	50	18.9	52	42.3
Grade 5 ^g	50	13.8	52	40.5
Grade 6 ^h	50	10.4	49	39.8
Grade 7 ^g	51	9.2	51	39.5
Grade 8 ^h	50	8.1	50	38.6
High school ^h	50	7.3	51	38.9

^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 alternate 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 Code of Federal Regulations (C.F.R.) § 200.1(d).

^dStudents with a medical exemption for math assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

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

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

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

^hNo students in this grade were assessed in math, or data about them were suppressed, by Vermont.

NOTE: “Students who were proficient” were students whom States considered proficient for purposes of reporting under the Elementary and Secondary Education Act of 1965, as amended (ESEA). Median percentage represents the midpoint 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 #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For school year 2018–19, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 47 and 51 jurisdictions that 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. The median percentages of these students who were found to be proficient in math using these math tests ranged from 7.3 percent to 24.4 percent.

- Non-suppressed data were available for between 49 and 51 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 38.6 percent to 42.3 percent.

Exhibit 38. Numbers of States assessing students served under IDEA, Part B, in grades 3 through 8 and high school in reading and median percentages of those students who were proficient, by assessment type: School year 2018–19

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b (alternate achievement standards ^c)	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Reading ^{d,e}				
Grade 3 ^f	50	18.8	52	44.4
Grade 4 ^g	49	17.6	51	43.0
Grade 5 ^g	51	15.0	52	42.2
Grade 6 ^h	48	13.1	50	43.9
Grade 7 ^g	51	11.8	49	43.3
Grade 8 ^h	50	11.7	50	39.8
High school ^h	50	13.3	51	44.0

^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 alternate 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 Code of Federal Regulations (C.F.R.) 200.1(d).

^dPercentages of students who participated in the regular reading assessments include *English learners* 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.

^eStudents with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.2 percent of students in each grade.

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

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

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

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 midpoint 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 ($p=a/b*100$).

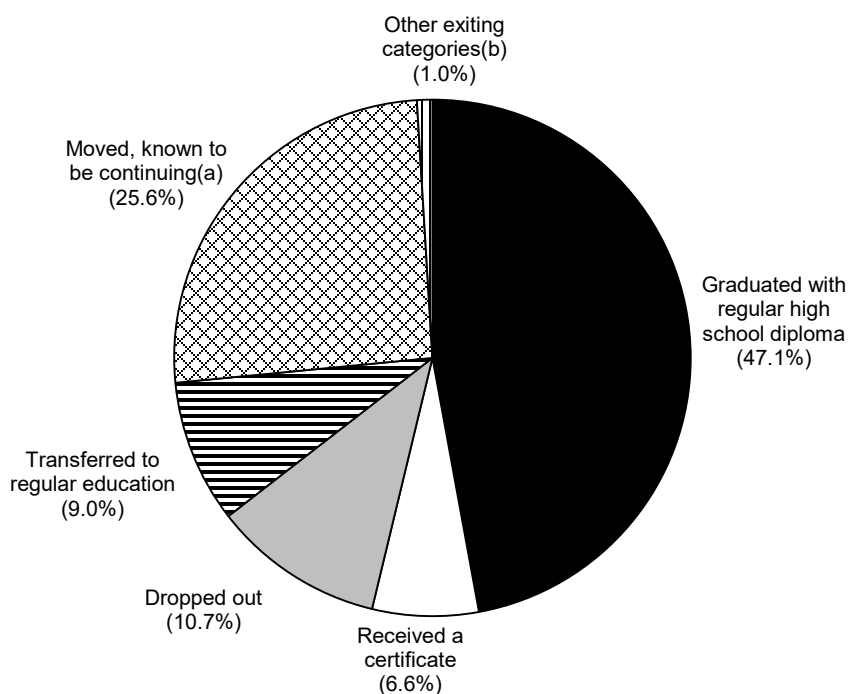
- For school year 2018–19, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 48 and 51 jurisdictions that administered a *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. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 11.7 percent to 18.8 percent.
- Non-suppressed data were available for between 49 and 52 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 39.8 percent to 44.4 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Part B Exiting

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

Exhibit 39. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category: 2018–19



(a)The *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 educational agency.

(b)“Other exiting categories” includes *reached maximum age* for services (0.7 percent), *died* (0.2 percent), and *graduated with an alternate diploma* (0.0 percent).

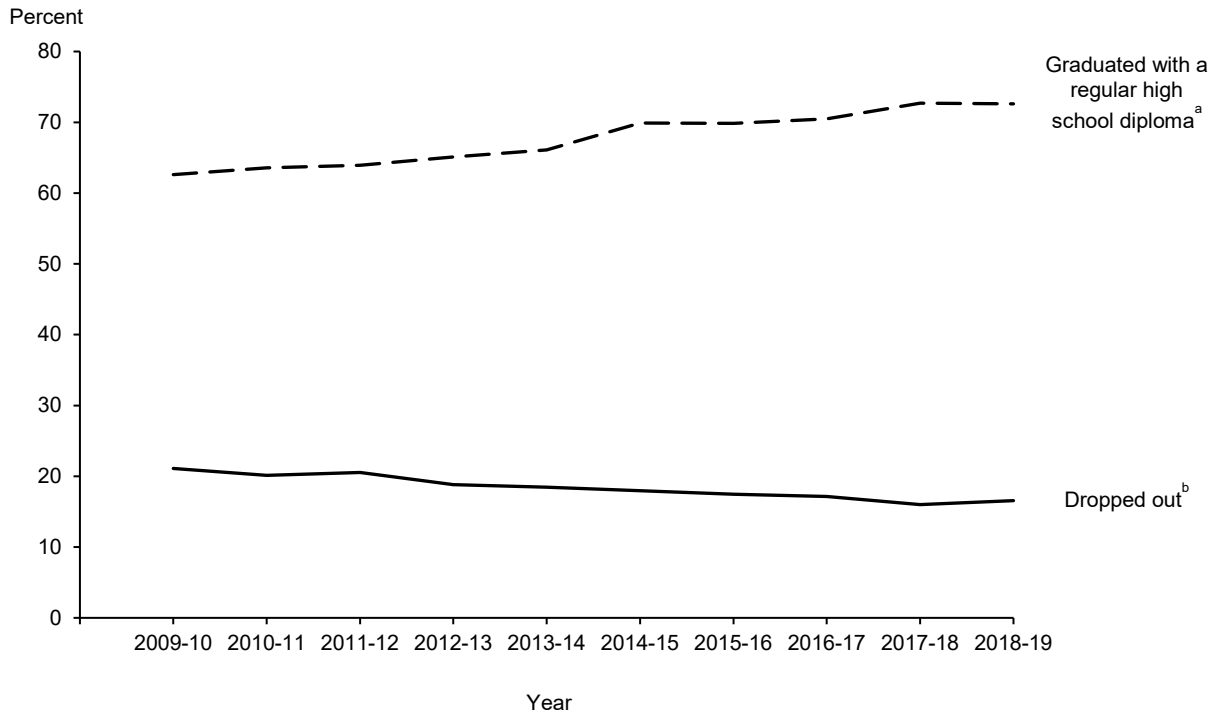
NOTE: The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in all the exiting categories (639,790), 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, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2018–19. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2018–19 (specifically, 301,435, or 47.1 percent, of the 639,790 such students). This was followed by *moved, known to be continuing* in education (25.6 percent) and *dropped out* (10.7 percent).

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

Exhibit 40. 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: 2009–10 through 2018–19



^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 Code of Federal Regulations (C.F.R.) § 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 eight exiting categories described below).

NOTE: The U.S. Department of Education collects data on eight 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 exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight categories of exiters, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting 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, who were reported in the six 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 2018–19, a total of 72.6 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 16.6 percent *dropped out*.
- The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 62.6 percent in 2009–10 to 72.6 percent in 2018–19.
- From 2009–10 through 2018–19, the percentage of students who exited special education and school by having *dropped out* generally decreased from 21.1 percent to 16.6 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2009–10 through 2018–19. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. Data for 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. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. 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 41. 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: 2009–10 through 2018–19

Disability	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
All disabilities	62.6	63.6	63.9	65.1	66.1	69.9	69.9	70.5	72.7	72.6
Autism	66.2	64.8	64.6	64.2	65.5	68.4	69.2	70.0	72.0	71.4
Deaf-blindness ^a	60.0	51.6	47.0	56.1	52.0	51.1	56.3	53.3	67.9	68.1
Emotional disturbance	49.9	52.3	51.1	53.8	54.7	57.6	57.0	57.6	60.5	60.1
Hearing impairment	71.8	73.1	73.4	72.1	74.2	80.3	80.5	79.6	83.3	82.4
Intellectual disability	40.7	39.9	40.3	42.7	40.8	42.4	42.2	42.3	47.5	47.3
Multiple disabilities	47.6	47.2	48.6	45.5	46.0	49.9	47.7	45.8	46.6	44.8
Orthopedic impairment	62.8	62.3	61.8	63.2	65.6	64.4	64.2	63.6	67.0	63.3
Other health impairment	69.2	70.0	69.9	71.1	72.1	74.7	74.3	74.4	75.8	75.1
Specific learning disability	67.4	68.4	68.8	70.1	70.8	75.5	75.4	76.4	78.3	77.4
Speech or language impairment	70.3	72.6	74.6	76.2	77.8	81.1	83.1	84.8	85.9	85.3
Traumatic brain injury	68.0	67.7	68.6	69.0	69.2	75.1	70.9	73.1	74.6	74.9
Visual impairment	77.9	78.6	77.1	76.8	78.2	82.1	82.9	80.5	82.9	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 Code of Federal Regulations (C.F.R.) § 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 eight 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 exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting 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 eight categories of exiters, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were 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, who were reported under the disability category in the six 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.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2009–10 through 2018–19. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. Data for 2009–10 were accessed spring 2012.

- In comparison to school year 2009–10, the graduation percentage in 2018–19 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The graduation percentage increased by 0.5 percentage points for students in the orthopedic impairment category and by at least 4 percentage points for students in the remaining disability categories.
- From 2009–10 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. From 2015–16 through 2018–19, the disability category of *speech or language impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2009–10 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest graduation percentages in 2017–18 and 2018–19.

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. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. 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 42. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2009–10 through 2018–19

Disability	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
All disabilities	21.1	20.1	20.5	18.8	18.5	18.0	17.5	17.1	16.0	16.6
Autism	6.6	6.3	7.3	7.1	7.3	7.5	6.6	6.8	6.4	6.7
Deaf-blindness ^a	13.3	15.1	14.5	14.6	12.8	14.8	8.5	5.3	4.9	8.8
Emotional disturbance	38.7	37.0	38.1	35.4	35.2	35.0	34.8	34.8	32.4	32.9
Hearing impairment	10.2	10.2	10.2	9.5	9.4	8.4	8.8	8.7	7.6	7.8
Intellectual disability	19.2	18.5	18.8	17.9	16.8	16.9	15.5	15.3	14.6	13.9
Multiple disabilities	13.9	13.1	15.8	15.2	14.2	14.7	11.9	11.4	12.0	13.4
Orthopedic impairment	12.4	11.5	11.4	10.7	11.0	9.8	9.2	7.2	6.5	7.4
Other health impairment	19.1	18.4	19.2	18.1	17.6	17.8	17.3	17.7	16.9	17.5
Specific learning disability	20.2	19.4	19.9	18.0	18.1	17.4	17.2	16.7	15.4	16.0
Speech or language impairment	17.0	16.0	15.6	14.5	13.4	13.3	13.0	11.4	11.0	11.3
Traumatic brain injury	12.5	11.4	12.3	11.1	12.2	10.8	11.4	11.1	10.3	9.8
Visual impairment	8.4	8.5	7.3	8.0	6.4	7.0	6.3	7.0	7.0	7.9

^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 eight exiting categories described below). The U.S. Department of Education collects data on eight 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 exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting 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 eight exiting categories, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were 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, who were reported under the disability category in the six 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 #1850-0925: IDEA Part B Exiting Collection, 2009–10 through 2018–19. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. Data for 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. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The dropout percentage was lower in school year 2018–19 than in 2009–10 for students who exited IDEA, Part B, and school in all disability categories except *autism*. The dropout percentage decreases were less than 10 percentage points in each disability category.
- In each year from 2009–10 through 2018–19, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other reason. In each year, the dropout percentage was no less than 30 percent, which was 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, fully certified?

Exhibit 43. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2018

Year	Total number FTE employed	Number FTE fully certified ^a	Percentage ^b FTE fully certified
2018	392,655	367,578	93.6

^a*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State’s public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor’s degree.

^bPercentage was calculated by dividing the number of FTE fully certified *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 #1850-0925: IDEA Part B Personnel Collection, 2018. These data are for 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018, a total of 367,578, or 93.6 percent, of the 392,655 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under IDEA, Part B, were fully certified.

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 44. 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 2018

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2018	469,251	440,215	93.8

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2018. These data are for 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018, a total of 440,215, or 93.8 percent, of the 469,251 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 2018, the 50 States; the District of Columbia (DC); the Bureau of Indian Education (BIE); 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 (FTE) fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under the Individuals with Disabilities Education Act (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 45. 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 2018

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	222,806	217,786	97.7
Audiologists	1,322	1,310	99.1
Counselors and rehabilitation counselors	20,006	19,697	98.5
Interpreters	6,478	5,886	90.9
Medical/nursing service staff	17,680	17,070	96.5
Occupational therapists	23,088	22,589	97.8
Orientation and mobility specialists	1,742	1,696	97.3
Physical education teachers and recreation and therapeutic recreation specialists	13,123	12,670	96.5
Physical therapists	8,647	8,394	97.1
Psychologists	37,425	36,982	98.8
Social workers	19,390	18,959	97.8
Speech-language pathologists	73,904	72,532	98.1

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

NOTE: Not all States use all 11 related services personnel categories. The term “related services” refers to transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services;

- In 2018, a total of 97.7 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.
- In 10 of the 11 related services personnel categories, 96.5 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 90.9 percent.

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 Code of Federal Regulations [C.F.R.] § 300.34(a) and (b)(1)).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2018. These data are for 50 States, DC, BIE schools, PR, the four outlying areas, and two freely associated states. Data were accessed fall 2020. 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 2018–19, the 50 States, the District of Columbia, the Bureau of Indian Education, 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 46. 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 2018–19

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	7,046,761	7,819	11
Removed by hearing officer for likely injury ^g	7,046,761	432	1
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ⁱ	7,046,761	51,973	74
Received in-school suspensions ^j	7,046,761	22,340	32

^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 2018–19 school year, whereas the denominator is based on point-in-time data from fall 2018.

^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 Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

^gData for Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary 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 Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

^jData for Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

- During the 2018–19 school year, 7,819 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury*. Given that 7,046,761 children and students ages 3 through 21 were served under Part B in 2018, in the States for which data were available, this type of action occurred with 11 children and students for every 10,000 children and students who were served under Part B in 2018.
- A total of 432 children and students ages 3 through 21 served under IDEA, Part B, or less than 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2018–19.
- There were 51,973 children and students ages 3 through 21 served under IDEA, Part B, or 74 for every 10,000 children and students served 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 2018–19.
- There were 22,340 children and students ages 3 through 21 served under IDEA, Part B, or 32 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2018–19.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2018–19. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Iowa and Wyoming were not available. Data for Wisconsin were excluded. Data were accessed fall 2020. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. These data are for 47 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data for Iowa and Wyoming were excluded. Data were accessed fall 2020. 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 47. 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 2018–19

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	11	1	74	32
Autism	2	#	17	6
Deaf-blindness	0	0	25	0
Developmental delay ^h	#	#	8	1
Emotional disturbance	40	4	360	106
Hearing impairment	6	#	23	15
Intellectual disability	8	#	63	31
Multiple disabilities	4	#	35	7
Orthopedic impairment	3	#	7	5
Other health impairment	18	1	143	65
Specific learning disability	15	1	78	39
Speech or language impairment	2	#	10	5
Traumatic brain injury	8	0	47	14
Visual impairment	6	#	22	10

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

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

^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 Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

^eData for Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

^fData for Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

^gData for Wisconsin were excluded, and data for Iowa and Wyoming were not available for this disciplinary category.

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

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 40 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 2018–19. The ratio for the children and students reported under each of the other disability categories was 18 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 2018, no more than four children and students were removed by a hearing officer for likely injury during school year 2018–19.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 360 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2018–19. The ratio for the children and students reported under each of the other disability categories was 143 or less per 10,000 children and students served.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2018, there were 106 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2018–19. The ratio for the children and students reported under each of the other disability categories was 65 or less per 10,000 children and students served.

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, who were 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, who were reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2018–19 school year, whereas the denominator is based on point-in-time data from fall 2018. The denominator for the disability category of *deaf-blindness* for each type of disciplinary action is fewer than 1,650 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 #1850-0925: IDEA Part B Discipline Collection, 2018–19. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Iowa and Wyoming were not available. Data for Wisconsin were excluded. Data were accessed fall 2020. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. These data are for 47 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data for Iowa and Wyoming were excluded. Data were accessed fall 2020. 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

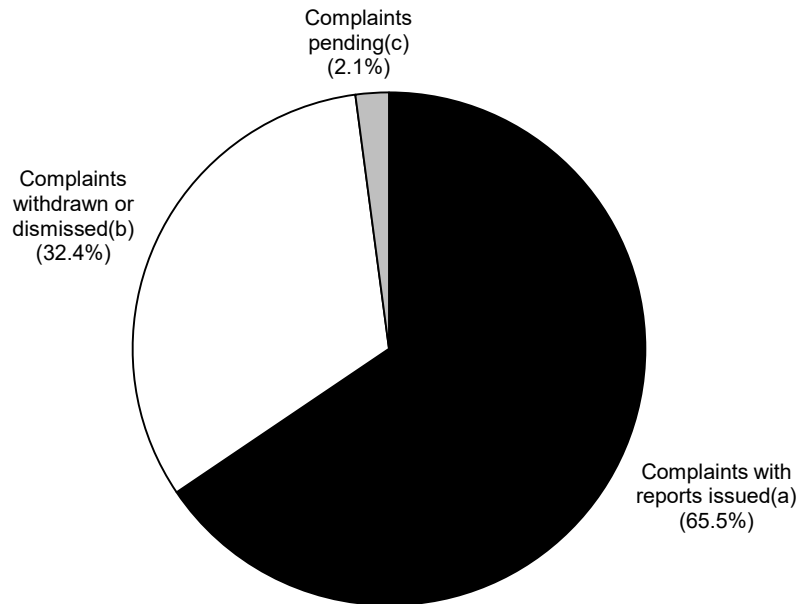
To protect the interests of children and students served under IDEA, Part B, the Act requires States to implement a formal set of procedural safeguards for children and students served under IDEA, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. 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 educational 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 or student with a disability or to the provision of a free appropriate public education (FAPE) to the child or student. 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 48. Percentage of *written, signed complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2018–19



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

(b) A *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 it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content.

(c) A *complaint pending* is a *written, signed complaint* that is still under investigation or for which the SEA’s written decision has not been issued.

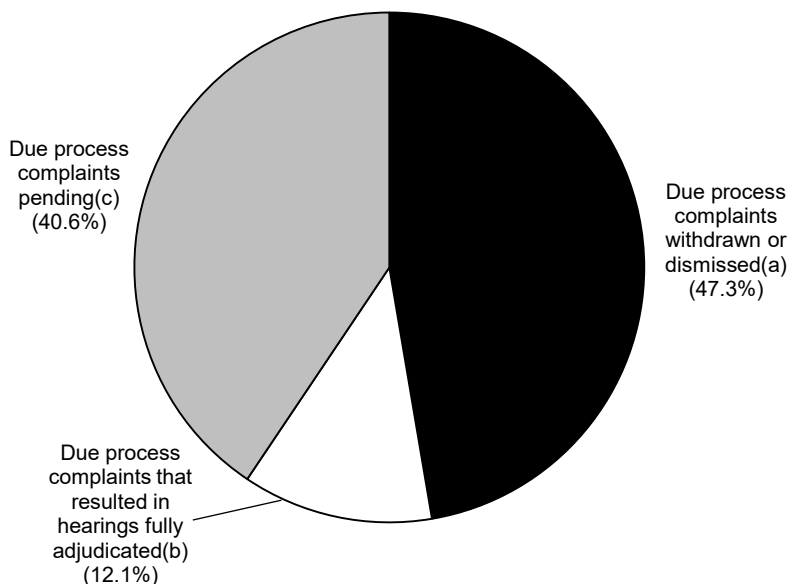
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of IDEA or 34 Code of Federal Regulations (C.F.R.) § 300, including cases in 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. The 50 States, DC, BIE schools, PR, and one outlying area reported one or more complaints. Percentage was based on a total of 5,575 *written, signed complaints*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2018–19. 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 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2018–19, a total of 5,575 *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 3,654 (65.5 percent) of the complaints, while 1,804 (32.4 percent) of the complaints were withdrawn or dismissed. A total of 117 (2.1 percent) of the complaints that were received during the 2018–19 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 49. Percentage of *due process complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2018–19



(a) A *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.

(b) A *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.

(c) A *due process complaint pending* is a *due process complaint* for which a due process hearing has 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. States also report under the category *decision within extended timeline* on the number of written decisions from a fully adjudicated hearing that were provided to the parties in the due process hearing more than 45 days after the expiration of the 30-day or adjusted resolution period but within a specific time extension granted by the hearing officer at the request of either party. The data collection does not require States to report the specific period of time granted in these time extensions. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. The 50 States, DC, PR, and BIE schools reported one or more *due process complaints*. None of the outlying areas reported *due process complaints*. Percentage was based on a total of 21,338 *due process complaints*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

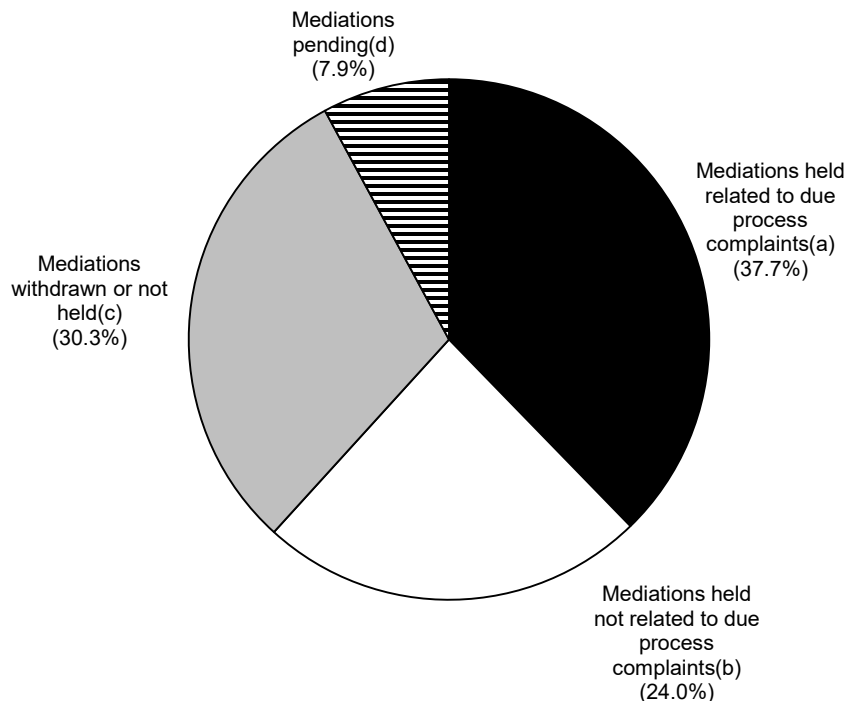
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2018–19. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 21,338 *due process complaints* were received during 2018–19 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.
- For 10,098 (47.3 percent) of the *due process complaints* received during the 2018–19 reporting period, a resolution was achieved without a hearing. For 2,579 (12.1 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. For 8,661

(40.6 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 50. Percentage of *mediation requests* for children and students ages 3 through 21 served under IDEA, Part B, by request status: 2018–19



(a) A *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*.

(b) A *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*.

(c) A *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.

(d) A *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. The 50 States, DC, PR, BIE schools, and one outlying area reported one or more *mediation requests*. Percentage was based on a total of 11,671 *mediation requests*. Data are from the reporting period between July 1, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2018–19. 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 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2018–19, a total of 11,671 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 4,403 (37.7 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,803 (24.0 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 923 requests (7.9 percent), a mediation session was still pending as of the end of the 2018–19 reporting period. The remaining 3,542 *mediation requests* (30.3 percent) were withdrawn or otherwise not 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 educational agencies (LEAs) to reserve funds provided under Part B of IDEA for coordinated early intervening services (CEIS). This provision, which is found in Section 613(f) of IDEA (20 United States Code [U.S.C.] § 1413(f)) and the regulations in 34 Code of Federal Regulations (C.F.R.) § 300.226, permits LEAs to reserve 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 reserve 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. § 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 its IDEA Part B funds 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 (20 U.S.C. § 1418(d)(2)(B) and 34 C.F.R. § 300.646(d), and Analysis of Comments and Changes Accompanying the Final Regulations on Significant Disproportionality, 81 Federal Register [FR] 92376 [December 19, 2016]; CEIS Guidance, <http://www2.ed.gov/policy/speced/guid/idea/ceis.html>; and Significant Disproportionality Essential Questions and Answers, <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>).

How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2019 received coordinated early intervening services (CEIS) in the current or previous two school years?

Exhibit 51. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2019 who received coordinated early intervening services (CEIS) in school years 2016–17, 2017–18, or 2018–19: Fall 2019

Year	Children and students served under Part B who received CEIS in school year(s) 2016–17, 2017–18, or 2018–19	
	Number	Percentage ^a
2019	49,651	0.7

^aPercentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2019 who received CEIS any time during school year(s) 2016–17, 2017–18, or 2018–19 by the number of children and students ages 3 through 21 served under Part B in 2019, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2019. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were excluded. Data were accessed fall 2020. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 49,651, or 0.7 percent, of the 7,278,380 children and students ages 3 through 21 served under Part B in 2019 by 49 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2016–17, 2017–18, or 2018–19 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 *43rd Annual Report to Congress, 2021* 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, which features counts, percentages, and ratios that represent the nation as a whole. The measures in Section I for Part B and Part C represent 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. For Part B only, the measures usually also represent 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 Part B and Part 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 Bureau of Indian Education 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 to match with the first year of the 10-year trend window included in some exhibits in Section I (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 Bureau of Indian Education schools. Specifically, these exhibits include data for Bureau of Indian Education schools in the measure presented for "All States." They cannot, however, display data specifically for Bureau of Indian Education schools. The reason is that the resident population relevant for the Bureau of Indian Education 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 because 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 Code of Federal Regulations (C.F.R.) § 99.31(a)(3), subject to the requirements of Section 99.35 of the Family Educational Rights and Privacy Act (FERPA) regulations, authorized representatives of the Secretary may have access to personally identifiable information from students' 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. § 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. Such officials may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements in 34 C.F.R. § 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 (OMB). 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. The

Department's Disclosure Review Board annually reviews and approves the suppression methodologies for each collection.

5. For all exhibits that present State-level Part B child count and educational environments data, the report uses the phrasing "(early childhood)" in exhibit titles to denote that the data include children ages 3 through 5, where States reported 5-year-olds in early childhood educational environments regardless of whether or not they were in kindergarten. The report uses the phrasing "(school age)" in exhibit titles to denote that the data include children and students ages 5 through 21, where States reported 5-year-olds in kindergarten in a "school-age" educational environment. The exhibit notes present any special considerations for these data, if such considerations apply. For all exhibits that present State-level Part B child count and educational environments data, the exhibits note which States reported 5-year-old kindergartners in school-age educational environments by using the †† symbol.

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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2010 and fall 2019

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	2.8	3.7	0.9	30.3
Alabama	1.7	2.2	0.5	28.9
Alaska	2.2	3.1	0.9	42.1
Arizona	2.0	2.3	0.4	18.5
Arkansas	2.8	1.0	-1.8	-65.2
California	2.0	3.8	1.7	84.1
Colorado	2.7	4.3	1.7	63.6
Connecticut	3.8	5.4	1.6	40.6
Delaware	2.7	3.5	0.8	30.5
District of Columbia	1.9	3.5	1.6	82.1
Florida	2.1	2.8	0.8	37.5
Georgia	1.5	2.7	1.2	80.3
Hawaii	3.6	3.6	-0.1	-1.5
Idaho	2.4	3.2	0.8	32.5
Illinois	3.7	4.0	0.3	8.8
Indiana	3.9	4.8	0.9	23.4
Iowa	3.0	2.8	-0.2	-7.4
Kansas	3.2	5.1	1.9	59.5
Kentucky	2.8	3.3	0.6	20.8
Louisiana	2.5	3.1	0.6	23.9
Maine	2.3	2.7	0.4	18.3
Maryland	3.5	4.2	0.7	19.6
Massachusetts	7.0	10.6	3.6	51.5
Michigan	3.0	3.5	0.5	17.0
Minnesota	2.4	3.0	0.6	24.3
Mississippi	1.9	2.0	0.1	4.9
Missouri	2.0	3.3	1.3	67.8
Montana	2.0	2.4	0.4	20.7
Nebraska	1.9	2.7	0.8	41.1
Nevada	2.1	3.2	1.1	51.6
New Hampshire	4.5	5.7	1.2	25.5
New Jersey	3.3	5.0	1.6	49.7

See notes at end of exhibit.

Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2010 and fall 2019—Continued

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
New Mexico	5.5	8.9	3.4	61.7
New York	4.5	4.6	0.1	3.2
North Carolina	2.6	3.0	0.4	15.1
North Dakota	3.4	4.9	1.4	42.0
Ohio	3.5	2.9	-0.6	-16.1
Oklahoma	1.8	1.8	#	-0.2
Oregon	2.1	3.3	1.2	56.7
Pennsylvania	4.0	5.8	1.8	43.7
Puerto Rico	3.9	3.9	#	0.6
Rhode Island	5.5	7.1	1.6	30.0
South Carolina	2.6	3.7	1.1	43.3
South Dakota	3.1	3.0	-0.1	-3.3
Tennessee	1.7	3.4	1.8	104.7
Texas	2.5	2.5	#	0.3
Utah	2.1	3.2	1.1	50.9
Vermont	4.2	6.3	2.1	49.6
Virginia	2.4	3.6	1.2	48.8
Washington	2.1	3.7	1.6	75.6
West Virginia	4.0	7.2	3.3	82.3
Wisconsin	2.9	3.0	0.1	4.7
Wyoming	4.8	5.7	0.9	19.2

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

^aChange between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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 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, 2010 and 2019. U.S. Department of Commerce, U.S. Census Bureau. State Single Year of Age and Sex Population Estimates: April 1, 2010 to July 1, 2019—RESIDENT, 2010 and 2019. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, 3.7 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C. The percentages served in the 52 individual States ranged from 1 percent to 10.6 percent. The percentage was larger than 5 percent in the following 10 States: Massachusetts (10.6 percent), New Mexico (8.9 percent), West Virginia (7.2 percent), Rhode Island (7.1 percent), Vermont (6.3 percent), Pennsylvania (5.8 percent), New Hampshire (5.7 percent), Wyoming (5.7 percent), Connecticut (5.4 percent), and Kansas (5.1 percent). In contrast, the percentage was less than 2 percent in the following two States: Oklahoma (1.8 percent) and Arkansas (1.0 percent).

- In 2010, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C.
- The percentage of the population served increased by more than 10 percent between 2010 and 2019 for 40 States. Included among these States were the following five in which the percent change was larger than 80 percent: Tennessee (104.7 percent), California (84.1 percent), West Virginia (82.3 percent), the District of Columbia (82.1 percent), and Georgia (80.3 percent). This change represented a difference of less than 3.4 percentage points among these seven states.
- Between 2010 and 2019, the following two States experienced a percent change decrease greater than 10 percent: Arkansas (-65.2 percent) and Ohio (-16.1 percent). This change represented a difference greater than 1 percentage point in Arkansas (-1.8 percentage points).

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 2019?

Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2019

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	3.0	3.4	3.4	3.9	4.9	3.7	3.4
Alabama	0.8	2.3	2.3	1.4	4.1	2.3	2.3
Alaska	4.3	1.7	2.4	2.1	2.7	3.1	2.4
Arizona	2.4	1.9	2.1	1.9	4.7	3.0	1.8
Arkansas	x	0.3	1.2	0.6	x	1.0	1.2
California	2.9	3.3	3.9	4.3	1.7	3.1	3.0
Colorado	3.0	4.3	3.8	3.9	7.3	4.7	3.2
Connecticut	3.1	3.4	5.2	6.9	27.1	5.0	3.3
Delaware	x	3.1	3.6	3.6	x	3.6	2.1
District of Columbia	0.0	x	4.4	3.7	x	2.3	5.3
Florida	3.3	2.6	2.9	3.4	3.2	2.4	2.2
Georgia	1.7	2.5	2.6	2.7	4.4	2.8	1.3
Hawaii	x	4.9	x	2.4	3.2	2.9	4.0
Idaho	x	2.8	4.7	2.3	x	3.4	3.5
Illinois	2.1	2.4	3.6	4.7	3.8	4.1	2.8
Indiana	1.5	5.2	4.3	4.2	4.5	4.8	8.1
Iowa	3.8	2.6	3.3	3.1	3.7	2.6	4.1
Kansas	x	4.7	5.1	5.4	x	5.1	5.1
Kentucky	1.2	2.9	3.2	3.5	11.3	3.3	4.1
Louisiana	1.3	2.3	3.7	2.2	3.7	2.8	4.0
Maine	x	5.2	3.8	2.3	x	2.7	3.0
Maryland	1.8	4.1	4.3	4.1	3.8	4.2	4.7
Massachusetts	12.2	9.7	11.4	12.4	25.2	10.0	8.7
Michigan	3.5	3.0	3.4	2.9	6.8	3.7	1.8
Minnesota	4.1	3.0	3.0	3.3	4.8	2.9	2.6
Mississippi	x	1.6	2.0	1.4	x	2.0	3.0
Missouri	1.3	3.2	3.9	3.3	5.1	3.2	3.2
Montana	3.4	3.6	x	1.7	x	2.3	1.7
Nebraska	x	2.5	2.1	2.5	x	3.0	1.3
Nevada	1.5	3.0	2.9	3.1	2.4	3.5	3.2
New Hampshire	x	3.9	4.0	3.5	x	5.8	9.0
New Jersey	4.2	4.0	4.2	6.2	7.6	4.5	5.5
New Mexico	5.4	x	9.7	10.2	x	7.2	5.6
New York	5.3	4.0	3.6	4.5	68.1	5.3	1.4
North Carolina	3.1	2.7	3.3	3.1	2.8	3.0	1.8

See notes at end of exhibit.

Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2019—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	6.8	2.5	3.8	2.8	7.9	4.6	12.2
Ohio	2.9	3.0	2.9	3.2	5.1	2.9	2.8
Oklahoma	1.5	2.3	1.8	0.2	3.1	2.3	1.6
Oregon	2.6	2.5	3.6	3.3	2.3	3.4	2.8
Pennsylvania	5.8	4.8	6.0	6.2	6.7	5.3	12.5
Rhode Island	x	4.3	6.7	7.5	x	7.3	5.7
South Carolina	2.1	2.3	3.6	3.0	6.9	3.5	9.1
South Dakota	3.4	2.7	1.5	2.6	12.8	3.0	3.6
Tennessee	2.2	4.5	3.3	3.0	11.5	3.5	3.4
Texas	1.1	1.5	1.7	2.7	2.0	2.9	0.6
Utah	2.3	2.3	2.8	3.6	3.2	3.2	2.3
Vermont	x	3.5	7.3	x	0.0	6.4	9.7
Virginia	1.5	3.4	3.4	2.7	4.9	3.8	5.2
Washington	3.9	3.6	4.0	4.0	4.1	3.6	3.6
West Virginia	4.1	7.4	5.3	2.7	50.0	7.4	8.3
Wisconsin	2.7	1.9	4.2	4.0	2.6	2.8	2.1
Wyoming	8.0	9.5	7.7	5.2	x	5.9	x

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 with available non-suppressed data 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 285 infants and toddlers served under Part C in four 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, 2019. Data for PR 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, 2010 to July 1, 2019, 2019. Data for PR were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage (4.9 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, the percentage (3.0 percent) of the resident population birth through age 2 who were American Indian or Alaska Native 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.”
- In 2019, 3 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 to 12.2 percent in the 40 individual States for which non-suppressed data were available. The percentage was more than 5 percent in the following six States: Massachusetts (12.2 percent), Wyoming

(8.0 percent), North Dakota (6.8 percent), Pennsylvania (5.8 percent), New Mexico (5.4 percent), and New York (5.3 percent). In contrast, the percentage was less than 1 percent in the following two States: Alabama (0.8 percent) and the District of Columbia (0.0 percent).

- In 2019, 3.4 percent of the resident population birth through age 2 who were Asian were served under Part C in “All States.” The percentages ranged from 0.3 to 9.7 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 (9.7 percent), Wyoming (9.5 percent), West Virginia (7.4 percent), Indiana (5.2 percent), and Maine (5.2 percent). In contrast, the percentage was less than 2 percent for the following six States: Arizona (1.9 percent), Wisconsin (1.9 percent), Alaska (1.7 percent), Mississippi (1.6 percent), Texas (1.5 percent), and Arkansas (0.3 percent).
- In 2019, 3.4 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 1.2 to 11.4 percent in the 49 individual States for which non-suppressed data were available. The percentage was 6 percent or more in the following six States: Massachusetts (11.4 percent), New Mexico (9.7 percent), Wyoming (7.7 percent), Vermont (7.3 percent), Rhode Island (6.7 percent), and Pennsylvania (6 percent). In contrast, the percentage was less than 2 percent in the following four States: Oklahoma (1.8 percent), Texas (1.7 percent), South Dakota (1.5 percent), and Arkansas (1.2 percent).
- In 2019, 3.9 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 0.2 to 12.4 percent in the 50 individual States. The percentage was more than 6 percent in the following six States: Massachusetts (12.4 percent), New Mexico (10.2 percent), Rhode Island (7.5 percent), Connecticut (6.9 percent), New Jersey (6.2 percent), and Pennsylvania (6.2 percent). In contrast, the percentage was less than 2 percent in the following six States: Arizona (1.9 percent), Montana (1.7 percent), Alabama (1.4 percent), Mississippi (1.4 percent), Arkansas (0.6 percent), and Oklahoma (0.2 percent).
- In 2019, 4.9 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 68.1 percent in the 38 individual States for which non-suppressed data were available. The percentage was larger than 25 percent in the following four States: New York (68.1 percent), West Virginia (50.0 percent), Connecticut (27.1 percent), and Massachusetts (25.2 percent). In contrast, the percentage served in Vermont was 0 percent.
- In 2019, 3.7 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 to 10 percent in the 51 individual States for which non-suppressed data were available. The percentage was larger than 6 percent in the following five States: Massachusetts (10.0 percent), West Virginia (7.4 percent), Rhode Island (7.3 percent), New Mexico (7.2 percent), and Vermont (6.4 percent). In contrast, the percentage was 2 percent or less in the following two States: Mississippi (2.0 percent) and Arkansas (1.0 percent).
- In 2019, 3.4 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 12.5 percent in the 50 individual States. The percentage was more than 8 percent in the following eight States: Pennsylvania (12.5 percent), North Dakota (12.2 percent), Vermont (9.7 percent), South Carolina (9.1 percent), New Hampshire (9.0 percent), Massachusetts (8.7

percent), West Virginia (8.3 percent), and Indiana (8.1 percent). In contrast, the percentage was less than 1 percent in Texas (0.6 percent).

Exhibit 54. 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: 2018–19

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	6.1	6.7	6.6	7.6	9.7	7.4	6.4
Alabama	1.3	4.1	4.5	2.7	7.4	4.5	4.9
Alaska	8.5	2.7	5.3	5.3	5.1	6.2	4.4
Arizona	4.6	3.8	4.1	3.6	7.4	5.9	3.5
Arkansas	0.6	1.0	2.3	1.5	1.0	2.2	2.2
California	4.7	5.7	6.7	7.5	3.0	5.5	4.4
Colorado	4.8	7.0	6.7	6.6	12.0	7.6	5.2
Connecticut	5.2	7.6	10.0	13.3	68.8	10.0	6.6
Delaware	18.1	7.8	8.4	8.4	19.0	7.3	4.7
District of Columbia	6.4	3.4	9.6	7.6	23.5	4.7	10.2
Florida	5.2	4.6	5.4	6.4	6.3	4.5	4.4
Georgia	3.2	4.6	5.0	4.7	8.7	5.3	2.6
Hawaii	5.4	9.9	7.0	5.1	7.2	7.0	8.1
Idaho	6.0	4.3	7.4	4.8	6.7	6.8	7.2
Illinois	3.3	6.9	9.0	11.3	9.4	10.4	7.7
Indiana	5.3	11.1	9.8	9.6	7.5	10.5	17.2
Iowa	11.4	5.9	6.8	4.7	6.9	5.5	9.7
Kansas	5.3	8.3	8.9	10.5	12.2	10.0	9.3
Kentucky	5.3	8.0	6.7	7.3	24.2	7.1	8.9
Louisiana	1.8	5.1	6.9	4.2	12.3	5.2	7.5
Maine	x	10.7	9.6	6.0	x	6.4	7.3
Maryland	3.4	7.8	7.6	7.6	7.6	7.7	8.6
Massachusetts	21.6	18.7	22.1	23.5	38.9	19.0	16.2
Michigan	7.1	5.5	6.7	6.1	14.4	7.5	3.9
Minnesota	9.8	6.4	7.1	7.3	9.6	6.2	6.7
Mississippi	1.3	3.5	3.3	1.8	12.5	3.2	4.3
Missouri	2.3	6.0	6.8	6.0	9.0	5.6	5.8
Montana	4.3	x	x	2.0	52.6	3.0	2.2
Nebraska	4.7	4.5	2.8	3.9	8.2	5.1	1.4
Nevada	4.1	5.8	5.6	6.1	5.5	6.9	6.2
New Hampshire	5.1	11.2	9.7	8.7	42.1	13.2	19.1
New Jersey	13.0	9.8	8.3	12.3	20.0	9.4	8.7
New Mexico	15.1	20.5	23.3	24.9	20.9	17.7	14.7
New York ^a	10.2	8.3	7.2	9.5	142.7	10.7	3.0
North Carolina	5.2	5.4	6.2	6.3	7.6	5.8	3.2
North Dakota	13.6	4.5	7.4	6.4	15.8	8.4	27.7
Ohio	4.5	6.3	5.8	6.2	13.9	5.9	5.8
Oklahoma	2.0	3.4	3.0	1.0	4.0	3.9	3.0

See notes at end of exhibit.

Exhibit 54. 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: 2018–19—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
Oregon	5.1	6.0	8.7	7.4	4.9	7.4	5.5
Pennsylvania	12.0	9.5	11.3	11.5	11.7	10.2	20.6
Rhode Island	x	8.8	14.4	15.7	x	14.8	11.1
South Carolina	4.6	5.2	6.9	6.1	13.0	6.8	10.3
South Dakota	6.5	5.3	4.6	5.9	23.1	6.1	7.5
Tennessee	4.3	8.5	6.4	5.8	23.6	6.8	6.4
Texas	2.5	3.3	3.6	5.7	5.6	6.0	1.4
Utah	6.3	4.7	5.6	7.7	7.1	6.9	5.2
Vermont	7.7	11.7	12.3	6.0	0.0	12.4	18.7
Virginia	2.9	6.7	6.7	5.2	9.0	7.4	10.2
Washington	7.8	6.9	7.8	7.8	9.3	7.2	7.1
West Virginia ^b	11.2	17.6	11.4	6.0	120.0	14.1	14.3
Wisconsin	7.5	4.7	9.0	8.4	9.5	6.2	5.6
Wyoming	12.5	x	5.3	8.9	x	10.5	12.0

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

^aThe percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 417 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (595 infants and toddlers).

^bThe percentage for Native Hawaiian or Other Pacific Islander that was calculated for West Virginia is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in West Virginia was 10 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (12 infants and toddlers).

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, 2019. Data for PR 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, 2010 to July 1, 2019, 2019. Data for PR were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage (9.7 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, during the 12-month reporting period in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, a smaller percentage (6.1 percent) of the resident population of infants and toddlers who were reported under American Indian or Alaska Native were served under IDEA, Part C, in “All States,” compared to the percentages of other racial/ethnic groups.

- In 2018–19, 6.1 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 0.6 to 21.6 percent in the 49 individual States for which non-suppressed data were available. The percentage was larger than 12 percent in the following six States: Massachusetts (21.6 percent), Delaware (18.1 percent), New Mexico (15.1 percent), North Dakota (13.6 percent), New Jersey (13.0 percent), and Wyoming (12.5 percent). In contrast, less than 2 percent were served in the following four States: Louisiana (1.8 percent), Alabama (1.3 percent), Mississippi (1.3 percent), and Arkansas (0.6 percent).
- In 2018–19, 6.7 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 percent to 20.5 percent in the 49 individual States for which non-suppressed data were available. The percentage was more than 10 percent in the following seven States: New Mexico (20.5 percent), Massachusetts (18.7 percent), West Virginia (17.6 percent), Vermont (11.7 percent), New Hampshire (11.2 percent), Indiana (11.1 percent), and Maine (10.7 percent). In contrast, less than 3 percent were served in the following two States: Alaska (2.7 percent) and Arkansas (1.0 percent).
- In 2018–19, 6.6 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 2.3 to 23.3 percent in the 50 individual States for which non-suppressed data were available. In the following six States, the percentage was more than 11 percent: New Mexico (23.3 percent), Massachusetts (22.1 percent), Rhode Island (14.4 percent), Vermont (12.3 percent), West Virginia (11.4 percent), and Pennsylvania (11.3 percent). In contrast, the percentage was less than 4 percent in the following five States: Texas (3.6 percent), Mississippi (3.3 percent), Oklahoma (3.0 percent), Nebraska (2.8 percent), and Arkansas (2.3 percent).
- In 2018–19, 7.6 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 1 to 24.9 percent in the 51 individual States. The percentage was larger than 12 percent in the following five States: New Mexico (24.9 percent), Massachusetts (23.5 percent), Rhode Island (15.7 percent), Connecticut (13.3 percent), and New Jersey (12.3 percent). In contrast, the percentage was less than 3 percent in the following five States: Alabama (2.7 percent), Montana (2.0 percent), Mississippi (1.8 percent), Arkansas (1.5 percent), and Oklahoma (1.0 percent).
- In 2018–19, 9.7 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0 to 68.8 percent in the 47 individual States for which non-suppressed data were available and not anomalous.¹¹ The percentage was larger than 40 percent in the following three States: Connecticut (68.8 percent), Montana (52.6 percent), and New Hampshire (42.1 percent). In contrast, the percentage was less than 5 percent in the following five States: Oregon (4.9 percent), Oklahoma (4.0 percent), California (3.0 percent), Arkansas (1.0 percent), and Vermont (0.0 percent).

¹¹ The percentages calculated for New York and West Virginia are anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers was 417 in New York and 10 in West Virginia. This was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander in New York (595 infants and toddlers) and West Virginia (12 infants and toddlers).

- In 2018–19, 7.4 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 2.2 percent to 19 percent in the 51 individual States. The percentage was larger than 12 percent in the following six States: Massachusetts (19.0 percent), New Mexico (17.7 percent), Rhode Island (14.8 percent), West Virginia (14.1 percent), New Hampshire (13.2 percent), and Vermont (12.4 percent). In contrast, the percentage was less than 5 percent in the following seven States: the District of Columbia (4.7 percent), Alabama (4.5 percent), Florida (4.5 percent), Oklahoma (3.9 percent), Mississippi (3.2 percent), Montana (3.0 percent), and Arkansas (2.2 percent).
- In 2018–19, 6.4 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 1.4 to 27.7 percent in the 51 individual States. The percentage was larger than 16 percent in the following six States: North Dakota (27.7 percent), Pennsylvania (20.6 percent), New Hampshire (19.1 percent), Vermont (18.7 percent), Indiana (17.2 percent), and Massachusetts (16.2 percent). In contrast, the percentage was less than 2 percent in the following two States: Nebraska (1.4 percent) and Texas (1.4 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 setting in 2019, and how did the distributions change between 2010 and 2019?

Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and State: Fall 2010 and fall 2019

State	2010			2019		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
All States	87.4	6.7	5.9	89.0	7.9	3.1
Alabama	89.3	9.0	1.8	93.3	6.2	0.5
Alaska	93.5	x	x	88.2	11.3	0.5
Arizona	86.1	0.4	13.5	100.0	#	0.0
Arkansas	12.0	25.8	62.2	51.6	45.7	2.7
California	81.0	4.2	14.8	85.6	8.5	6.0
Colorado	98.5	1.2	0.3	98.2	1.6	0.2
Connecticut	97.7	x	x	96.6	3.4	#
Delaware	76.5	12.9	10.6	77.9	17.7	4.4
District of Columbia	55.4	36.1	8.5	69.5	29.7	0.8
Florida	68.4	11.1	20.6	77.3	12.8	9.9
Georgia	97.4	1.0	1.6	90.2	8.6	1.2
Hawaii	90.6	2.3	7.1	96.5	1.8	1.7
Idaho	85.8	9.5	4.7	92.7	7.2	#
Illinois	89.3	5.2	5.5	90.7	8.5	0.8
Indiana	93.6	4.6	1.8	92.4	6.8	0.8
Iowa	96.5	2.4	1.1	95.6	2.6	1.7
Kansas	96.7	2.7	0.5	96.3	3.6	0.1
Kentucky	93.7	5.9	0.4	96.7	3.1	0.2
Louisiana	97.2	2.6	0.2	94.6	5.2	0.3
Maine	78.0	12.7	9.4	87.4	11.7	0.9
Maryland	83.5	12.8	3.7	84.7	13.8	1.5
Massachusetts	77.8	20.7	1.5	76.0	23.9	0.1
Michigan	87.0	10.0	3.1	94.2	2.4	3.4
Minnesota	92.2	3.1	4.6	94.8	3.4	1.8
Mississippi	95.4	1.4	3.2	73.2	14.1	12.6
Missouri	94.8	4.1	1.1	92.3	7.4	0.3
Montana	95.4	x	x	98.9	1.1	0.0
Nebraska	90.4	6.3	3.3	94.4	4.8	0.9
Nevada	96.8	1.3	1.9	98.4	1.3	0.3
New Hampshire	93.7	5.4	0.9	91.4	6.2	2.5
New Jersey	93.4	6.3	0.3	89.5	10.5	0.1
New Mexico	81.8	17.0	1.2	83.7	15.1	1.2
New York	90.4	3.1	6.6	87.0	4.7	8.3
North Carolina	90.4	7.7	1.9	94.1	5.4	0.5

See notes at end of exhibit.

Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and State: Fall 2010 and fall 2019—Continued

State	2010			2019		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
North Dakota	93.2	6.1	0.6	99.9	0.1	0.0
Ohio	89.1	3.2	7.7	94.9	3.7	1.4
Oklahoma	94.5	2.1	3.4	85.5	10.8	3.7
Oregon	91.2	3.2	5.6	93.6	5.0	1.3
Pennsylvania	96.3	3.6	0.1	97.9	2.0	0.1
Puerto Rico	82.6	17.3	0.1	77.2	22.8	0.0
Rhode Island	81.8	5.2	13.0	98.3	1.4	0.3
South Carolina	96.0	3.0	1.1	78.8	14.9	6.3
South Dakota	83.3	x	x	75.4	24.3	0.4
Tennessee	64.0	20.2	15.9	76.2	7.1	16.7
Texas	94.8	4.6	0.6	93.9	5.2	0.9
Utah	87.1	1.8	11.1	89.1	6.2	4.8
Vermont	83.0	15.9	1.0	80.1	16.4	3.5
Virginia	82.0	3.6	14.4	90.6	3.6	5.8
Washington	71.4	19.5	9.1	86.4	9.6	4.0
West Virginia	99.1	0.9	0.0	96.4	3.6	0.0
Wisconsin	86.7	8.7	4.6	93.8	5.8	0.5
Wyoming	79.7	x	x	70.7	22.2	7.1

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.

^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 setting includes, but is 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 2010 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, 2010 and 2019. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. 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 2019 were 89 percent, 7.9 percent, and 3.1 percent, respectively. In 2010, the values were 87.4 percent, 6.7 percent, and 5.9 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 30 States in 2019. In addition, more than 50 percent of infants and toddlers in every State were served in a *home*.
- In 2010, *home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 27 States. In addition, more than 50 percent of infants and toddlers in every State except Arkansas were served in a *home*. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 62.2 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 category, in 2018–19?

Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2018–19

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	12.0	38.3	2.9	4.9	3.8	13.6	0.2	3.7	13.8	6.8
Alabama	9.7	33.5	0.0	2.1	4.1	6.7	0.5	3.4	30.1	9.9
Alaska	12.0	42.9	0.0	1.1	2.3	7.6	0.4	9.5	12.9	11.1
Arizona	6.0	47.8	0.0	3.8	2.8	9.1	0.5	4.4	18.1	7.6
Arkansas	17.1	24.8	0.0	8.8	5.7	6.1	0.2	3.5	29.0	4.8
California	4.9	41.8	0.0	6.4	3.0	27.9	0.2	2.0	8.6	5.3
Colorado	15.4	38.7	0.0	6.0	5.6	15.6	0.2	5.8	7.3	5.3
Connecticut	6.8	45.4	0.0	6.6	5.2	7.8	0.1	3.9	16.8	7.4
Delaware	13.0	53.0	0.0	1.6	4.1	3.6	0.7	6.8	8.5	8.8
District of Columbia	21.2	17.4	15.7	2.2	5.4	4.0	0.2	9.2	12.9	11.9
Florida	7.2	42.7	0.0	3.1	3.1	23.1	0.2	3.8	8.6	8.3
Georgia	2.0	50.0	0.0	6.7	3.2	25.7	0.0	1.0	2.3	9.1
Hawaii	6.8	31.0	0.0	3.4	5.1	15.3	0.1	9.5	22.5	6.4
Idaho	9.6	31.8	0.0	4.0	6.2	14.0	0.2	5.0	20.5	8.7
Illinois	15.2	46.5	0.0	7.6	0.5	12.1	0.2	2.4	8.7	6.8
Indiana	23.0	31.4	0.0	2.4	7.2	15.3	0.3	2.4	13.6	4.3
Iowa	12.8	40.3	0.0	14.3	1.5	2.5	0.2	3.3	20.5	4.7
Kansas	11.4	47.6	0.0	3.4	5.6	16.6	0.1	3.8	7.6	3.8
Kentucky	15.2	48.5	0.0	6.0	5.8	12.4	0.2	3.8	2.3	5.8
Louisiana	10.7	49.0	0.0	4.2	2.9	11.4	0.4	2.9	10.8	7.7
Maine	3.9	39.8	1.0	0.7	4.4	17.6	0.1	1.9	23.2	7.4

See notes at end of exhibit.

Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2018–19—Continued

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	22.4	17.4	32.0	1.2	0.4	2.9	0.1	4.1	12.5	7.0
Massachusetts	15.0	45.2	0.0	6.6	1.0	2.0	0.1	4.2	19.2	6.7
Michigan	14.4	36.1	0.0	2.6	7.2	4.7	0.2	6.0	16.2	12.6
Minnesota	8.5	54.0	0.0	5.6	9.3	1.2	0.2	2.8	16.9	1.6
Mississippi	9.5	26.4	0.0	1.8	4.8	23.0	0.9	4.5	16.1	13.0
Missouri	4.6	54.2	0.0	7.7	9.0	3.1	0.5	4.6	12.3	4.1
Montana	16.1	29.3	0.0	3.9	3.0	12.8	0.1	4.8	23.9	6.1
Nebraska	16.2	24.1	38.8	0.1	0.5	0.0	0.4	4.2	11.0	4.6
Nevada	8.6	36.6	0.0	2.3	0.9	16.5	0.1	7.6	18.3	9.2
New Hampshire	20.4	40.1	0.0	4.6	4.3	8.0	#	4.6	11.9	6.0
New Jersey	9.7	38.9	0.0	12.6	1.5	17.6	0.1	3.0	12.5	4.0
New Mexico	8.5	26.2	0.0	4.8	6.1	12.8	0.2	8.6	20.6	12.2
New York	8.9	32.6	25.2	3.6	4.2	13.4	0.2	3.1	6.7	2.2
North Carolina	7.4	31.1	0.0	2.4	4.5	23.7	0.4	4.1	15.3	11.2
North Dakota	0.0	39.9	0.0	15.1	2.5	14.9	0.6	11.4	9.4	6.2
Ohio	17.1	43.1	0.0	4.1	5.4	6.5	0.2	2.6	12.4	8.5
Oklahoma	11.4	30.4	0.0	6.7	0.0	18.6	0.4	4.2	15.7	12.5
Oregon	4.2	58.2	0.0	0.7	6.5	0.8	0.2	5.5	16.1	7.8
Pennsylvania	27.7	38.8	0.0	1.4	2.3	11.7	0.2	3.0	9.1	5.7
Puerto Rico	21.5	19.4	0.0	0.0	0.1	42.1	0.2	4.1	7.0	5.7
Rhode Island	16.9	35.7	0.0	5.8	4.4	7.3	0.1	3.8	16.9	9.1
South Carolina	7.7	35.0	0.0	9.9	12.6	10.4	0.3	4.7	12.8	6.6
South Dakota	19.6	45.1	0.0	11.1	7.5	0.8	0.3	5.3	3.9	6.3
Tennessee	2.0	27.3	0.0	5.0	2.9	21.0	0.2	4.2	28.1	9.2
Texas	14.0	32.1	0.0	3.2	2.0	11.7	0.2	3.0	23.3	10.6

See notes at end of exhibit.

Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2018–19—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
Utah	3.9	42.5	0.0	2.3	7.2	10.3	0.3	4.9	25.0	3.6
Vermont	20.2	52.0	0.0	2.4	6.8	0.3	0.3	2.9	10.0	5.1
Virginia	16.2	26.5	0.0	6.4	9.3	5.7	0.2	5.7	21.5	8.3
Washington	7.1	39.9	0.0	6.2	4.7	8.2	0.2	5.2	22.1	6.5
West Virginia	7.1	26.0	0.0	3.9	2.8	20.0	0.1	4.6	29.5	6.0
Wisconsin	16.6	38.1	0.0	3.6	2.6	14.8	0.2	2.0	16.2	5.9
Wyoming	23.8	39.3	0.0	6.8	9.1	1.4	0.4	8.2	4.8	6.3

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 whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exiting 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 exiting 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 non-suppressed 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, 2018–19. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, the most prevalent Part C exiting category was *Part B eligible, exiting Part C*. This exiting category accounted for 38.3 percent of the infants and toddlers birth through age 2 exiting Part C in “All States.” This exiting category also was associated with the largest percentage in 45 of the 52 States. In the following five States, this exiting category accounted for the majority of exits: Oregon (58.2 percent), Missouri (54.2 percent), Minnesota (54.0 percent), Delaware (53.0 percent), and Vermont (52.0 percent).
- The category of *withdrawal by parent (or guardian)* accounted for the second largest percentage of exits for “All States,” and it represented 13.8 percent of the exits. This category was the most prevalent Part C exiting category for Tennessee (28.1 percent), West Virginia (29.5 percent), and Arkansas (29.0 percent).
- The category of *Part B eligibility not determined* accounted for 13.6 percent of the Part C exits for “All States” and was the most prevalent Part C exiting category for Puerto Rico (42.1 percent).
- The category of *Part B eligible, continuing in Part C* accounted for 2.9 percent of the Part C exits for “All States” but was the most prevalent Part C exiting category for Nebraska (38.8 percent) and Maryland (32.0 percent).

Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals who are 3 years of age 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 2018–19:

- 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 57. 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: 2018–19

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All States	0.1	0.1	0.1
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	0.2	0.0	0.0
Arkansas	1.0	0.0	0.0
California	0.3	0.6	0.5
Colorado	0.0	0.0	0.0
Connecticut	0.2	0.0	0.0
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.9	0.0
Florida	0.0	0.0	0.0
Georgia	0.0	0.0	0.0
Hawaii	1.2	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.6	0.0	0.0
Indiana	0.0	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.6	0.0	0.0
Louisiana	1.8	0.0	0.0
Maine	0.0	1.1	0.0
Maryland	0.5	0.0	0.0
Massachusetts	0.1	0.0	#
Michigan	0.0	0.0	0.2
Minnesota	0.0	0.0	0.0
Mississippi	1.9	0.0	0.0
Missouri	0.3	0.1	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	0.6	0.0	0.0
New Hampshire	0.5	0.5	0.0
New Jersey	1.2	0.2	0.1
New Mexico	0.0	0.0	0.0
New York	0.4	0.9	2.7
North Carolina	0.0	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.0	0.1	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.0	0.0	0.0
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

Exhibit 57. 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: 2018–19—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Rhode Island	0.5	0.0	0.0
South Carolina	0.5	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.0	0.0	0.0
Texas	0.0	0.0	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.0	0.0	0.0
Washington	0.0	0.0	0.0
West Virginia	1.1	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 infants and toddlers served.

^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 2018–19 was 94.

^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 2018–19 was 67.

^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 2018–19 was 113.

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 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; due process complaints; 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, 2018, and June 30, 2019, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2018. Data were accessed fall 2019. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, there were 0.1 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were zero in 33 States and larger than 1 per 1,000 infants and toddlers served in the following five States: Mississippi (1.9 per 1,000 infants and toddlers), Louisiana (1.8 per 1,000 infants and toddlers), Hawaii (1.2 per 1,000 infants and toddlers), New Jersey (1.2 per 1,000 infants and toddlers), and West Virginia (1.1 per 1,000 infants and toddlers).
- In 2018–19, there were 0.1 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were 1 or less per 1,000 infants and toddlers in each of the 52 individual States, including 44 States in which the ratios were zero.

- In 2018–19, there were 0.1 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were zero in 47 States and larger than 1 per 1,000 infants and toddlers served in the State of New York (2.7 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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2010 and fall 2019

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	5.9	6.7	0.8	13.8
Alabama	4.1	4.7	0.6	15.6
Alaska	6.6	7.9	1.3	18.9
Arizona	5.3	6.4	1.1	19.9
Arkansas	10.8	11.4	0.5	5.1
BIE schools	—	—	—	—
California	4.7	3.6	-1.1	-23.6
Colorado	5.6	7.3	1.8	31.4
Connecticut	6.2	9.0	2.8	45.9
Delaware	6.2	9.7	3.5	56.8
District of Columbia	5.4	8.4	3.0	56.1
Florida	5.5	6.2	0.6	11.5
Georgia	3.8	4.8	1.0	27.5
Hawaii	4.7	5.2	0.5	10.3
Idaho	4.8	5.6	0.8	16.7
Illinois	7.1	8.2	1.1	15.6
Indiana	7.1	7.6	0.5	7.6
Iowa	6.0	6.5	0.5	7.5
Kansas	8.6	11.0	2.4	27.8
Kentucky	10.5	11.1	0.6	6.2
Louisiana	5.5	5.9	0.4	6.6
Maine	8.8	10.1	1.3	15.0
Maryland	5.8	7.0	1.2	20.1
Massachusetts	7.4	8.7	1.3	17.8
Michigan	6.3	5.9	-0.4	-6.3
Minnesota	7.0	8.8	1.9	26.7
Mississippi	8.0	7.5	-0.5	-6.4
Missouri	6.7	7.8	1.1	16.5
Montana	4.4	4.4	#	1.0
Nebraska	6.4	8.3	2.0	30.9
Nevada	6.2	7.7	1.5	24.0
New Hampshire	7.1	9.6	2.5	35.8
New Jersey	5.1	6.8	1.7	33.8

See notes at end of exhibit.

Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2010 and fall 2019—Continued

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
New Mexico	5.9	8.2	2.3	37.9
New York	9.3	11.1	1.7	18.6
North Carolina	4.8	5.6	0.8	16.5
North Dakota	6.5	7.6	1.1	16.6
Ohio	5.1	6.5	1.4	27.0
Oklahoma	5.2	6.3	1.1	20.9
Oregon	6.5	8.7	2.2	33.1
Pennsylvania	7.0	9.0	2.0	28.5
Puerto Rico	10.1	14.9	4.9	48.3
Rhode Island	8.3	9.8	1.5	18.6
South Carolina	6.1	5.7	-0.4	-5.9
South Dakota	7.7	8.2	0.5	6.8
Tennessee	5.3	6.0	0.7	13.5
Texas	3.5	4.8	1.2	35.1
Utah	5.7	7.3	1.6	27.8
Vermont	8.8	11.7	2.9	33.2
Virginia	5.5	6.4	0.8	15.3
Washington	5.4	6.5	1.1	19.5
West Virginia	8.9	8.8	-0.1	-1.3
Wisconsin	7.3	—	—	—
Wyoming	—	15.0	—	—

— 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 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010 and 2019. Data for BIE schools and Wisconsin 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, 2010 to July 1, 2019, 2010 and 2019. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for Wisconsin were excluded. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to

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

- In 2019, 6.7 percent of children ages 3 through 5 in the resident population in the 50 States (“All States”) for which data were available were served under IDEA, Part B. The percentages served in the individual States ranged from 3.6 to 15 percent. The percentage was more than 10 percent in the following eight States: Wyoming (15.0 percent), Puerto Rico (14.9 percent), Vermont (11.7 percent), Arkansas (11.4 percent), Kentucky (11.1 percent), New York (11.1 percent),

Kansas (11.0 percent), and Maine (10.1 percent). In contrast, the percentage was less than 5 percent in the following five States: Georgia (4.8 percent), Texas (4.8 percent), Alabama (4.7 percent), Montana (4.4 percent), and California (3.6 percent).

- In 2010, 5.9 percent of children ages 3 through 5 in the resident population in the 51 States (“All States”) for which data were available were served under IDEA, Part B.
- The percentage of the population served increased by more than 10 percent between 2010 and 2019 for 38 of the 45 States for which data were available at both time points.
- Between 2010 and 2019, the following four States experienced a percent change decrease greater than 5 percent: California (-23.6 percent), Mississippi (-6.4 percent), Michigan (-6.3 percent), and South Carolina (-5.9 percent). However, this change represented a difference of less than one percentage point for Mississippi (-0.5 percentage points), Michigan (-0.4 percentage points), and South Carolina (-0.4 percentage points).

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 2019?

Exhibit 59. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2019

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	8.0	4.5	5.8	5.1	7.8	6.4	8.0
Alabama	5.1	4.9	4.7	3.2	18.2	5.1	2.5
Alaska	9.9	5.8	8.1	7.2	13.7	6.4	12.1
Arizona ^{††}	3.7	3.4	3.0	3.6	5.8	4.4	4.1
Arkansas ^{††}	5.4	3.7	13.4	6.4	3.3	8.5	3.6
BIE schools ^{††}	—	—	—	—	—	—	—
California ^{††}	3.0	2.3	2.5	2.9	1.9	2.2	18.1
Colorado	8.2	6.0	6.0	8.4	9.1	6.9	7.9
Connecticut ^{††}	1.7	4.7	5.6	7.0	8.9	5.1	5.7
Delaware	17.3	8.8	9.5	8.4	22.7	10.7	7.3
District of Columbia	x	4.5	11.1	9.8	x	3.2	4.1
Florida	6.7	5.2	6.8	6.3	10.2	5.8	5.9
Georgia ^{††}	2.5	2.6	2.7	2.9	3.3	2.8	2.9
Hawaii	x	4.9	x	4.9	12.0	5.0	3.5
Idaho	6.8	4.1	3.4	5.5	12.4	5.8	4.2
Illinois	22.4	7.2	6.6	8.6	18.0	8.5	10.0
Indiana	5.4	6.2	6.0	7.4	7.0	7.9	8.9
Iowa	7.5	4.8	7.8	5.8	6.5	6.4	7.9
Kansas ^{††}	9.2	5.2	6.3	7.5	13.6	8.2	7.5
Kentucky	6.5	6.9	9.2	9.8	9.5	11.6	10.6
Louisiana	6.1	4.5	6.8	4.1	17.9	5.7	4.5
Maine ^{††b}	6.2	8.0	7.5	3.8	111.1	6.0	5.7
Maryland	9.6	7.4	7.6	7.2	11.8	6.5	6.0
Massachusetts	9.9	8.1	9.0	10.2	15.7	8.3	7.8
Michigan	8.5	5.0	4.2	5.7	15.9	6.4	5.8
Minnesota	14.2	7.1	8.0	11.0	12.8	8.5	10.8
Mississippi	2.7	6.7	7.2	3.4	16.7	8.2	8.6
Missouri ^{††}	3.7	4.5	4.4	4.8	7.0	6.0	4.7
Montana ^{††}	2.7	4.4	1.9	1.9	11.1	2.8	2.9
Nebraska	11.6	8.3	7.5	7.8	20.6	8.5	8.1
Nevada	8.0	6.1	8.0	7.9	9.1	7.2	8.3
New Hampshire	x	6.7	9.9	11.1	x	9.6	9.3
New Jersey	9.5	4.5	4.0	5.4	19.0	4.6	4.0
New Mexico ^{††}	3.4	x	3.2	4.7	x	6.7	4.5
New York	30.4	7.6	10.3	11.8	25.5	11.6	9.3

See notes at end of exhibit.

Exhibit 59. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2019—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	9.4	4.1	5.9	5.5	10.5	5.5	5.1
North Dakota	12.5	5.3	8.2	6.6	32.4	7.3	6.8
Ohio	4.9	5.7	4.7	5.8	8.9	6.9	7.9
Oklahoma	12.5	4.5	4.0	4.1	5.1	6.2	7.6
Oregon ^{††}	5.3	4.7	5.3	6.9	6.9	6.4	5.2
Pennsylvania ^{††}	5.4	6.2	7.9	7.5	9.5	6.6	10.7
Rhode Island ^{††}	11.5	3.7	5.9	5.1	25.0	8.4	8.4
South Carolina	4.4	4.0	6.2	6.3	10.9	5.4	6.3
South Dakota	11.7	7.2	8.7	5.7	5.4	7.7	10.8
Tennessee	5.7	6.2	5.5	5.1	8.1	6.4	4.7
Texas ^{††}	5.0	2.8	2.5	3.0	3.5	2.7	2.8
Utah ^{††}	6.0	3.4	4.5	4.4	5.8	5.5	3.0
Vermont	x	8.4	16.3	3.4	x	12.3	4.6
Virginia	8.1	5.8	6.5	6.4	9.3	6.4	5.8
Washington	6.3	4.6	6.3	7.8	6.0	6.1	7.9
West Virginia	2.6	4.8	8.2	4.3	25.0	9.1	7.1
Wisconsin	—	—	—	—	—	—	—
Wyoming ^{††}	21.0	15.4	14.8	9.1	x	11.2	x

— Percentage cannot be calculated because data were not available.

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

††State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do not include 5-year-olds who are in kindergarten.

^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 131 children served under Part B in six 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.

^bThe percentage for Native Hawaiian or Other Pacific Islander that was calculated for Maine is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in Maine was 18 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (20 infants and toddlers).

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” include data for children served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data for BIE schools and Wisconsin were not available. Data for PR 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, 2010 to July 1, 2019, 2019. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for PR were not available. Data for Wisconsin were excluded. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, larger percentages of the resident populations ages 3 through 5 who were American Indian or Alaska Native and two or more races were served under IDEA, Part B, in the 50 States (“All States”) for which data were available, compared to the percentages of the resident populations of the other racial/ethnic groups. Specifically, 8 percent of the resident population who were American Indian or Alaska Native and 8 percent of the resident population who were associated with two or more races were served under Part B in “All States.” In contrast, 4.5 percent of the resident population who were Asian were served under IDEA, Part B in “All States.”
- In 2019, 8 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All States.” The percentages ranged from 1.7 to 30.4 percent in the 46 individual States for which non-suppressed data were available. The percentage was more than 17 percent in the following four States: New York (30.4 percent), Illinois (22.4 percent), Wyoming (21.0 percent), and Delaware (17.3 percent). In contrast, the percentage was 3 percent or less in the following six States: California (3.0 percent), Mississippi (2.7 percent), Montana (2.7 percent), West Virginia (2.6 percent), Georgia (2.5 percent), and Connecticut (1.7 percent).
- In 2019, 4.5 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All States.” The percentages ranged from 2.3 to 15.4 percent in the 49 individual States for which non-suppressed data were available. The percentage was 8 percent or more in the following six States: Wyoming (15.4 percent), Delaware (8.8 percent), Vermont (8.4 percent), Nebraska (8.3 percent), Massachusetts (8.1 percent), and Maine (8.0 percent). In contrast, the percentage was less than 3 percent in the following three States: Texas (2.8 percent), Georgia (2.6 percent), and California (2.3 percent).
- In 2019, 5.8 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 1.9 to 16.3 percent in the 49 individual States for which data were available. In the following five States, the percentage was more than 10 percent: Vermont (16.3 percent), Wyoming (14.8 percent), Arkansas (13.4 percent), the District of Columbia (11.1 percent), and New York (10.3 percent). In contrast, the percentage was less than 4 percent in the following seven States: Idaho (3.4 percent), New Mexico (3.2 percent), Arizona (3.0 percent), Georgia (2.7 percent), California (2.5 percent), Texas (2.5 percent), and Montana (1.9 percent).
- In 2019, 5.1 percent of the resident population ages 3 through 5 who were Hispanic/Latino were served under Part B in “All States.” The percentages ranged from 1.9 to 11.8 percent in the 50 individual States for which non-suppressed data were available. The percentage was more than 10 percent in the following four States: New York (11.8 percent), New Hampshire (11.1 percent), Minnesota (11.0 percent), and Massachusetts (10.2 percent). In contrast, the percentage was less than 3 percent in the following three States: California (2.9 percent), Georgia (2.9 percent), and Montana (1.9 percent).
- In 2019, 7.8 percent of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All States.” The percentages ranged from 1.9 to 32.4 percent in the 45 individual States for which non-suppressed data were available and not anomalous. The percentage was more than 25 percent in the following two States: North Dakota (32.4 percent) and New York (25.5 percent). In contrast, the percentage was less than 4 percent in the following four States: Texas (3.5 percent), Arkansas (3.3 percent), Georgia (3.3 percent), and California (1.9 percent).

- In 2019, 6.4 percent of the resident population ages 3 through 5 who were White were served under Part B in “All States.” The percentages ranged from 2.2 to 12.3 percent in the 50 individual States for which data were available. The percentage was more than 10 percent in the following five States: Vermont (12.3 percent), Kentucky (11.6 percent), New York (11.6 percent), Wyoming (11.2 percent), and Delaware (10.7 percent). In contrast, the percentage was less than 3 percent in the following four States: Georgia (2.8 percent), Montana (2.8 percent), Texas (2.7 percent), and California (2.2 percent).
- In 2019, 8 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 2.5 to 18.1 percent in the 49 individual States for which data were available. The percentage was 10 percent or more in the following seven States: California (18.1 percent), Alaska (12.1 percent), Minnesota (10.8 percent), South Dakota (10.8 percent), Pennsylvania (10.7 percent), Kentucky (10.6 percent), and Illinois (10.0 percent). In contrast, the percentage was less than 4 percent in the following seven States: Arkansas (3.6 percent), Hawaii (3.5 percent), Utah (3.0 percent), Georgia (2.9 percent), Montana (2.8 percent), Texas (2.8 percent), and Alabama (2.5 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 2019?

Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2019

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	38.7	16.8	5.0	4.1	24.0	2.1	#	2.2	7.0
Alabama	45.2	31.2	6.9	2.8	2.6	0.6	0.1	1.3	9.3
Alaska	22.5	18.3	2.9	3.9	49.8	0.1	#	0.6	1.9
Arizona ^{††}	28.2	3.4	2.0	1.1	60.0	0.4	0.0	0.2	4.6
Arkansas ^{††}	20.7	54.4	0.1	0.4	1.2	19.0	#	0.2	4.0
BIE schools ^{††}	88.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1
California ^{††}	20.5	6.8	5.1	3.4	37.8	3.4	#	6.6	16.5
Colorado	85.6	8.2	1.8	0.8	2.2	1.0	0.0	0.1	0.2
Connecticut ^{††}	59.1	6.3	5.4	0.4	21.7	0.8	#	0.2	6.0
Delaware	47.8	11.1	1.6	1.3	30.6	3.8	0.0	0.6	3.2
District of Columbia	54.0	27.0	1.5	2.1	14.3	1.0	0.0	#	0.1
Florida	33.6	6.0	5.6	4.4	45.7	1.9	#	0.4	2.4
Georgia ^{††}	29.5	15.2	3.0	3.2	41.0	0.3	0.0	1.0	6.8
Hawaii	19.3	5.1	9.1	40.6	23.3	0.5	0.1	0.6	1.4
Idaho	19.7	10.9	7.3	2.8	42.3	10.8	0.0	0.2	6.0
Illinois	43.8	22.1	1.7	2.8	20.5	2.5	#	0.2	6.4
Indiana	33.9	12.3	4.6	3.8	30.0	1.4	0.1	0.4	13.5
Iowa	30.6	48.3	2.6	7.0	3.5	0.1	0.1	0.9	6.9
Kansas ^{††}	32.6	15.2	7.5	5.7	36.8	0.2	0.0	1.3	0.6
Kentucky	65.6	18.9	5.6	3.9	3.5	0.4	0.1	0.2	1.8
Louisiana	17.4	53.3	0.4	18.3	4.7	0.2	0.0	2.7	3.1

See notes at end of exhibit.

Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2019—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 ^{††}	34.1	20.3	5.8	3.0	9.8	14.5	0.0	0.2	12.3
Maryland	54.7	6.4	6.9	3.7	17.2	1.8	#	0.4	8.9
Massachusetts	46.8	12.3	8.0	4.5	16.1	0.9	#	0.1	11.2
Michigan	25.5	13.7	2.8	3.5	35.7	1.6	#	1.6	15.6
Minnesota	41.7	16.0	17.4	6.3	14.0	0.3	0.0	2.4	1.9
Mississippi	53.4	12.8	6.2	2.5	14.3	2.4	0.0	1.0	7.5
Missouri ^{††}	23.2	22.1	3.9	4.4	36.0	1.5	#	1.1	7.8
Montana ^{††}	20.6	5.4	9.4	2.5	42.9	1.4	0.0	0.5	17.3
Nebraska	77.1	1.9	6.0	2.2	2.7	0.6	#	5.7	3.8
Nevada	41.7	9.7	2.2	4.3	36.9	0.3	0.0	0.5	4.5
New Hampshire	39.2	19.5	13.6	10.9	13.8	0.1	#	0.0	2.9
New Jersey ^{††}	41.2	4.9	3.6	8.8	37.4	3.7	#	0.2	0.1
New Mexico ^{††}	49.2	4.1	2.9	2.0	30.2	2.6	#	0.0	9.0
New York	40.4	25.7	1.8	2.2	18.4	4.8	#	5.3	1.3
North Carolina	28.3	27.4	2.3	3.1	21.8	1.9	0.1	1.6	13.5
North Dakota	25.8	29.4	3.4	2.9	30.1	1.3	#	0.8	6.3
Ohio	71.7	4.6	2.0	0.8	14.2	2.0	#	1.6	3.2
Oklahoma	33.3	39.2	1.5	2.9	15.8	0.2	0.1	0.4	6.6
Oregon ^{††}	39.0	9.8	9.2	5.1	24.1	0.4	#	10.4	2.0
Pennsylvania ^{††}	43.9	4.3	14.8	4.4	16.4	1.1	#	7.8	7.3
Puerto Rico ^{††}	73.9	0.0	7.9	0.0	0.0	0.1	0.0	0.4	17.6
Rhode Island ^{††}	50.8	12.0	3.8	2.6	10.1	0.7	0.0	0.2	19.7
South Carolina	41.3	14.1	9.4	4.1	21.8	1.0	0.0	1.0	7.3
South Dakota	21.1	52.6	2.7	4.5	13.3	0.3	0.0	0.8	4.6
Tennessee	32.2	24.9	1.8	2.1	31.3	0.5	#	0.3	6.9

See notes at end of exhibit.

Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2019—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 ^{††}	25.3	23.8	1.4	8.3	26.5	0.1	—	0.7	14.0
Utah ^{††}	21.1	2.8	30.9	8.4	28.2	1.6	0.0	0.2	6.8
Vermont	64.9	10.8	7.0	1.5	0.1	0.2	0.0	6.6	8.7
Virginia	31.4	19.1	2.5	8.5	28.6	0.3	#	3.0	6.6
Washington	21.7	22.3	4.6	2.5	36.9	2.1	#	0.2	9.6
West Virginia	37.9	38.7	1.7	2.6	9.7	0.1	#	0.9	8.5
Wisconsin	—	—	—	—	—	—	—	—	—
Wyoming ^{††}	43.3	5.5	29.3	0.7	8.8	11.7	0.0	0.4	0.3

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

— Percentage cannot be calculated because data were not available.

^{††}State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do not include 5-year-olds who are in kindergarten.

^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 prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers 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 the instruction is provided in a clinician's office.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, *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 (38.7 percent) of children ages 3 to 5 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. *Separate class* accounted for the second largest percentage of students in “All States,” with 24 percent of children receiving services in this environment.
- In 31 individual States, *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 educational environment category. In 12 of those States, this category accounted for a majority of the children. The percentage was more than 85 percent in two States: Bureau of Indian Education schools (88.9 percent) and Colorado (85.6 percent).
- In 13 States, *separate class* accounted for a larger percentage of children than any other educational environment category. The percentage of children accounted for by a *separate class* was less than 50 percent in all of these States except for Arizona (60.0 percent). However, the percentage was more than 45 percent in the following two States: Alaska (49.8 percent) and Florida (45.7 percent).
- In six States, *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 educational environment category. The percentage represented a majority of the children in Arkansas (54.4 percent), Louisiana (53.3 percent), and South Dakota (52.6 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 educational environment category in Hawaii (40.6 percent).

How did the States compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were English learners, by educational environment, in 2019?

Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2019

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	45.8	16.4	3.5	3.4	24.4	1.1	#	1.4	4.0
Alabama	44.1	36.6	8.3	2.1	6.2	0.0	0.0	1.4	1.4
Alaska	27.9	7.0	8.1	2.3	50.0	0.0	0.0	0.0	4.7
Arizona ^{††}	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Arkansas ^{††}	18.9	61.2	0.0	0.3	2.6	10.7	0.0	0.3	5.9
BIE schools ^{††}	—	—	—	—	—	—	—	—	—
California ^{††}	—	—	—	—	—	—	—	—	—
Colorado	77.8	18.0	0.4	0.3	2.4	0.5	0.0	0.3	0.3
Connecticut ^{††}	79.3	6.0	0.7	0.0	14.0	0.0	0.0	0.0	0.0
Delaware	81.8	2.8	1.4	2.1	11.9	0.0	0.0	0.0	0.0
District of Columbia	54.0	33.3	1.1	1.1	10.4	0.2	0.0	0.0	0.0
Florida	35.8	3.4	4.6	4.0	49.4	1.0	0.0	0.2	1.6
Georgia ^{††}	—	—	—	—	—	—	—	—	—
Hawaii	39.4	7.6	10.6	19.7	21.2	1.5	0.0	0.0	0.0
Idaho	53.5	21.2	1.0	2.0	19.2	0.0	0.0	0.0	3.0
Illinois	54.7	14.3	1.9	1.1	22.3	2.8	0.0	0.2	2.8
Indiana	61.4	9.2	0.7	1.0	19.3	0.0	0.0	1.2	7.2
Iowa	16.9	73.8	1.5	3.1	4.6	0.0	0.0	0.0	0.0
Kansas ^{††}	40.1	14.3	3.6	3.4	38.1	0.0	0.0	0.0	0.6
Kentucky	57.5	24.8	4.9	8.4	3.5	0.4	0.0	0.0	0.4
Louisiana	—	—	—	—	—	—	—	—	—
Maine ^{††}	32.1	18.8	8.9	2.7	20.5	9.8	0.0	0.0	7.1

See notes at end of exhibit.

Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2019—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	66.1	4.7	4.0	0.5	15.1	0.7	0.0	0.7	8.1
Massachusetts	54.5	10.1	4.6	1.9	20.5	0.3	0.0	0.3	7.8
Michigan	36.2	17.6	2.7	2.7	24.7	0.2	0.0	0.2	15.6
Minnesota	57.6	15.3	7.9	3.3	13.6	0.1	0.0	1.9	0.3
Mississippi	63.5	6.3	3.2	3.2	23.8	0.0	0.0	0.0	0.0
Missouri ^{††}	10.0	30.0	0.0	10.0	50.0	0.0	0.0	0.0	0.0
Montana ^{††}	—	—	—	—	—	—	—	—	—
Nebraska	88.7	3.8	3.4	0.8	0.8	0.4	0.0	0.8	1.5
Nevada	46.3	12.2	2.8	5.1	30.9	0.2	0.0	0.5	2.0
New Hampshire	66.7	0.0	8.3	0.0	16.7	0.0	0.0	0.0	8.3
New Jersey ^{††}	59.9	6.0	4.1	4.5	24.8	0.6	0.0	0.2	0.0
New Mexico ^{††}	—	—	—	—	—	—	—	—	—
New York	53.9	31.3	0.1	0.6	12.1	1.9	0.0	#	#
North Carolina	37.9	35.4	2.5	4.6	14.2	0.9	0.0	0.1	4.3
North Dakota	57.1	28.6	9.5	4.8	0.0	0.0	0.0	0.0	0.0
Ohio	80.4	4.2	3.4	0.8	8.9	0.6	0.0	0.3	1.4
Oklahoma	30.5	30.9	1.5	2.6	27.9	0.2	0.0	0.6	5.8
Oregon ^{††}	50.3	7.0	5.9	3.0	20.1	0.5	0.1	11.6	1.5
Pennsylvania ^{††}	43.3	3.0	9.9	1.4	22.7	1.1	0.1	10.4	8.2
Puerto Rico ^{††d}	—	—	—	—	—	—	—	—	—
Rhode Island ^{††}	54.5	9.1	0.0	9.1	9.1	0.0	0.0	0.0	18.2
South Carolina	39.2	7.7	12.6	5.6	26.8	0.3	0.0	1.5	6.4
South Dakota	12.9	61.3	3.2	0.0	16.1	0.0	0.0	3.2	3.2
Tennessee	44.9	15.7	3.4	3.4	25.8	1.1	0.0	0.0	5.6
Texas ^{††}	30.0	28.8	1.4	8.5	21.3	0.0	—	0.3	9.5
Utah ^{††}	—	—	—	—	—	—	—	—	—

See notes at end of exhibit.

Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2019—Continued

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Vermont	—	—	—	—	—	—	—	—	—
Virginia	33.7	21.7	1.1	10.9	29.8	0.1	0.0	1.5	1.1
Washington	26.6	40.9	5.3	3.6	20.2	1.2	0.0	0.0	2.2
West Virginia	46.7	46.7	0.0	6.7	0.0	0.0	0.0	0.0	0.0
Wisconsin	—	—	—	—	—	—	—	—	—
Wyoming ^{††}	30.6	2.8	52.8	0.0	11.1	0.0	0.0	2.8	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.

††State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do not include 5-year-olds who are in kindergarten.

^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 prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers 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 the instruction is provided in a clinician’s office.

^dLanguage proficiency is determined with regard to Spanish 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 *English learners* 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 *English learners* 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 *English learners* 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 *English learners* by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, *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 (45.8 percent) of children ages 3 to 5 who were *English learners* served under IDEA, Part B, in the 43 States (“All States”) that reported some children who were *English learners* and for which data were available. *Separate class* accounted for the second largest percentage of children in “All States,” with 24.4 percent of children receiving services in this environment.
- In 33 individual States, *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 *English learners* than any other educational environment category. The percentage was larger than 80 percent in the following four States: Arizona (100.0 percent), Nebraska (88.7 percent), Delaware (81.8 percent), and Ohio (80.4 percent).
- *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 *English learners* than any other educational environment category in the following three States: Iowa (73.8 percent), South Dakota (61.3 percent), and Arkansas (61.2 percent).
- *Separate class* accounted for a larger percentage of children who were *English learners* than any other educational environment category in the following three States: Alaska (50.0 percent), Missouri (50.0 percent), and Florida (49.4 percent).

Part B Personnel

How did the States compare with regard to the following ratios in 2018:

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 fully certified 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 fully certified 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 62. 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 certification status and State: Fall 2018

State	All FTE special education teachers	FTE fully certified ^a special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
All States	4.4	4.2	0.3
Alabama	4.1	4.0	0.1
Alaska	3.7	3.0	0.7
Arizona	5.1	4.6	0.4
Arkansas	3.8	3.6	0.2
BIE schools	1.3	1.3	0.0
California	4.4	4.2	0.2
Colorado	3.2	3.0	0.2
Connecticut	4.8	4.8	#
Delaware	3.2	2.8	0.4
District of Columbia	6.9	5.7	1.2
Florida	4.5	4.5	0.0
Georgia	5.2	4.4	0.8
Hawaii	10.7	9.6	1.1
Idaho	3.9	3.9	#
Illinois	4.2	4.2	0.0
Indiana	0.6	0.5	0.1
Iowa	7.4	7.4	0.0
Kansas	4.8	4.7	#
Kentucky	3.1	2.9	0.1
Louisiana	5.3	4.7	0.6
Maine	0.7	0.7	#
Maryland	5.9	4.6	1.3
Massachusetts	6.6	6.1	0.4

See notes at end of exhibit.

**Exhibit 62. 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 certification status and State:
Fall 2018—Continued**

State	All FTE special education teachers	FTE fully certified ^a special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
Michigan	3.0	2.8	0.2
Minnesota	4.7	4.7	#
Mississippi	1.2	1.2	0.0
Missouri	7.0	6.9	0.1
Montana	4.0	3.7	0.3
Nebraska	3.5	3.3	0.2
Nevada	6.0	4.9	1.1
New Hampshire	6.8	6.8	0.0
New Jersey	5.5	5.5	0.0
New Mexico	6.2	6.2	#
New York	4.5	4.1	0.4
North Carolina	5.9	5.7	0.1
North Dakota	4.4	4.4	0.0
Ohio	4.4	4.3	0.1
Oklahoma	4.2	3.3	0.9
Oregon	1.5	1.4	0.2
Pennsylvania	2.8	2.8	#
Puerto Rico	9.1	8.4	0.7
Rhode Island	4.9	4.9	0.0
South Carolina	4.8	4.7	0.1
South Dakota	3.6	3.4	0.2
Tennessee	3.9	3.7	0.2
Texas	4.3	3.8	0.5
Utah	3.5	3.1	0.4
Vermont	6.7	6.2	0.5
Virginia	3.8	3.8	0.1
Washington	4.0	3.8	0.2
West Virginia	8.7	8.0	0.7
Wisconsin	—	—	—
Wyoming	2.5	2.2	0.4

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

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor's degree.

- In 2018, there were 4.4 FTE *special education teachers* (including those who were fully certified and not fully certified) 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 data were available (“All States”). A ratio of 8 or more FTE *special education teachers* per 100 children served was observed in the following three States: Hawaii (10.7 FTEs per 100 children), Puerto Rico (9.1 FTEs per 100 children), and West Virginia (8.7 FTEs per 100 children). In contrast, the following five States had a ratio smaller than 2 FTE *special education teachers* per 100 children served: Oregon (1.5 FTEs per 100 children), Bureau of Indian Education schools (1.3 FTEs per 100 children), Mississippi (1.2 FTEs per 100 children), Maine (0.7 FTEs per 100 children), and Indiana (0.6 FTEs per 100 children).
- In 2018, there were 4.2 FTE fully certified *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, in the 52 States for which data were available (“All States”). A ratio of 8 or more FTE fully certified *special education teachers* per 100 children served was observed in the following three States: Hawaii (9.6 FTEs per 100 children), Puerto Rico (8.4 FTEs per 100 children), and West Virginia (8.0 FTEs per 100 children). In contrast, a ratio smaller than 1 FTE fully certified *special education teacher* per 100 children served was found for the following two States: Maine (0.7 FTEs per 100 children) and Indiana (0.5 FTEs per 100 children).
- In 2018, there were 0.3 FTE not fully certified *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, in the 52 States for which data were available (“All States”). The ratio was smaller than 1 FTE not fully certified *special education teacher* per 100 children served for all but the following four States: Maryland (1.3 FTEs per 100 children), the District of Columbia (1.2 FTEs per 100 children), Hawaii (1.1 FTEs per 100 children), and Nevada (1.1 FTEs per 100 children).

NOTE: Ratio for each State was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *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 fully certified *special education teachers*, or FTE not fully certified *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, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2018. Data for Wisconsin were excluded. Data were accessed fall 2020. U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data for Wisconsin were not available. Data were accessed fall 2019. 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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2010 and fall 2019

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	8.6	9.8	1.2	14.4
Alabama	7.2	8.9	1.7	23.1
Alaska	9.6	11.0	1.4	14.4
Arizona	7.6	8.7	1.0	13.3
Arkansas	8.1	10.0	1.9	23.1
BIE schools	—	—	—	—
California	7.0	8.7	1.7	23.8
Colorado	6.6	8.2	1.5	23.3
Connecticut	7.9	10.5	2.6	32.1
Delaware	8.6	12.2	3.6	41.8
District of Columbia	9.7	11.1	1.4	14.4
Florida	9.2	9.9	0.7	7.7
Georgia	7.2	9.0	1.8	25.1
Hawaii	6.5	6.7	0.2	3.3
Idaho	6.4	7.9	1.5	23.9
Illinois	9.7	10.2	0.5	4.8
Indiana	10.4	11.2	0.8	8.2
Iowa	9.0	9.2	0.2	1.8
Kansas	8.6	10.1	1.4	16.8
Kentucky	9.4	9.9	0.5	5.2
Louisiana	7.4	8.2	0.7	10.1
Maine	11.1	13.2	2.1	18.8
Maryland	7.3	8.2	0.9	11.7
Massachusetts	11.0	12.1	1.1	10.2
Michigan	9.2	9.0	-0.3	-2.9
Minnesota	9.3	10.9	1.6	17.3
Mississippi	7.9	9.7	1.7	22.0
Missouri	8.8	9.2	0.5	5.3
Montana	7.6	8.6	1.0	13.1
Nebraska	9.8	10.8	1.0	10.3
Nevada	7.1	9.1	2.0	28.7
New Hampshire	9.8	10.6	0.8	8.4
New Jersey	11.5	12.9	1.4	12.5
New Mexico	8.4	10.8	2.4	28.7
New York	9.7	12.7	3.0	30.6

See notes at end of exhibit.

Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2010 and fall 2019—Continued

State	2010	2019	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
North Carolina	8.0	8.5	0.5	6.4
North Dakota	8.1	8.7	0.6	7.9
Ohio	9.5	10.5	1.0	10.3
Oklahoma	10.5	12.4	2.0	18.9
Oregon	9.0	10.0	1.0	11.2
Pennsylvania	9.9	12.2	2.3	23.4
Puerto Rico	12.4	15.2	2.8	22.7
Rhode Island	10.2	10.3	0.2	1.6
South Carolina	9.0	9.6	0.6	6.9
South Dakota	8.5	10.0	1.5	18.1
Tennessee	7.8	8.6	0.8	10.0
Texas	6.7	8.0	1.4	20.4
Utah	8.0	9.3	1.3	15.6
Vermont	9.4	11.2	1.8	18.6
Virginia	8.7	9.4	0.7	8.0
Washington	7.8	9.1	1.3	16.4
West Virginia	11.1	12.6	1.5	13.7
Wisconsin	8.9	—	—	—
Wyoming	9.8	10.4	0.5	5.3

— Percentage cannot be calculated because data were not available.

^aChange between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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 students 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 students 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 students served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010 and 2019. 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, 2010 to July 1, 2019, 2010 and 2019. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, 9.8 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. The percentages served in the individual States ranged from 6.7 percent to 15.2 percent. In the following nine States, the percentage was larger than 12 percent: Puerto Rico (15.2 percent), Maine (13.2 percent), New Jersey (12.9 percent), New York (12.7 percent), West Virginia (12.6 percent), Oklahoma (12.4 percent), Delaware (12.2 percent), Pennsylvania (12.2 percent), and Massachusetts (12.1 percent). In contrast, 8 percent or less of the resident population was served in the following three States: Texas (8.0 percent), Idaho (7.9 percent), and Hawaii (6.7 percent).

- In 2010, 8.6 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 percentage of the population served increased by more than 10 percent between 2010 and 2019 for 35 of the 50 States for which data were available at both time points. A percent change greater than 30 percent occurred in the following three States: Delaware (41.8 percent), Connecticut (32.1 percent), and New York (30.6 percent). This change represented a difference greater than 3 percentage points in Delaware (3.6 percentage points).
- Between 2010 and 2019, the following State experienced a percent change decrease of 2 percent or greater: Michigan (-2.9 percent). However, this change did not represent a difference greater than 1 percentage point for the State.

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 2019?

Exhibit 64. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2019

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	15.5	4.8	12.8	10.6	14.4	9.1	10.8
Alabama	14.8	4.1	11.0	8.5	10.6	8.0	7.2
Alaska	15.7	6.9	10.3	9.4	15.6	9.3	13.4
Arizona ^{††}	10.5	3.7	11.7	9.6	13.3	8.3	10.0
Arkansas ^{††}	9.2	5.6	13.4	10.2	11.7	9.9	9.8
BIE schools ^{††}	—	—	—	—	—	—	—
California ^{††}	15.7	4.4	13.2	9.8	8.8	7.4	10.0
Colorado	13.2	4.4	10.7	10.1	9.2	7.1	8.5
Connecticut ^{††}	11.3	5.0	15.3	14.9	22.7	9.1	10.9
Delaware	15.1	4.9	17.7	13.2	31.3	9.8	10.2
District of Columbia	x	2.1	16.5	11.1	x	2.2	5.2
Florida	12.7	4.7	12.5	10.0	18.9	8.7	10.7
Georgia ^{††}	8.9	4.6	10.9	10.2	10.3	8.2	10.6
Hawaii	11.1	4.4	6.1	7.5	21.2	5.5	3.2
Idaho	15.6	5.1	11.2	9.3	11.1	7.5	7.7
Illinois	18.5	4.7	13.9	11.0	30.0	9.1	12.4
Indiana	12.0	4.0	14.1	10.8	15.5	10.9	16.1
Iowa	15.9	4.1	18.2	11.3	14.7	8.3	13.5
Kansas ^{††}	12.9	5.1	14.9	11.0	15.8	10.1	13.4
Kentucky	8.0	4.9	11.3	9.8	9.4	9.8	11.1
Louisiana	7.3	3.7	10.7	6.6	12.8	6.7	7.5
Maine ^{††}	23.3	6.7	17.3	13.1	35.1	13.9	12.0
Maryland	9.5	4.0	10.8	9.2	19.5	6.6	7.5
Massachusetts	17.9	5.3	15.0	17.0	18.6	11.0	13.2
Michigan	12.2	3.7	11.8	8.7	23.4	8.5	9.6
Minnesota	22.1	7.6	14.0	14.2	14.3	9.8	15.4
Mississippi	3.9	5.0	11.1	6.4	11.9	8.9	12.1
Missouri ^{††}	10.6	4.8	12.9	8.6	8.4	9.2	10.7
Montana ^{††}	14.2	4.3	13.2	8.8	21.7	8.3	9.0
Nebraska	18.8	6.4	16.1	12.6	13.0	9.7	14.7
Nevada	14.4	3.8	13.4	9.0	13.8	8.6	9.7
New Hampshire	15.8	4.5	11.5	13.0	32.8	10.7	9.3
New Jersey ^{††}	11.0	6.3	15.9	14.5	49.9	13.5	9.5
New Mexico ^{††}	11.9	4.2	13.2	12.1	17.4	9.9	10.1
New York	29.2	6.9	17.2	17.2	51.7	10.0	11.8

See notes at end of exhibit.

Exhibit 64. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2019—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	10.2	4.0	11.5	9.3	11.6	7.1	11.0
North Dakota	12.1	4.4	13.2	11.1	22.5	7.9	11.2
Ohio	9.6	4.3	14.6	10.5	16.7	9.7	13.7
Oklahoma	18.8	4.8	15.3	11.4	12.3	11.2	14.1
Oregon ^{††}	15.1	4.7	13.6	12.0	11.5	10.0	11.3
Pennsylvania ^{††}	16.7	5.4	16.8	14.4	23.3	11.6	17.3
Rhode Island ^{††}	24.8	5.2	13.7	12.8	22.8	9.8	11.4
South Carolina	10.1	3.9	12.7	9.8	12.8	7.8	12.4
South Dakota	12.4	6.6	12.7	12.2	12.5	9.2	13.8
Tennessee	7.2	4.6	10.5	8.3	9.7	8.2	7.8
Texas ^{††}	12.7	4.4	10.7	8.8	11.9	7.3	8.9
Utah ^{††}	18.4	5.0	14.5	11.6	11.3	9.2	8.6
Vermont	12.9	4.8	17.2	5.5	34.1	11.6	7.1
Virginia	13.1	5.1	12.4	11.2	16.9	8.2	10.2
Washington	12.2	4.3	11.7	11.3	9.3	8.5	10.5
West Virginia	9.4	3.6	14.7	8.4	14.1	12.8	11.4
Wisconsin	—	—	—	—	—	—	—
Wyoming ^{††}	17.7	6.8	9.8	10.1	31.8	10.7	20.8

— Percentage cannot be calculated because data were not available.

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

^{††}State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

NOTE: Child count is the number of students ages 6 through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 35 students served under Part B in one State. The total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data for PR were excluded. Data for Wisconsin 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, 2010 to July 1, 2019, 2019. Data for PR were not available. Data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data were accessed fall 2020. 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 or Native Hawaiian or Other Pacific Islander were served under IDEA, Part B, in the 49 States (“All States”) for which data were available, compared to the resident populations of the other racial/ethnic groups. Specifically, 15.5 percent of the resident population who were American Indian or Alaska Native and 14.4 percent of the resident population who were Native

Hawaiian or Other Pacific Islander were served under Part B. In contrast, 4.8 percent of the resident population who were Asian in “All States” were served under IDEA, Part B.

- In 2019, 15.5 percent of the resident population ages 6 through 21 who were American Indian or Alaska Native were served under Part B in the 49 States (“All States”) for which non-suppressed data were available. The percentages ranged from 3.9 to 29.2 percent in the individual States. In the following four States, the percentage was larger than 22 percent: New York (29.2 percent), Rhode Island (24.8 percent), Maine (23.3 percent), and Minnesota (22.1 percent). In contrast, the percentage was less than 8 percent in the following three States: Louisiana (7.3 percent), Tennessee (7.2 percent), and Mississippi (3.9 percent).
- In 2019, 4.8 percent of the resident population ages 6 through 21 who were Asian were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 2.1 to 7.6 percent in the individual States. The percentage was larger than 6 percent in the following eight States: Minnesota (7.6 percent), Alaska (6.9 percent), New York (6.9 percent), Wyoming (6.8 percent), Maine (6.7 percent), South Dakota (6.6 percent), Nebraska (6.4 percent), and New Jersey (6.3 percent). In contrast, the percentage was less than 4 percent in seven States, including the District of Columbia, where the percentage was 2.1 percent.
- In 2019, 12.8 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 6.1 to 18.2 percent in the individual States. In the following five States, the percentage was larger than 17 percent: Iowa (18.2 percent), Delaware (17.7 percent), Maine (17.3 percent), New York (17.2 percent), and Vermont (17.2 percent). In contrast, the percentage was less than 10 percent in the following two States: Wyoming (9.8 percent) and Hawaii (6.1 percent).
- In 2019, 10.6 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 5.5 to 17.2 percent in the individual States. The percentage was more than 16 percent in New York (17.2 percent) and Massachusetts (17.0 percent). In contrast, the percentage was less than 7 percent in the following three States: Louisiana (6.6 percent), Mississippi (6.4 percent), and Vermont (5.5 percent).
- In 2019, 14.4 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 49 States (“All States”) for which non-suppressed data were available. The percentages ranged from 8.4 to 51.7 percent in the individual States. The percentage was more than 30 percent in the following seven States: New York (51.7 percent), New Jersey (49.9 percent), Maine (35.1 percent), Vermont (34.1 percent), New Hampshire (32.8 percent), Wyoming (31.8 percent), and Delaware (31.3 percent). In contrast, the percentage was less than 9 percent in California (8.8 percent) and Missouri (8.4 percent).
- In 2019, 9.1 percent of the resident population ages 6 through 21 who were White were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 2.2 to 13.9 percent in the individual States. The percentage was 11 percent or more in the following seven States: Maine (13.9 percent), New Jersey (13.5 percent), West Virginia (12.8 percent), Pennsylvania (11.6 percent), Vermont (11.6 percent), Oklahoma (11.2 percent), and Massachusetts (11.0 percent). In contrast, the percentage was less than 6 percent in Hawaii (5.5 percent) and the District of Columbia (2.2 percent).

- In 2019, 10.8 percent of the resident population ages 6 through 21 who were associated with two or more races were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 3.2 to 20.8 percent in the individual States. The percentage was greater than 15 percent in the following four States: Wyoming (20.8 percent), Pennsylvania (17.3 percent), Indiana (16.1 percent), and Minnesota (15.4 percent). In contrast, the percentage was less than 4 percent in Hawaii (3.2 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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2010 and fall 2019

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	6.4	11.0	4.6	73.0
Alabama	5.3	9.1	3.7	70.1
Alaska	4.6	9.0	4.3	94.1
Arizona	6.4	10.9	4.5	71.0
Arkansas	5.0	8.6	3.6	70.9
BIE schools	1.7	4.5	2.8	163.8
California	8.8	14.1	5.2	59.6
Colorado	4.7	8.8	4.2	88.6
Connecticut	9.2	12.7	3.5	38.4
Delaware	5.1	9.4	4.3	84.4
District of Columbia	3.8	9.2	5.3	138.4
Florida	5.1	11.5	6.4	125.8
Georgia	6.5	10.8	4.2	64.9
Hawaii	6.1	10.0	3.9	63.1
Idaho	7.8	10.7	2.8	36.3
Illinois	5.6	9.7	4.2	74.5
Indiana	7.3	9.7	2.4	33.4
Iowa	1.1	—	—	—
Kansas	4.1	6.9	2.7	65.9
Kentucky	4.1	8.3	4.1	99.9
Louisiana	4.3	7.6	3.3	78.3
Maine	7.9	10.6	2.7	34.0
Maryland	8.9	12.3	3.4	38.3
Massachusetts	6.6	12.5	6.0	90.6
Michigan	7.0	10.7	3.8	54.3
Minnesota	12.1	15.3	3.2	26.2
Mississippi	4.0	8.5	4.4	109.0
Missouri	6.2	11.3	5.1	82.3
Montana	3.7	5.4	1.8	48.3
Nebraska	4.8	9.0	4.2	88.9
Nevada	7.4	13.7	6.3	85.9
New Hampshire	5.6	10.8	5.2	91.5
New Jersey	5.7	9.7	4.0	69.3
New Mexico	3.4	6.8	3.4	101.0
New York	5.4	9.5	4.1	75.5
North Carolina	6.4	11.2	4.7	73.5
North Dakota	5.2	10.1	4.9	95.5

See notes at end of exhibit.

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2010 and fall 2019—Continued

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
Ohio	6.4	10.2	3.8	59.8
Oklahoma	3.3	6.8	3.6	109.6
Oregon	10.3	13.0	2.8	26.8
Pennsylvania	6.8	11.4	4.6	67.9
Puerto Rico	1.8	6.1	4.3	246.3
Rhode Island	7.2	11.5	4.3	60.1
South Carolina	3.7	9.1	5.3	143.9
South Dakota	4.2	7.6	3.4	81.2
Tennessee	5.0	10.2	5.2	104.8
Texas	7.4	13.2	5.8	79.0
Utah	6.0	8.7	2.8	46.5
Vermont	6.4	8.2	1.8	27.3
Virginia	7.4	13.7	6.3	85.3
Washington	6.9	11.5	4.6	67.2
West Virginia	3.3	6.5	3.1	94.5
Wisconsin	6.9	—	—	—
Wyoming	—	7.5	—	—

— Percentage cannot be calculated because data were not available.

^aChange between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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, who were reported 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 who were reported 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, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010 and 2019. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 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 *autism*. The percentages ranged from 4.5 to 15.3 percent in the individual States. In the following five States, more than 13 percent of the students served were reported under the category of *autism*: Minnesota (15.3 percent), California (14.1 percent), Nevada (13.7 percent), Virginia (13.7 percent), and Texas (13.2 percent). In contrast, less than 6 percent of the students served in the following two States were reported under the category of *autism*: Montana (5.4 percent) and Bureau of Indian Education schools (4.5 percent).
- In 2010, a total of 6.4 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 2019 than in 2010 in all 50 of the States for which data for both time periods were available.
- The percent change for 9 of the 50 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 2019 than in 2010 exceeded 100 percent. A percent change increase of more than 200 percent was found in Puerto Rico (246.3 percent). This percent change represented a difference of 4.3 percentage points for Puerto.

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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2010 and fall 2019

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	12.1	16.8	4.7	38.6
Alabama	10.4	15.4	5.0	48.6
Alaska	13.3	15.7	2.4	17.8
Arizona	7.6	10.9	3.3	44.0
Arkansas	16.2	20.2	3.9	24.2
BIE schools	7.0	9.8	2.9	41.4
California	8.9	14.7	5.8	64.6
Colorado	—	13.1	—	—
Connecticut	19.3	22.0	2.7	14.2
Delaware	12.7	14.3	1.6	12.6
District of Columbia	8.4	17.7	9.2	109.5
Florida	7.4	12.8	5.3	71.6
Georgia	15.7	17.1	1.3	8.5
Hawaii	15.3	17.4	2.1	13.8
Idaho	13.2	24.0	10.8	81.5
Illinois	9.9	14.8	4.9	50.0
Indiana	9.2	16.5	7.4	80.6
Iowa	0.1	—	—	—
Kansas	12.4	12.3	-0.1	-0.5
Kentucky	17.3	17.4	0.1	0.4
Louisiana	12.9	14.9	2.0	15.6
Maine	19.8	22.9	3.2	16.0
Maryland	17.2	19.7	2.5	14.3
Massachusetts	9.2	15.5	6.3	69.0
Michigan	9.9	15.3	5.4	54.3
Minnesota	14.8	16.0	1.2	8.0
Mississippi	12.2	20.1	7.9	64.4
Missouri	16.7	23.1	6.3	37.9
Montana	11.5	12.4	0.9	7.7
Nebraska	13.7	15.1	1.4	10.5
Nevada	8.3	11.4	3.1	37.7
New Hampshire	18.1	20.2	2.0	11.3
New Jersey	15.9	22.3	6.4	40.3
New Mexico	8.0	10.3	2.3	28.6
New York	14.6	17.6	3.0	20.5
North Carolina	18.3	19.1	0.7	4.0
North Dakota	14.0	16.7	2.7	19.2

See notes at end of exhibit.

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2010 and fall 2019—Continued

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
Ohio	12.6	19.2	6.6	51.8
Oklahoma	12.8	17.9	5.2	40.5
Oregon	13.9	19.3	5.4	38.9
Pennsylvania	9.1	17.1	8.0	88.0
Puerto Rico	8.2	26.8	18.6	225.8
Rhode Island	16.0	19.0	3.0	19.0
South Carolina	11.1	16.3	5.2	47.0
South Dakota	11.5	15.5	4.0	34.9
Tennessee	11.8	16.9	5.1	43.6
Texas	13.0	15.0	2.0	15.5
Utah	7.7	11.1	3.5	45.2
Vermont	16.5	19.8	3.3	19.8
Virginia	19.5	22.6	3.1	15.9
Washington	19.7	20.8	1.1	5.8
West Virginia	12.6	17.5	4.9	38.7
Wisconsin	16.1	—	—	—
Wyoming	—	16.6	—	—

— Percentage cannot be calculated because data were not available.

^aChange between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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 who were reported 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 who were reported 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, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010 and 2019. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 16.8 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*. The percentages ranged from 9.8 to 26.8 percent in the individual States. More than 22 percent of the students served were reported under the category of *other health impairment* in the following six States: Puerto Rico (26.8 percent), Idaho (24.0 percent), Missouri (23.1 percent), Maine (22.9 percent), Virginia (22.6 percent), and New Jersey (22.3 percent). In contrast, less than 10 percent of students served in the Bureau of Indian Education schools (9.8 percent) were reported under the category of *other health impairment*.
- In 2010, a total of 12.1 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 48 of the 49 States for which data were available for both years, the percentage of students reported under the category of *other health impairment* was larger in 2019 than in 2010. The percentage of students reported under the category of *other health impairment* was smaller in 2019 than in 2010 in Kansas; however, the difference was less than 1 percentage point.
- The percent change for 11 of the 49 States in which a larger percentage of students ages 6 through 21 served under IDEA, Part B, were reported under the category of *other health impairment* in 2019 than in 2010 exceeded 50 percent. A percent change of more than 100 percent was found in two States: Puerto Rico (225.8 percent) and the District of Columbia (109.5 percent). This percent change represented an increase greater than 8 percentage points in both Puerto Rico (18.6 percentage points) and the District of Columbia (9.2 percentage points).

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 2019, and how did the percentages change between 2010 and 2019?

Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2010 and fall 2019

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
All States	41.5	37.1	-4.4	-10.6
Alabama	48.1	42.0	-6.1	-12.7
Alaska	46.7	41.1	-5.6	-11.9
Arizona	48.6	43.4	-5.2	-10.7
Arkansas	36.8	31.2	-5.6	-15.2
BIE schools	51.7	50.9	-0.8	-1.6
California	46.4	42.5	-3.9	-8.4
Colorado	42.7	44.8	2.1	4.9
Connecticut	35.1	38.8	3.8	10.7
Delaware	53.1	46.7	-6.4	-12.1
District of Columbia	42.4	35.6	-6.8	-16.0
Florida	45.0	41.8	-3.2	-7.0
Georgia	33.0	38.5	5.5	16.8
Hawaii	49.0	44.0	-5.0	-10.2
Idaho	32.4	23.0	-9.4	-29.0
Illinois	43.8	38.3	-5.6	-12.7
Indiana	36.6	33.3	-3.3	-9.1
Iowa	60.4	—	—	—
Kansas	41.3	39.8	-1.5	-3.7
Kentucky	16.6	20.1	3.5	20.8
Louisiana	32.4	34.9	2.5	7.6
Maine	32.8	31.0	-1.8	-5.5
Maryland	35.9	31.5	-4.5	-12.4
Massachusetts	34.6	26.3	-8.3	-23.9
Michigan	39.7	32.4	-7.3	-18.4
Minnesota	28.3	27.7	-0.7	-2.3
Mississippi	31.4	28.6	-2.8	-9.1
Missouri	31.1	27.3	-3.8	-12.1
Montana	44.7	33.0	-11.7	-26.2
Nebraska	35.1	34.9	-0.2	-0.6
Nevada	54.4	49.1	-5.2	-9.7
New Hampshire	42.1	34.9	-7.2	-17.1
New Jersey	39.4	33.0	-6.4	-16.3
New Mexico	43.3	52.1	8.8	20.3
New York	40.3	35.6	-4.7	-11.7
North Carolina	38.8	39.2	0.4	1.0

See notes at end of exhibit.

Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2010 and fall 2019—Continued

State	2010 percent	2019 percent	Change between 2010 and 2019 ^a	Percent change between 2010 and 2019 ^b
North Dakota	36.2	32.4	-3.7	-10.3
Ohio	42.2	39.6	-2.6	-6.2
Oklahoma	45.7	36.0	-9.7	-21.2
Oregon	38.1	31.6	-6.5	-17.0
Pennsylvania	49.3	40.7	-8.5	-17.3
Puerto Rico	55.5	43.7	-11.8	-21.3
Rhode Island	40.7	35.7	-5.0	-12.2
South Carolina	47.6	43.0	-4.6	-9.6
South Dakota	40.4	37.7	-2.7	-6.7
Tennessee	40.5	31.2	-9.4	-23.1
Texas	44.8	34.6	-10.2	-22.7
Utah	48.5	45.7	-2.8	-5.7
Vermont	33.3	31.1	-2.2	-6.5
Virginia	39.2	35.0	-4.2	-10.7
Washington	39.4	35.8	-3.6	-9.0
West Virginia	30.8	36.5	5.6	18.3
Wisconsin	33.4	—	—	—
Wyoming	—	34.8	—	—

— Percentage cannot be calculated because data were not available.

^aChange between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2010 and 2019 was calculated for each State and “All States” by subtracting the percentage for 2010 from the percentage for 2019, dividing the difference by the percentage for 2010, 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 who were reported 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 who were reported 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010 and 2019. Data for 2010 were accessed spring 2012. Data for 2019 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 37.1 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 *specific learning disability*. The percentages ranged from 20.1 to 52.1 percent in the individual States. More than 50 percent of the students served were reported under the category of *specific learning disability* in the following two States: New Mexico (52.1 percent) and Bureau of Indian Education schools (50.9 percent). In contrast, less than 29 percent of students served in the following six States were reported under the category of *specific learning disability*: Mississippi (28.6 percent), Minnesota (27.7 percent), Missouri (27.3 percent), Massachusetts (26.3 percent), Idaho (23 percent), and Kentucky (20.1 percent).

- In 2010, a total of 41.5 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 *specific learning disability*.
- The percentage of students reported under the category of *specific learning disability* decreased by more than 10 percent between 2010 and 2019 for 26 of the 50 States for which data were available for both time periods. A decrease of more than 25 percent occurred in the following two States: Idaho (-29.0 percent) and Montana (-26.2 percent). This percent change represented a decrease of more than 9 percentage points for both States: Montana (-11.7 percentage points) and Idaho (-9.4 percentage points).
- The percentage of students reported under the category of *specific learning disability* increased by at least 10 percent between 2010 and 2019 for five of the 50 States for which data were available for both time periods: Kentucky (20.8 percent), New Mexico (20.3 percent), West Virginia (18.3 percent), Georgia (16.8 percent), and Connecticut (10.7 percent). This percent change represented a difference of more than 5 percentage points for three of the five States: New Mexico (8.8 percentage points), West Virginia (5.6 percentage points), and Georgia (5.5 percentage points).

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 2019?

Exhibit 68. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2019

State	Inside the regular class ^a			Separate school ^c	Residential facility ^e	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	64.8	17.4	12.8	2.7	0.2	0.4	0.1	1.5
Alabama	83.6	6.3	7.2	1.3	0.8	0.3	#	0.4
Alaska	64.2	22.4	10.5	2.1	0.4	0.1	0.4	#
Arizona ^{††}	68.0	15.4	13.7	2.2	0.1	0.2	0.2	0.2
Arkansas ^{††}	56.9	28.2	12.2	0.7	0.8	0.5	0.1	0.6
BIE schools ^{††}	80.8	13.1	5.5	0.1	0.3	0.2	#	—
California ^{††}	58.4	19.7	18.2	2.8	0.1	0.3	0.2	0.3
Colorado	76.8	15.0	5.3	1.9	0.1	0.2	0.1	0.4
Connecticut ^{††}	67.5	17.5	6.6	6.8	0.2	0.3	0.2	0.7
Delaware	64.2	15.9	14.8	4.1	0.1	0.5	0.2	#
District of Columbia	57.2	18.9	15.3	7.6	0.4	0.1	0.1	0.4
Florida	75.7	6.6	13.2	2.4	0.2	0.6	0.4	0.8
Georgia ^{††}	62.7	18.9	16.6	1.1	0.2	0.2	#	0.3
Hawaii	47.9	34.0	16.4	0.7	0.1	0.3	0.1	0.6
Idaho	64.8	24.7	8.6	1.0	0.3	0.1	0.3	0.2
Illinois	52.7	26.3	12.9	6.3	0.2	0.2	#	1.4
Indiana	76.2	9.5	8.3	0.9	0.3	0.7	0.2	3.9
Iowa	71.7	18.3	7.2	0.9	0.3	#	0.3	1.2
Kansas ^{††}	70.3	18.8	7.0	1.9	0.2	0.2	0.2	1.6
Kentucky	73.9	15.0	8.6	0.6	0.3	0.9	0.1	0.6
Louisiana	63.9	20.8	14.0	0.4	0.1	0.7	#	#
Maine ^{††}	56.1	29.4	10.8	3.0	0.4	0.1	0.1	0.2
Maryland	70.2	9.9	11.8	6.3	0.1	0.3	0.3	1.2
Massachusetts	65.6	13.8	13.2	5.7	0.6	0.1	0.1	0.9
Michigan	68.6	14.2	10.5	4.4	0.1	0.2	0.4	1.6
Minnesota	61.3	22.9	9.9	3.9	0.1	0.2	0.1	1.6
Mississippi	76.4	9.3	11.2	1.0	0.2	0.7	#	1.1
Missouri ^{††}	57.2	28.5	8.4	3.0	#	0.6	0.3	2.0
Montana ^{††}	53.1	34.0	10.7	0.9	0.4	0.2	0.1	0.7
Nebraska	79.1	10.0	5.4	1.8	0.1	0.2	0.1	3.3
Nevada	61.2	21.2	15.9	1.1	#	0.3	0.2	0.1
New Hampshire	72.2	15.8	9.1	2.3	0.4	#	0.0	0.3
New Jersey ^{††}	44.6	28.1	15.0	6.3	0.2	0.3	#	5.5
New Mexico ^{††}	51.4	31.1	17.1	0.3	0.1	#	0.1	0.0
New York	58.2	11.5	19.0	4.5	0.4	0.3	0.1	6.1

See notes at end of exhibit.

Exhibit 68. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2019—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	67.8	16.8	13.3	1.1	0.2	0.5	0.1	0.3
North Dakota	72.9	17.6	6.4	0.6	0.7	0.2	#	1.5
Ohio	64.2	15.0	11.9	3.0	0.2	0.5	0.2	5.0
Oklahoma	71.2	19.8	7.9	#	0.3	0.4	0.1	0.2
Oregon ^{††}	74.6	13.1	9.6	1.4	0.1	0.3	0.2	0.8
Pennsylvania ^{††}	61.5	23.8	9.6	4.3	0.3	0.2	0.1	0.2
Puerto Rico ^{††}	67.7	14.4	9.4	1.2	#	0.4	#	6.7
Rhode Island ^{††}	71.0	10.2	11.4	5.2	0.3	0.1	0.2	1.4
South Carolina	62.5	20.1	15.1	0.5	0.2	0.8	0.2	0.6
South Dakota	73.9	17.2	5.4	1.0	0.9	0.1	0.1	1.4
Tennessee	71.9	14.3	11.3	0.7	0.2	0.6	0.1	1.0
Texas ^{††}	71.0	13.5	14.4	0.4	#	0.4	0.1	0.1
Utah ^{††}	67.8	20.4	9.1	2.4	#	0.1	#	0.0
Vermont	78.9	9.3	4.5	5.3	1.1	0.1	#	0.8
Virginia	67.8	17.8	9.1	3.4	0.4	0.7	0.1	0.6
Washington	57.7	28.4	12.4	0.7	0.1	0.1	0.1	0.4
West Virginia	63.0	27.0	7.4	0.2	0.4	0.9	0.5	0.6
Wisconsin	—	—	—	—	—	—	—	—
Wyoming ^{††}	73.9	18.3	5.4	0.6	0.9	0.1	#	0.7

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

— Percentage cannot be calculated because data were not available.

††State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

^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 students 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 students with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facilities* is a category that includes students 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 educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported in the educational environment by the total number of students ages 5 (school age) 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 5 (school age) through 21 served under IDEA, Part B, by all States who were reported in the educational environment by the total number of students ages 5 (school age) 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to

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

- In 2019, a total of 64.8 percent of students ages 6 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In each of the 52 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 50 of these States, a majority of such students were educated *inside the regular class 80% or more of the day*. This category accounted for more than 75 percent of such students in the following eight States: Alabama (83.6 percent), the Bureau of Indian Education schools (80.8 percent), Nebraska (79.1 percent), Vermont (78.9 percent), Colorado (76.8 percent), Mississippi (76.4 percent), Indiana (76.2 percent), and Florida (75.7 percent). In each of the two 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 40 percent: Hawaii (47.9 percent) and New Jersey (44.6 percent).

How did the States compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were English learners, by educational environment, in 2019?

Exhibit 69. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2019

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	61.2	21.5	15.3	1.6	#	0.2	0.1	0.2
Alabama	83.0	8.2	7.9	0.5	0.1	0.3	0.0	0.1
Alaska	59.3	28.5	9.7	1.5	0.3	0.1	0.5	0.0
Arizona ^{††}	74.6	15.6	9.4	0.3	#	0.1	#	#
Arkansas ^{††}	58.6	26.8	13.5	0.4	0.1	0.3	#	0.3
BIE schools ^{††}	78.6	16.9	4.4	0.0	0.1	0.0	0.0	—
California ^{††}	53.8	22.4	21.0	2.2	#	0.3	0.2	0.1
Colorado	76.7	16.8	5.7	0.4	#	0.2	#	0.1
Connecticut ^{††}	68.8	20.9	6.3	3.1	#	0.1	0.1	0.6
Delaware	70.3	19.6	9.1	0.7	0.0	0.2	#	0.0
District of Columbia	66.6	16.8	12.1	4.3	0.2	0.0	0.0	0.0
Florida	81.3	8.7	8.8	0.4	0.1	0.3	0.1	0.3
Georgia ^{††}	53.7	29.3	16.8	0.1	0.0	0.1	0.0	#
Hawaii	35.6	39.2	23.6	1.3	0.1	0.1	0.0	0.2
Idaho	60.3	31.8	6.7	0.8	0.3	#	0.1	0.0
Illinois	50.6	29.8	15.8	3.6	#	#	#	0.1
Indiana	73.2	11.0	10.7	0.7	0.2	0.5	0.1	3.5
Iowa	67.7	24.0	6.9	0.8	#	#	0.2	0.4
Kansas ^{††}	77.6	19.3	2.5	0.1	0.0	0.0	0.0	0.5
Kentucky	68.3	20.1	10.5	0.6	0.1	0.3	#	#
Louisiana	—	—	—	—	—	—	—	—
Maine ^{††}	47.4	37.3	12.1	3.3	0.0	0.0	0.0	0.0
Maryland	77.6	10.4	9.6	2.0	0.1	0.1	0.1	0.2
Massachusetts	60.7	16.9	19.0	2.8	0.1	#	0.1	0.3
Michigan	71.3	16.2	10.3	1.6	#	0.1	0.1	0.4
Minnesota	55.4	30.2	11.8	2.0	0.0	0.2	0.0	0.4
Mississippi	76.5	12.7	10.5	0.1	0.0	0.2	0.0	0.0
Missouri ^{††}	59.4	30.6	8.3	1.4	0.0	0.2	0.0	#
Montana ^{††}	45.7	45.6	8.3	0.0	0.1	0.0	0.0	0.3
Nebraska	89.4	7.6	1.1	0.3	#	#	#	1.5
Nevada	53.9	25.7	19.0	1.0	#	0.3	0.1	#
New Hampshire	49.3	28.6	20.4	1.6	0.0	0.0	0.0	0.0
New Jersey ^{††}	45.6	29.6	19.7	1.5	#	#	#	3.5
New Mexico ^{††}	46.0	36.2	17.7	#	#	0.0	#	0.0
New York	48.6	14.4	32.0	4.7	0.1	0.1	#	0.2

See notes at end of exhibit.

Exhibit 69. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2019—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	65.6	19.7	13.5	0.8	0.1	0.3	0.0	#
North Dakota	66.4	26.4	6.6	0.0	0.2	0.2	0.0	0.2
Ohio	61.3	21.6	13.9	1.0	#	0.2	#	2.1
Oklahoma	61.0	27.4	11.4	0.0	#	0.1	#	0.1
Oregon ^{††}	77.7	13.9	7.5	0.6	0.0	0.2	#	0.1
Pennsylvania ^{††}	51.2	33.4	13.2	1.9	0.1	0.1	#	#
Puerto Rico ^{††}	64.1	19.7	13.1	2.3	0.0	0.8	0.0	0.0
Rhode Island ^{††}	73.9	10.6	13.9	1.4	0.0	0.0	0.0	0.1
South Carolina	61.8	21.7	15.1	0.5	0.1	0.5	0.1	0.2
South Dakota	68.9	23.9	5.8	0.9	0.1	0.0	0.0	0.3
Tennessee	70.8	18.1	9.8	0.7	0.1	0.2	#	0.2
Texas ^{††}	75.2	15.5	8.9	0.1	0.0	0.3	#	#
Utah ^{††}	62.4	26.9	9.1	1.5	0.0	0.1	#	0.0
Vermont	81.9	9.4	2.1	2.4	0.7	0.0	0.0	3.5
Virginia	56.6	29.5	11.8	1.8	0.1	0.2	#	#
Washington	49.6	38.0	12.1	0.2	#	#	#	0.1
West Virginia	56.9	34.8	8.0	0.0	0.0	0.0	0.3	0.0
Wisconsin	—	—	—	—	—	—	—	—
Wyoming ^{††}	73.0	20.6	5.1	0.5	0.5	0.2	0.0	0.2

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

— Percentage cannot be calculated because data were not available.

††State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

^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 students 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 students with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facilities* is a category that includes students 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 students 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 educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of students ages 5 (school age) through 21 who were *English learners* 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 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of students ages 5 (school age) through 21 who were *English learners* served under IDEA, Part B, by all States, then multiplying the result by 100. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

- In 2019, a total of 61.2 percent of the students ages 6 through 21 who were *English learners* and served under IDEA, Part B, in the 51 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In 50 individual States, *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 6 through 21 who were *English learners* and served under IDEA, Part B. In 43 of those States, this educational environment accounted for a majority of such students. In the following four States, more than 80 percent of such students were in this environment: Nebraska (89.4 percent), Alabama (83.0 percent), Vermont (81.9 percent), and Florida (81.3 percent).
- In Hawaii, the most prevalent category was *inside the regular class 40% through 79% of the day*, which accounted for 39.2 percent of such students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment, in 2019?

Exhibit 70. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2019

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	50.2	17.1	16.9	12.3	1.1	1.0	1.0	0.4
Alabama	70.1	8.9	7.0	6.3	6.2	1.5	0.1	0.0
Alaska	50.1	22.7	15.6	7.7	1.2	0.0	2.7	0.0
Arizona ^{††}	44.4	14.7	19.3	18.8	0.8	0.6	1.3	0.1
Arkansas ^{††}	34.8	33.5	16.7	5.5	5.6	3.5	0.4	0.1
BIE schools ^{††}	71.8	16.4	8.4	0.3	2.4	0.7	0.0	—
California ^{††}	36.9	18.8	25.2	15.3	1.4	0.8	1.4	0.1
Colorado	59.2	16.9	10.3	11.2	0.7	0.7	0.9	0.2
Connecticut ^{††}	41.8	13.0	11.7	29.4	1.2	1.5	1.3	0.1
Delaware	39.6	14.4	26.6	15.7	0.7	1.7	1.2	0.0
District of Columbia	43.1	17.5	20.3	16.6	1.9	0.0	0.2	0.4
Florida	44.6	10.1	30.4	9.3	0.3	0.7	4.0	0.6
Georgia ^{††}	52.0	19.1	17.2	9.9	1.0	0.7	0.1	#
Hawaii	40.4	30.2	22.2	3.2	0.8	1.5	0.7	0.9
Idaho	57.1	22.0	10.5	7.4	0.0	0.1	3.0	0.0
Illinois	34.6	19.6	14.4	30.0	0.8	0.5	#	0.2
Indiana	61.8	12.9	14.4	3.7	1.4	3.3	1.1	1.4
Iowa	—	—	—	—	—	—	—	—
Kansas ^{††}	52.2	19.7	12.6	12.8	0.5	0.5	1.5	0.2
Kentucky	56.3	19.4	14.7	3.2	1.9	3.7	0.8	#
Louisiana	53.9	22.4	18.8	2.1	0.8	1.7	0.4	0.0
Maine ^{††}	44.3	24.0	18.4	10.9	1.6	0.3	0.4	0.1
Maryland	51.1	11.7	16.6	18.5	#	0.5	1.5	0.1
Massachusetts	51.4	10.0	16.2	20.2	1.0	0.3	0.4	0.5
Michigan	57.3	16.3	13.2	9.1	0.7	0.3	2.8	0.3
Minnesota	53.1	23.4	12.4	10.0	0.1	0.3	0.3	0.3
Mississippi	75.4	10.8	5.1	5.0	1.4	2.2	#	#
Missouri ^{††}	44.2	30.1	11.3	10.7	#	2.2	1.1	0.4
Montana ^{††}	50.4	27.5	14.0	5.4	1.2	0.9	0.2	0.3
Nebraska	68.2	12.4	9.3	8.3	0.7	0.4	0.3	0.5
Nevada	44.4	21.6	26.7	5.3	0.1	0.6	1.3	0.0
New Hampshire	61.4	17.9	10.6	8.8	1.2	#	0.0	0.1
New Jersey ^{††}	32.4	23.5	16.1	24.1	1.5	1.7	0.4	0.3
New Mexico ^{††}	43.0	25.1	30.8	0.3	0.4	0.0	0.5	0.0
New York	33.4	12.2	30.3	16.4	2.8	1.2	1.2	2.6

See notes at end of exhibit.

Exhibit 70. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2019—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	53.5	24.1	16.9	2.6	0.2	1.9	0.7	0.0
North Dakota	64.8	16.1	11.9	2.8	3.5	0.4	0.1	0.2
Ohio	42.5	15.6	19.9	16.4	1.4	2.1	0.9	1.1
Oklahoma	60.7	22.4	11.4	0.3	2.2	2.1	1.0	0.0
Oregon ^{††}	58.7	15.4	15.9	7.2	#	1.4	1.2	0.3
Pennsylvania ^{††}	48.1	21.4	12.1	16.1	1.4	0.3	0.5	0.1
Puerto Rico ^{††}	63.7	10.9	17.8	1.2	0.0	2.2	0.0	4.1
Rhode Island ^{††}	43.2	9.3	18.5	24.9	2.7	0.2	0.9	0.2
South Carolina	40.5	24.3	26.5	2.0	0.8	3.7	2.3	#
South Dakota	69.5	15.8	10.7	1.1	1.8	0.2	0.5	0.4
Tennessee	61.6	14.3	15.6	5.5	1.3	1.2	0.5	0.1
Texas ^{††}	71.2	13.6	13.1	0.8	0.1	0.7	0.5	#
Utah ^{††}	52.7	22.6	21.0	2.5	0.5	0.5	0.4	0.0
Vermont	60.6	8.2	8.0	18.1	4.1	0.1	0.1	0.8
Virginia	53.7	16.8	6.9	16.5	2.4	2.9	0.6	0.2
Washington	46.8	26.5	18.6	6.0	0.8	0.1	1.0	0.2
West Virginia	45.2	33.2	11.0	0.5	2.3	4.1	3.6	0.1
Wisconsin	—	—	—	—	—	—	—	—
Wyoming ^{††}	56.0	20.7	10.7	3.9	7.8	0.7	0.2	0.0

— Percentage cannot be calculated because data were not available.

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

†† State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

^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 students 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 students with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facilities* is a category that includes students 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 students 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 educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, who were reported under the category of *emotional disturbance* and in the educational environment, by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, who were reported 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 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and in the educational environment, by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States under the category of *emotional disturbance*, then multiplying the result by 100.

- In 2019, a total of 50.2 percent of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* were served *inside the regular class 80% or more of the day*. The percentage of students served in this environment was larger than that for each of the other educational environments in the 51 States (“All States”) for which data were available. The percentage exceeded 50 percent in 30 States, including the following six States in which the percentage exceeded 68 percent: Mississippi (75.4 percent), Bureau of Indian Education schools (71.8 percent), Texas (71.2 percent), Alabama (70.1 percent), South Dakota (69.5 percent), and Nebraska (68.2 percent).
- *Inside the regular class for 40% through 79% of the day* accounted for the second largest percentage (17.1 percent) of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of intellectual disability, by educational environment, in 2019?

Exhibit 71. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2019

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	16.6	27.9	48.8	5.5	0.3	0.5	0.1	0.3
Alabama	41.0	23.5	31.4	2.9	0.9	0.2	0.0	0.1
Alaska	18.6	22.8	47.7	9.9	0.2	0.3	0.5	0.0
Arizona ^{††}	9.7	17.1	69.6	2.9	#	0.5	0.1	0.1
Arkansas ^{††}	15.1	44.1	37.9	0.6	1.6	0.5	0.1	0.1
BIE schools ^{††}	38.4	31.4	28.8	0.3	1.1	0.0	0.0	—
California ^{††}	7.3	20.6	63.2	8.0	0.1	0.6	0.1	0.1
Colorado	14.0	53.8	28.6	3.3	0.0	0.2	0.0	0.1
Connecticut ^{††}	24.0	46.7	21.1	7.9	0.1	0.1	0.1	0.0
Delaware	10.0	24.8	54.9	9.2	0.5	0.7	0.0	0.0
District of Columbia	8.7	20.4	50.2	20.4	0.1	0.0	0.1	0.1
Florida	10.7	9.4	66.3	11.1	0.4	1.0	0.3	0.8
Georgia ^{††}	15.5	19.5	62.5	1.4	0.3	0.7	0.0	0.1
Hawaii	14.1	34.9	50.8	0.0	0.0	0.1	0.0	0.2
Idaho	20.9	45.5	32.2	1.1	#	#	0.1	0.1
Illinois	3.8	29.4	50.5	15.8	0.2	0.2	0.0	0.2
Indiana	33.9	27.5	35.3	0.7	0.3	0.7	0.1	1.5
Iowa	—	—	—	—	—	—	—	—
Kansas ^{††}	13.2	45.4	36.2	4.1	0.4	0.1	0.1	0.5
Kentucky	43.5	32.8	21.3	0.6	0.4	1.1	#	0.1
Louisiana	19.6	31.4	47.4	0.3	0.2	1.0	#	#
Maine ^{††}	8.3	40.0	48.5	2.7	0.3	0.0	0.0	0.1
Maryland	18.9	23.3	50.3	6.8	#	0.2	0.2	0.3
Massachusetts	12.1	19.3	58.0	7.4	1.3	0.1	0.1	1.8
Michigan	17.0	22.5	44.0	15.3	0.2	0.1	0.5	0.5
Minnesota	7.2	37.3	45.6	9.1	0.1	0.3	#	0.3
Mississippi	16.0	17.8	64.2	0.5	0.6	0.8	0.0	0.1
Missouri ^{††}	8.1	51.7	31.4	7.6	0.0	0.8	0.2	0.2
Montana ^{††}	8.8	46.6	42.8	0.2	0.3	0.3	0.0	0.9
Nebraska	31.6	32.4	29.3	5.6	0.1	0.2	0.1	0.7
Nevada	6.9	16.8	73.7	2.1	0.0	0.4	#	0.1
New Hampshire	24.5	29.2	41.0	4.4	0.7	0.1	0.0	0.1
New Jersey ^{††}	6.5	30.0	51.7	10.8	0.3	0.3	0.1	0.5
New Mexico ^{††}	6.5	23.5	69.7	#	0.2	0.0	0.0	0.0
New York	6.7	22.6	50.5	18.6	0.4	0.3	0.1	0.7

See notes at end of exhibit.

Exhibit 71. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2019—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	17.3	29.5	48.9	3.3	0.2	0.6	0.1	0.1
North Dakota	15.0	50.8	30.7	0.4	1.8	0.5	0.0	0.7
Ohio	33.0	32.2	31.2	1.4	0.1	0.3	0.3	1.3
Oklahoma	26.8	40.8	31.3	#	0.4	0.5	0.1	#
Oregon ^{††}	18.7	36.5	41.9	1.8	#	0.4	0.1	0.5
Pennsylvania ^{††}	8.2	37.4	44.3	9.1	0.5	0.3	#	0.1
Puerto Rico ^{††}	26.0	14.9	44.4	11.9	0.0	0.6	0.3	2.0
Rhode Island ^{††}	15.1	28.5	50.2	5.9	0.2	0.0	0.0	0.1
South Carolina	8.3	23.9	64.6	1.2	0.1	1.5	0.2	0.2
South Dakota	23.6	51.2	19.6	3.9	1.2	0.1	0.1	0.4
Tennessee	13.0	27.9	56.0	1.8	0.3	0.6	#	0.4
Texas ^{††}	19.4	26.5	52.8	0.8	#	0.4	#	#
Utah ^{††}	9.1	29.8	47.1	13.6	0.0	0.3	0.1	0.0
Vermont	52.9	29.8	11.0	4.3	1.1	0.2	0.0	0.8
Virginia	15.2	32.2	46.3	4.7	0.3	1.0	#	0.2
Washington	6.2	35.9	56.8	0.8	#	#	0.1	0.1
West Virginia	23.3	50.9	23.8	#	0.4	1.0	0.5	#
Wisconsin	—	—	—	—	—	—	—	—
Wyoming ^{††}	12.3	48.2	36.8	1.2	1.2	0.2	0.0	0.2

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

— Percentage cannot be calculated because data were not available.

†† State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

^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 students 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 students with disabilities who receive special education and related services in hospital programs or homebound programs.

^e*Correctional facilities* is a category that includes students 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 students 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 educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported 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 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability*, then multiplying the result by 100.

- In 2019, a total of 48.8 percent of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability* were served *inside the regular class less than 40% of the day*. The percentage of students served in this educational environment category was larger than that for each of the other educational environment categories in the 51 States (“All States”) for which data were available. The percentage exceeded 50 percent in 20 States, including the following four States in which the percentage exceeded 66 percent: Nevada (73.7 percent), New Mexico (69.7 percent), Arizona (69.6 percent), and Florida (66.3 percent).
- In 13 States, *inside the regular class 40% through 79% of the day* accounted for the largest percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*. The percentage of students served in this educational environment category exceeded 50 percent in the following five States: Colorado (53.8 percent), Missouri (51.7 percent), South Dakota (51.2 percent), West Virginia (50.9 percent), and North Dakota (50.8 percent).
- In the following five States, *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*: Vermont (52.9 percent), Kentucky (43.5 percent), Alabama (41.0 percent), Bureau of Indian Education schools (38.4 percent), and Ohio (33.0 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Part B Participation in 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 were participants and nonparticipants in State math assessments?

Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State math assessment, by State: School year 2018–19

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	96.1	94.1	93.7	3.9	5.9	6.3
Alabama	99.0	97.6	92.9	1.0	2.4	7.1
Alaska	94.0	91.4	87.1	6.0	8.6	12.9
Arizona	97.7	96.2	89.6	2.3	3.8	10.4
Arkansas	99.7	99.2	98.0	0.3	0.8	2.0
BIE schools	93.2	95.3	—	6.8	4.7	—
California	96.0	94.7	88.2	4.0	5.3	11.8
Colorado	91.7	85.2	83.5	8.3	14.8	16.5
Connecticut	97.4	94.3	88.7	2.6	5.7	11.3
Delaware	98.1	95.4	74.7	1.9	4.6	25.3
District of Columbia	96.2	91.3	85.9	3.8	8.7	14.1
Florida	98.6	95.2	92.1	1.4	4.8	7.9
Georgia	98.2	98.2	95.9	1.8	1.8	4.1
Hawaii	96.5	94.9	87.4	3.5	5.1	12.6
Idaho	98.6	97.0	96.6	1.4	3.0	3.4
Illinois	98.1	96.5	94.7	1.9	3.5	5.3
Indiana	99.3	99.2	96.4	0.7	0.8	3.6
Iowa	98.5	97.2	95.1	1.5	2.8	4.9
Kansas	98.4	98.0	96.1	1.6	2.0	3.9
Kentucky	99.7	99.4	95.5	0.3	0.6	4.5
Louisiana	98.6	97.9	92.7	1.4	2.1	7.3
Maine	95.4	93.5	88.3	4.6	6.5	11.7
Maryland	99.4	97.7	96.4	0.6	2.3	3.6
Massachusetts	99.2	98.2	96.1	0.8	1.8	3.9
Michigan	98.9	96.9	93.8	1.1	3.1	6.2
Minnesota	96.7	93.5	84.7	3.3	6.5	15.3
Mississippi	97.2	95.3	96.5	2.8	4.7	3.5
Missouri	99.8	99.7	97.6	0.2	0.3	2.4
Montana	95.9	92.5	84.7	4.1	7.5	15.3
Nebraska	99.5	99.1	95.4	0.5	0.9	4.6
Nevada	94.8	94.0	97.2	5.2	6.0	2.8
New Hampshire	93.1	89.6	74.9	6.9	10.4	25.1
New Jersey	96.2	94.9	95.1	3.8	5.1	4.9
New Mexico	99.2	99.3	99.7	0.8	0.7	0.3
New York	75.2	68.3	97.5	24.8	31.7	2.5
North Carolina	99.6	98.6	97.6	0.4	1.4	2.4
North Dakota	96.7	94.0	93.0	3.3	6.0	7.0

See notes at end of exhibit.

Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State math assessment, by State: School year 2018–19—Continued

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	99.4	98.5	96.5	0.6	1.5	3.5
Oklahoma	99.2	98.6	94.3	0.8	1.4	5.7
Oregon	89.8	89.0	84.1	10.2	11.0	15.9
Pennsylvania	94.8	91.7	90.7	5.2	8.3	9.3
Puerto Rico	99.0	98.5	98.2	1.0	1.5	1.8
Rhode Island	98.1	95.4	88.3	1.9	4.6	11.7
South Carolina	99.5	98.5	95.4	0.5	1.5	4.6
South Dakota	99.5	99.3	98.2	0.5	0.7	1.8
Tennessee	98.7	97.9	96.1	1.3	2.1	3.9
Texas	99.1	99.1	97.7	0.9	0.9	2.3
Utah	93.7	90.3	88.3	6.3	9.7	11.7
Vermont	—	—	—	—	—	—
Virginia	99.8	98.3	97.7	0.2	1.7	2.3
Washington	94.9	92.1	86.6	5.1	7.9	13.4
West Virginia	98.7	97.6	92.8	1.3	2.4	7.2
Wisconsin	96.6	94.9	87.6	3.4	5.1	12.4
Wyoming	99.2	97.7	98.1	0.8	2.3	1.9

— Percentage cannot be calculated because data were not available.

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

NOTE: Percentage for participants (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in a 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 a specific content area assessment and received a valid score and achievement level and (b) the number of students who did not participate in an assessment, then multiplying the result by 100 [$p=a/(a+b)*100$]. Percentage for nonparticipants (np) was calculated by dividing (a) the number of students served under IDEA, Part B, who did not participate in an assessment by the sum of (a) the number of students served under IDEA, Part B, who did not participate in an assessment and (b) the number of students served under IDEA, Part B, in the grade level who participated in a specific content area assessment and received a valid score and achievement level, then multiplying the result by 100 [$np=a/(a+b)*100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2018–19, 96.1 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 52 States (“All States”). In 18 States, at least 99 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in Oregon (89.8 percent) and New York (75.2 percent).

- In school year 2018–19, 94.1 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 52 States (“All States”). In eight States, at least 99 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following four States: New Hampshire (89.6 percent), Oregon (89.0 percent), Colorado (85.2 percent), and New York (68.3 percent).
- In school year 2018–19, 93.7 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 52 States (“All States”). In the following five States, at least 98 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment: New Mexico (99.7 percent), Puerto Rico (98.2 percent), South Dakota (98.2 percent), Wyoming (98.1 percent), and Arkansas (98.0 percent). In contrast, less than 85 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following six States: Minnesota (84.7 percent), Montana (84.7 percent), Oregon (84.1 percent), Colorado (83.5 percent), New Hampshire (74.9 percent), and Delaware (74.7 percent).

How did the States compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State math assessments, by assessment type, in school year 2018–19?

Exhibit 73. 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 2018–19

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b (alternate achievement standards ^c)		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	91.4	90.2	90.0	8.6	9.8	10.0
Alabama	92.1	89.5	86.2	7.9	10.5	13.8
Alaska	95.5	93.4	92.7	4.5	6.6	7.3
Arizona	92.9	91.2	86.8	7.1	8.8	13.2
Arkansas	90.8	90.9	84.6	9.2	9.1	15.4
BIE schools	95.7	94.1	95.5	4.3	5.9	4.5
California	91.6	91.2	90.0	8.4	8.8	10.0
Colorado	92.9	91.1	89.5	7.1	8.9	10.5
Connecticut	91.4	91.4	88.7	8.6	8.6	11.3
Delaware	93.1	90.8	88.5	6.9	9.2	11.5
District of Columbia	94.9	92.8	93.4	5.1	7.2	6.6
Florida	90.5	88.3	85.7	9.5	11.7	14.3
Georgia	91.5	89.1	93.4	8.5	10.9	6.6
Hawaii	90.9	89.4	87.4	9.1	10.6	12.6
Idaho	91.4	91.2	90.6	8.6	8.8	9.4
Illinois	92.7	92.2	90.4	7.3	7.8	9.6
Indiana	94.4	91.2	90.0	5.6	8.8	10.0
Iowa	95.2	92.9	91.5	4.8	7.1	8.5
Kansas	92.7	90.9	91.8	7.3	9.1	8.2
Kentucky	93.3	90.0	86.7	6.7	10.0	13.3
Louisiana	90.7	82.7	80.4	9.3	17.3	19.6
Maine	95.4	94.4	93.0	4.6	5.6	7.0
Maryland	93.0	88.9	86.2	7.0	11.1	13.8
Massachusetts	93.0	92.9	92.4	7.0	7.1	7.6
Michigan	85.6	83.9	81.2	14.4	16.1	18.8
Minnesota	92.6	89.5	87.2	7.4	10.5	12.8
Mississippi	90.7	87.8	90.1	9.3	12.2	9.9
Missouri	94.5	93.5	91.2	5.5	6.5	8.8
Montana	—	—	—	—	—	—
Nebraska	94.1	93.1	91.1	5.9	6.9	8.9
Nevada	92.7	91.9	92.5	7.3	8.1	7.5
New Hampshire	94.8	94.8	92.7	5.2	5.2	7.3
New Jersey	91.0	91.5	95.1	9.0	8.5	4.9
New Mexico	92.7	92.4	95.1	7.3	7.6	4.9
New York	90.4	89.3	91.9	9.6	10.7	8.1
North Carolina	92.3	91.5	89.6	7.7	8.5	10.4
North Dakota	94.4	93.0	90.9	5.6	7.0	9.1

See notes at end of exhibit.

Exhibit 73. 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 2018–19—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b (alternate achievement standards ^c)		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	88.1	87.2	86.7	11.9	12.8	13.3
Oklahoma	90.9	89.3	90.7	9.1	10.7	9.3
Oregon	92.4	92.3	89.6	7.6	7.7	10.4
Pennsylvania	89.6	89.1	88.4	10.4	10.9	11.6
Puerto Rico	97.1	97.3	96.2	2.9	2.7	3.8
Rhode Island	92.3	92.1	89.5	7.7	7.9	10.5
South Carolina	94.6	93.4	91.8	5.4	6.6	8.2
South Dakota	93.9	91.4	89.9	6.1	8.6	10.1
Tennessee	89.3	86.5	88.8	10.7	13.5	11.2
Texas	86.3	87.1	90.4	13.7	12.9	9.6
Utah	94.4	90.9	88.7	5.6	9.1	11.3
Vermont	—	—	—	—	—	—
Virginia	91.6	90.3	94.5	8.4	9.7	5.5
Washington	93.3	92.9	91.3	6.7	7.1	8.7
West Virginia	94.7	92.1	88.9	5.3	7.9	11.1
Wisconsin	94.0	92.6	90.3	6.0	7.4	9.7
Wyoming	94.6	91.2	92.5	5.4	8.8	7.5

— 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 alternate 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. § 200.1(d).

NOTE: Percentage for each State (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 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 (b) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p = \frac{a}{a+b} * 100$]. Due to rounding, the sum of the percentages for the content area assessments may not equal 100 percent. 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 [$P = \frac{A}{A+B} * 100$].

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. Data were accessed fall 2020. 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 to some students in grade 4, grade 8, and high school by 51 States. An alternate assessment based on alternate achievement standards was administered to some students in grade 4, grade 8, and high school by 51 States for which data were available.

- Of the two 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 grade 4 (91.4 percent), grade 8 (90.2 percent), and high school (90.0 percent) in “All States” for which data were available.
- Compared to the other type of State math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of students with disabilities in grade 4, grade 8, and high school in 51 individual States.

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 were participants and nonparticipants in State reading assessments?

Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State reading assessment, by State: School year 2018–19

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	96.0	94.3	93.0	4.0	5.7	7.0
Alabama	99.0	97.8	93.0	1.0	2.2	7.0
Alaska	94.2	91.2	86.9	5.8	8.8	13.1
Arizona	97.7	96.2	90.1	2.3	3.8	9.9
Arkansas	99.6	99.1	98.0	0.4	0.9	2.0
BIE schools	93.2	95.3	—	6.8	4.7	—
California	96.1	95.2	89.1	3.9	4.8	10.9
Colorado	91.5	85.2	83.5	8.5	14.8	16.5
Connecticut	97.6	95.3	88.8	2.4	4.7	11.2
Delaware	98.2	95.7	74.8	1.8	4.3	25.2
District of Columbia	96.7	91.6	84.8	3.3	8.4	15.2
Florida	98.1	95.4	91.3	1.9	4.6	8.7
Georgia	98.2	98.4	97.8	1.8	1.6	2.2
Hawaii	96.4	94.1	87.8	3.6	5.9	12.2
Idaho	98.6	97.3	96.4	1.4	2.7	3.6
Illinois	98.2	97.0	94.7	1.8	3.0	5.3
Indiana	99.4	99.3	96.2	0.6	0.7	3.8
Iowa	98.5	97.6	95.5	1.5	2.4	4.5
Kansas	98.4	98.0	96.1	1.6	2.0	3.9
Kentucky	99.7	99.4	95.4	0.3	0.6	4.6
Louisiana	98.8	98.0	93.0	1.2	2.0	7.0
Maine	95.4	93.5	88.3	4.6	6.5	11.7
Maryland	99.4	97.9	97.8	0.6	2.1	2.2
Massachusetts	99.0	97.9	96.7	1.0	2.1	3.3
Michigan	98.5	96.4	93.3	1.5	3.6	6.7
Minnesota	82.7	93.8	88.4	17.3	6.2	11.6
Mississippi	97.3	95.3	98.0	2.7	4.7	2.0
Missouri	99.8	99.7	98.0	0.2	0.3	2.0
Montana	96.4	93.1	78.4	3.6	6.9	21.6
Nebraska	99.5	99.0	95.5	0.5	1.0	4.5
Nevada	94.9	94.3	93.3	5.1	5.7	6.7
New Hampshire	93.0	89.0	75.0	7.0	11.0	25.0
New Jersey	96.3	95.2	95.0	3.7	4.8	5.0
New Mexico	89.4	99.0	92.6	10.6	1.0	7.4
New York	75.3	69.1	95.6	24.7	30.9	4.4
North Carolina	99.7	98.8	96.8	0.3	1.2	3.2
North Dakota	96.1	93.6	90.4	3.9	6.4	9.6
Ohio	99.5	98.8	97.3	0.5	1.2	2.7
Oklahoma	99.3	98.7	94.2	0.7	1.3	5.8

See notes at end of exhibit.

Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State reading assessment, by State: School year 2018–19—Continued

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Oregon	90.1	90.1	86.0	9.9	9.9	14.0
Pennsylvania	94.6	92.0	90.6	5.4	8.0	9.4
Puerto Rico	99.2	98.6	98.3	0.8	1.4	1.7
Rhode Island	98.4	94.7	89.1	1.6	5.3	10.9
South Carolina	99.2	98.3	95.7	0.8	1.7	4.3
South Dakota	99.7	99.1	98.0	0.3	0.9	2.0
Tennessee	98.5	97.8	96.6	1.5	2.2	3.4
Texas	99.0	98.9	93.1	1.0	1.1	6.9
Utah	93.8	91.1	97.4	6.2	8.9	2.6
Vermont	—	—	—	—	—	—
Virginia	99.9	99.3	89.4	0.1	0.7	10.6
Washington	95.0	92.6	88.4	5.0	7.4	11.6
West Virginia	98.8	97.7	92.8	1.2	2.3	7.2
Wisconsin	96.6	95.0	87.3	3.4	5.0	12.7
Wyoming	99.3	97.8	97.5	0.7	2.2	2.5

— Percentage cannot be calculated because data were not available.

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2018–19 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

NOTE: Percentage for participants (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in a 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 a specific content area assessment and received a valid score and achievement level and (b) the number of students who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Percentage for nonparticipants (np) was calculated by dividing (a) the number of students served under IDEA, Part B, who did not participate in an assessment by the sum of (a) the number of students served under IDEA, Part B, who did not participate in an assessment and (b) the number of students served under IDEA, Part B, in the grade level who participated in a specific content area assessment and received a valid score and achievement level, then multiplying the result by 100 [$np = a / (a + b) * 100$]. Students with a medical exemption were excluded from the calculation of percentages. Suppressed data were excluded.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2018–19, 96 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 52 States (“All States”). In 17 States, at least 99 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 92 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following five States: Colorado (91.5 percent), Oregon (90.1 percent), New Mexico (89.4 percent), Minnesota (82.7 percent), and New York (75.3 percent).

- In school year 2018–19, 94.3 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 52 States (“All States”). In 17 States, at least 98 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 90 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following three States: New Hampshire (89.0 percent), Colorado (85.2 percent), and New York (69.1 percent).
- In school year 2018–19, 93 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 51 States (“All States”). In the following five States, at least 98 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment: Puerto Rico (98.3 percent), Arkansas (98.0 percent), Mississippi (98.0 percent), Missouri (98.0 percent), and South Dakota (98.0 percent). In contrast, less than 85 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following five States: the District of Columbia (84.8 percent), Colorado (83.5 percent), Montana (78.4 percent), New Hampshire (75.0 percent), and Delaware (74.8 percent).

How did the States compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State reading assessments, by assessment type and student grade level, in 2018–19?

Exhibit 75. 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 2018–19

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b (alternate achievement standards ^c)		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	91.2	90.2	89.9	8.8	9.8	10.1
Alabama	92.0	89.5	86.2	8.0	10.5	13.8
Alaska	95.5	93.3	92.6	4.5	6.7	7.4
Arizona	92.8	91.2	87.7	7.2	8.8	12.3
Arkansas	90.8	90.8	84.6	9.2	9.2	15.4
BIE schools	95.6	93.9	94.5	4.4	6.1	5.5
California	91.6	91.2	90.0	8.4	8.8	10.0
Colorado	92.9	91.1	89.5	7.1	8.9	10.5
Connecticut	91.5	91.4	88.7	8.5	8.6	11.3
Delaware	93.1	90.9	88.5	6.9	9.1	11.5
District of Columbia	94.9	92.7	93.6	5.1	7.3	6.4
Florida	90.6	88.0	86.9	9.4	12.0	13.1
Georgia	91.5	89.1	88.7	8.5	10.9	11.3
Hawaii	90.7	89.3	87.3	9.3	10.7	12.7
Idaho	91.4	91.3	90.7	8.6	8.7	9.3
Illinois	92.7	92.3	90.4	7.3	7.7	9.6
Indiana	94.3	91.1	90.0	5.7	8.9	10.0
Iowa	95.1	93.9	92.1	4.9	6.1	7.9
Kansas	92.7	90.9	91.8	7.3	9.1	8.2
Kentucky	93.3	90.0	86.8	6.7	10.0	13.2
Louisiana	90.7	82.7	80.0	9.3	17.3	20.0
Maine	95.4	94.4	93.0	4.6	5.6	7.0
Maryland	93.0	88.9	86.2	7.0	11.1	13.8
Massachusetts	93.1	93.0	92.6	6.9	7.0	7.4
Michigan	85.6	84.3	81.7	14.4	15.7	18.3
Minnesota	57.4	89.6	88.6	42.6	10.4	11.4
Mississippi	90.6	87.8	90.0	9.4	12.2	10.0
Missouri	94.5	93.5	91.1	5.5	6.5	8.9
Montana	—	—	—	—	—	—
Nebraska	94.1	93.1	91.0	5.9	6.9	9.0
Nevada	92.7	92.0	92.1	7.3	8.0	7.9
New Hampshire	94.8	94.8	92.6	5.2	5.2	7.4
New Jersey	91.0	91.5	95.6	9.0	8.5	4.4
New Mexico	—	90.6	—	—	9.4	—
New York	90.5	89.4	91.6	9.5	10.6	8.4
North Carolina	92.3	91.5	92.0	7.7	8.5	8.0
North Dakota	94.4	93.1	90.8	5.6	6.9	9.2

See notes at end of exhibit.

Exhibit 75. 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 2018–19—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b (alternate achievement standards ^c)		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	88.1	87.2	86.9	11.9	12.8	13.1
Oklahoma	90.8	89.3	90.6	9.2	10.7	9.4
Oregon	92.4	92.4	89.8	7.6	7.6	10.2
Pennsylvania	89.5	89.2	88.4	10.5	10.8	11.6
Puerto Rico	97.1	97.3	96.2	2.9	2.7	3.8
Rhode Island	92.3	92.0	89.6	7.7	8.0	10.4
South Carolina	94.6	93.3	90.7	5.4	6.7	9.3
South Dakota	94.0	91.4	89.9	6.0	8.6	10.1
Tennessee	89.3	86.5	88.0	10.7	13.5	12.0
Texas	86.3	86.8	92.6	13.7	13.2	7.4
Utah	94.4	91.2	89.0	5.6	8.8	11.0
Vermont	—	—	—	—	—	—
Virginia	91.6	90.4	89.4	8.4	9.6	10.6
Washington	93.3	92.9	91.4	6.7	7.1	8.6
West Virginia	94.7	92.1	88.9	5.3	7.9	11.1
Wisconsin	94.0	92.6	90.3	6.0	7.4	9.7
Wyoming	94.6	91.2	92.5	5.4	8.8	7.5

— 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 alternate 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. § 200.1(d).

NOTE: Percentage for each State (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 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 (b) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p=a/(a+b)*100$]. 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, in the grade level who 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, in the grade level who 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 *English learners* served under IDEA, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2018–19. Data were accessed fall 2020. 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 to some students in grade 4 and high school by 50 States and to some students in grade 8 by 51 States. An *alternate assessment based on alternate achievement standards* was administered to some students in grade 4, grade 8, and high school by the 51 States for which data were available.
- Of the two 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 grade 4 (91.2 percent), grade 8 (90.2 percent), and high school (89.9 percent) in “All States.”

Part B Exiting

How did the States compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, who were exiting IDEA, Part B, and school by graduating or dropping out in 2018–19, and how did the percentages change between 2010–11 and 2018–19?

Exhibit 76. 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: 2010–11 and 2018–19

State	2010–11		2018–19		Change between 2010–11 and 2018–19 ^a		Percent change between 2010–11 and 2018–19 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All States	62.6	21.1	72.6	16.5	10.0	-4.6	16.0	-21.6
Alabama	37.9	19.9	71.7	5.5	33.7	-14.5	88.9	-72.6
Alaska	46.9	35.2	66.3	25.5	19.4	-9.7	41.4	-27.5
Arizona	80.2	19.0	77.2	22.3	-3.1	3.3	-3.8	17.5
Arkansas	80.4	16.3	87.4	9.9	7.0	-6.4	8.7	-39.2
BIE schools	37.3	57.3	70.6	28.4	33.3	-28.9	89.1	-50.5
California	54.0	20.1	74.2	15.4	20.3	-4.7	37.5	-23.3
Colorado	66.0	30.1	77.2	19.4	11.2	-10.6	16.9	-35.4
Connecticut	79.0	16.8	85.4	12.0	6.4	-4.8	8.1	-28.6
Delaware	48.8	43.8	77.5	11.6	28.7	-32.2	58.8	-73.5
District of Columbia	54.4	32.2	31.1	66.4	-23.3	34.2	-42.8	106.3
Florida	52.7	21.9	85.4	9.9	32.7	-12.0	62.0	-55.0
Georgia	43.0	27.1	73.2	23.5	30.2	-3.6	70.2	-13.2
Hawaii	70.7	16.8	72.8	12.4	2.1	-4.4	3.0	-26.4
Idaho	48.1	19.2	63.7	17.9	15.6	-1.3	32.5	-6.9
Illinois	75.7	17.5	82.3	13.7	6.6	-3.8	8.7	-21.6
Indiana	68.7	16.5	78.1	9.9	9.5	-6.6	13.8	-40.3
Iowa	70.2	24.7	—	—	—	—	—	—
Kansas	79.1	18.7	80.3	17.9	1.2	-0.8	1.5	-4.3
Kentucky	72.8	17.5	78.1	11.2	5.3	-6.3	7.3	-35.8
Louisiana	31.5	37.1	—	—	—	—	—	—
Maine	78.1	20.3	80.6	17.9	2.5	-2.4	3.2	-11.8
Maryland	65.8	22.0	69.3	17.7	3.5	-4.2	5.4	-19.3

See notes at end of exhibit.

Exhibit 76. 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: 2010–11 and 2018–19—Continued

State	2010–11		2018–19		Change between 2010–11 and 2018–19 ^a		Percent change between 2010–11 and 2018–19 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Massachusetts	70.1	21.2	76.2	13.9	6.1	-7.2	8.7	-34.1
Michigan	71.4	25.9	64.7	26.2	-6.6	0.3	-9.3	1.0
Minnesota	88.3	10.6	88.8	10.3	0.4	-0.3	0.5	-2.5
Mississippi	25.2	10.3	49.9	13.0	24.6	2.7	97.6	26.4
Missouri	78.8	18.8	82.4	10.6	3.6	-8.2	4.6	-43.5
Montana	76.7	23.0	73.8	26.0	-2.9	3.0	-3.8	13.0
Nebraska	83.0	13.0	78.6	13.7	-4.4	0.7	-5.3	5.3
Nevada	32.9	47.4	77.9	15.9	45.0	-31.5	136.6	-66.5
New Hampshire	80.3	11.4	81.8	7.8	1.6	-3.5	2.0	-31.2
New Jersey	81.9	16.3	89.0	10.3	7.1	-6.0	8.7	-36.9
New Mexico	63.0	14.0	75.2	23.8	12.2	9.8	19.3	70.2
New York	52.6	27.3	69.2	19.3	16.6	-8.0	31.5	-29.2
North Carolina	62.6	30.5	76.7	17.0	14.1	-13.5	22.5	-44.3
North Dakota	69.6	24.5	77.8	16.5	8.2	-8.1	11.8	-32.9
Ohio	47.7	19.1	48.4	20.7	0.6	1.6	1.4	8.5
Oklahoma	81.1	18.4	85.7	13.9	4.6	-4.5	5.6	-24.2
Oregon	46.5	25.0	68.3	19.5	21.8	-5.5	46.9	-22.2
Pennsylvania	87.7	10.6	86.1	13.4	-1.6	2.8	-1.8	26.9
Puerto Rico	48.4	41.6	69.7	23.1	21.3	-18.5	44.1	-44.4
Rhode Island	73.4	20.8	79.4	6.0	6.0	-14.8	8.2	-71.1
South Carolina	38.8	53.7	53.7	30.8	15.0	-22.8	38.6	-42.5
South Dakota	80.6	18.0	67.3	19.2	-13.3	1.1	-16.5	6.3
Tennessee	68.9	7.9	78.2	7.7	9.3	-0.2	13.5	-3.0
Texas	51.2	18.1	42.6	12.8	-8.7	-5.4	-16.9	-29.7
Utah	77.2	18.4	70.7	23.6	-6.5	5.1	-8.4	27.7
Vermont	74.2	22.6	73.6	23.2	-0.6	0.6	-0.8	2.7
Virginia	47.9	11.0	64.5	9.1	16.6	-2.0	34.6	-18.0
Washington	64.1	32.6	68.0	31.4	3.8	-1.2	6.0	-3.6

See notes at end of exhibit.

Exhibit 76. 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: 2010–11 and 2018–19—Continued

State	2010–11		2018–19		Change between 2010–11 and 2018–19 ^a		Percent change between 2010–11 and 2018–19 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
West Virginia	66.7	24.6	83.0	6.1	16.2	-18.4	24.3	-75.0
Wisconsin	74.2	21.5	76.5	20.6	2.3	-0.9	3.2	-4.1
Wyoming	60.8	28.7	57.5	34.5	-3.3	5.8	-5.5	20.2

— Percentage cannot be calculated because data were not available.

^aChange between 2010–11 and 2018–19 was calculated for each State and “All States” by subtracting the percentage for 2010–11 from the percentage for 2018–19. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2010–11 and 2018–19 was calculated for each State and “All States” by subtracting the percentage for 2010–11 from the percentage for 2018–19, dividing the difference by the percentage for 2010–11, 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 eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma, graduated with an alternate diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight exiting categories, see Exhibit 77. 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 exiting 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 six 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 exiting 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 six 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 2010–11, data are from the reporting period between July 1, 2010, and June 30, 2011. For 2018–19, data are from the reporting period between July 1, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2010–11 and 2018–19. Data for 2010–11 were accessed spring 2012. Data for 2018–19 were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, a total of 72.6 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 51 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 31.1 to 89 percent. Less than 50 percent of the students who exited services under IDEA, Part B, and school *graduated with a regular high school diploma* in the following four States: Mississippi (49.9 percent), Ohio (48.4 percent), Texas (42.6 percent), and the District of Columbia (31.1 percent). In contrast, at least 85 percent of such students *graduated with a regular high school diploma* in the following seven States: New Jersey (89.0 percent), Minnesota (88.8 percent), Arkansas (87.4 percent), Pennsylvania (86.1 percent), Oklahoma (85.7 percent), Connecticut (85.4 percent), and Florida (85.4 percent).
- In 2010–11, a total of 62.6 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 53 States (“All States”) for which data were available *graduated with a regular high school diploma*.
- In 22 of the 51 States for which non-suppressed data were available for both 2010–11 and 2018–19, the percentage of students who exited IDEA, Part B, and school who *graduated with a regular high school diploma* increased by at least 10 percent. Of those 22 States, the following four were associated with a percent change increase larger than 85 percent: Nevada (136.6 percent), Mississippi (97.6 percent), Bureau of Indian Education schools (89.1 percent), and Alabama (88.9 percent). This percent change represented an increase of at least 20 percentage points for all four States.
- In 2018–19, a total of 16.5 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 5.5 to 66.4 percent. In the following five States, less than 8 percent *dropped out*: New Hampshire (7.8 percent), Tennessee (7.7 percent), West Virginia (6.1 percent), Rhode Island (6.0 percent), and Alabama (5.5 percent). In contrast, more than 30 percent *dropped out* in the following four States: the District of Columbia (66.4 percent), Wyoming (34.5 percent), Washington (31.4 percent), and South Carolina (30.8 percent).
- In 2010–11, a total of 21.1 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 53 States (“All States”) for which data were available *dropped out*.
- In 32 of the 51 States for which non-suppressed data were available for both 2010–11 and 2018–19, the percentage of students who exited IDEA, Part B, and school who *dropped out* decreased by at least 10 percent. Of those 32 States, the following five were associated with a percent change decrease of at least 65 percent: West Virginia (-75.0 percent), Delaware (-73.5 percent), Alabama (-72.6 percent), Rhode Island (-71.1 percent), and Nevada (-66.5 percent). This percent change represented a decrease of at least 10 percentage points for all five States.

How did the States compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2018–19?

Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2018–19

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	47.1	6.7	10.7	0.7	0.2	9.0	25.6
Alabama	44.0	13.1	3.4	0.7	0.3	7.2	31.4
Alaska	46.1	5.0	17.7	0.3	0.3	13.0	17.5
Arizona	54.1	—	15.6	0.2	0.2	8.9	21.1
Arkansas	42.1	0.9	4.8	0.1	0.2	6.1	45.7
BIE schools	38.9	0.5	15.6	0.0	0.1	2.6	42.3
California	43.1	3.8	8.9	1.9	0.2	9.4	32.6
Colorado	41.0	0.9	10.3	0.6	0.3	12.4	34.5
Connecticut	60.6	0.2	8.5	1.4	0.3	18.7	10.4
Delaware	41.3	4.5	6.2	1.0	0.3	4.7	42.0
District of Columbia	29.3	2.1	62.4	0.0	0.2	1.4	4.5
Florida	52.7	2.7	6.1	—	0.2	2.6	35.7
Georgia	53.6	2.2	17.2	—	0.3	3.7	23.0
Hawaii	51.8	6.8	8.8	3.1	0.6	18.6	10.3
Idaho	35.9	10.0	10.1	0.3	0.1	13.9	29.8
Illinois	58.1	1.5	9.7	1.2	0.2	6.5	22.9
Indiana	67.5	10.1	8.5	0.1	0.2	4.7	8.9
Iowa	50.3	—	11.9	0.9	0.3	23.9	12.7
Kansas	49.8	—	11.1	1.0	0.1	11.6	26.4
Kentucky	57.9	6.9	8.3	0.6	0.4	8.2	17.7
Louisiana	—	—	—	—	—	—	—
Maine	54.1	—	12.0	0.7	0.3	18.8	14.1
Maryland	43.9	7.5	11.2	0.5	0.2	11.6	25.0
Massachusetts	60.3	4.1	11.0	3.5	0.1	9.6	11.3
Michigan	37.3	5.0	15.1	—	0.3	7.6	34.8
Minnesota	74.6	—	8.7	0.5	0.2	6.1	9.9
Mississippi	37.0	27.1	9.7	0.2	0.2	4.3	21.6
Missouri	50.7	3.6	6.5	0.4	0.3	15.5	23.0
Montana	50.6	—	17.8	0.0	0.1	8.0	23.4
Nebraska	42.3	3.4	7.4	0.5	0.2	20.4	25.8
Nevada	61.9	2.7	12.6	2.0	0.2	6.2	14.3
New Hampshire	45.0	4.3	4.3	1.3	0.1	30.9	14.0
New Jersey	55.4	—	6.4	0.2	0.3	17.0	20.7
New Mexico	49.2	x	15.6	0.4	0.2	6.0	28.6
New York	42.7	6.6	11.9	0.4	0.2	3.3	34.9
North Carolina	45.8	3.0	10.2	0.5	0.3	10.3	29.9
North Dakota	38.5	—	8.2	2.5	0.3	16.1	34.4

See notes at end of exhibit.

Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2018–19—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	27.7	17.5	11.9	0.1	0.2	3.4	39.2
Oklahoma	62.4	—	10.1	#	0.3	8.3	18.9
Oregon	38.6	5.1	11.0	1.7	0.1	12.2	31.3
Pennsylvania	71.6	#	11.1	0.1	0.3	8.5	8.4
Puerto Rico	57.5	3.5	19.1	2.3	0.2	8.8	8.8
Rhode Island	45.1	4.0	3.4	4.1	0.2	11.0	32.2
South Carolina	28.5	5.2	16.3	2.7	0.3	11.5	35.5
South Dakota	27.9	2.7	7.9	2.5	0.4	27.4	31.1
Tennessee	43.0	6.4	4.2	1.1	0.3	9.2	35.8
Texas	33.8	35.1	10.1	0.1	0.3	14.3	6.2
Utah	43.5	2.1	14.5	1.2	0.2	6.4	32.1
Vermont	39.4	0.4	12.4	1.1	0.2	23.3	23.2
Virginia	42.9	17.3	6.0	0.1	0.2	14.8	18.7
Washington	46.7	x	21.6	0.2	0.2	10.3	21.0
West Virginia	51.5	6.0	3.8	0.6	0.2	11.8	26.1
Wisconsin	63.0	1.3	17.0	0.8	0.2	10.3	7.3
Wyoming	28.9	2.9	17.4	0.7	0.4	12.7	37.0

— Percentage cannot be calculated because data were not available.

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.

NOTE: The U.S. Department of Education collects data on eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. The exiting category *graduated with an alternate diploma* is not shown in the exhibit. All States reported 0.0 percent for this exiting category in 2018–19 or the State percentage could not be calculated because data were not available. 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 exiting 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 exiting 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, 2018, and June 30, 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2018–19. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, a total of 47.1 percent of students ages 14 through 21 exiting IDEA, Part B, in the 52 States (“All States”) for which non-suppressed data were available *graduated with a regular high school diploma*. In “All States,” the percentage for this exiting category was larger than the percentage for each of the other exiting categories. This category also was associated with the largest percentage of students who exited special education in 43 individual States. In 21 of those 43 States, this category represented the majority of the students who exited special education. In the following eight States, the percentage was more than 60 percent: Minnesota (74.6 percent), Pennsylvania (71.6 percent), Indiana (67.5 percent), Wisconsin (63.0 percent),

Oklahoma (62.4 percent), Nevada (61.9 percent), Connecticut (60.6 percent), and Massachusetts (60.3 percent).

- The second most prevalent exiting category, accounting for 25.6 percent of students ages 14 through 21 who exited special education in “All States” in 2018–19, was *moved, known to be continuing* in education. In seven of the 52 individual States, this category was associated with the largest percentage of students who exited special education. More than 40 percent of the students who exited special education were associated with this exiting category in the following three States: Arkansas (45.7 percent), Bureau of Indian Education schools (42.3 percent), and Delaware (42.0 percent).
- The exiting category *received a certificate* represented the largest percentage of the students ages 14 through 21 served under IDEA, Part B, who exited special education in 2018–19 in one State: Texas (35.1 percent).
- The exiting category *dropped out* represented the largest percentage of the students ages 14 through 21 served under IDEA, Part B, who exited special education in 2018–19 in one State, the District of Columbia (62.4 percent).

Part B Personnel

How did the States compare with regard to the following ratios in 2018:

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 fully certified 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 fully certified 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 78. 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 certification status and State: Fall 2018

State	All FTE special education teachers	FTE fully certified ^a special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
All States	6.1	5.7	0.4
Alabama	5.8	5.8	0.1
Alaska	5.9	5.6	0.4
Arizona	5.6	5.3	0.3
Arkansas	7.0	6.1	0.9
BIE schools	1.8	1.8	0.0
California	3.0	2.8	0.2
Colorado	6.0	5.8	0.3
Connecticut	7.9	7.7	0.1
Delaware	5.4	4.9	0.5
District of Columbia	12.1	10.1	2.0
Florida	5.3	5.3	0.0
Georgia	9.2	8.2	1.0
Hawaii	10.9	9.6	1.4
Idaho	3.6	3.6	#
Illinois	8.4	8.4	#
Indiana	3.5	3.1	0.4
Iowa	9.0	9.0	0.0
Kansas	7.2	7.2	#
Kentucky	7.6	7.5	0.1
Louisiana	7.0	5.6	1.3
Maine	5.9	5.7	0.3
Maryland	9.5	8.3	1.1
Massachusetts	5.1	4.7	0.4
Michigan	6.2	6.1	0.2

See notes at end of exhibit.

Exhibit 78. 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 certification status and State: Fall 2018—Continued

State	All FTE special education teachers	FTE fully certified ^a special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
Minnesota	7.3	7.2	#
Mississippi	8.9	8.8	0.1
Missouri	7.2	7.0	0.2
Montana	5.6	5.3	0.3
Nebraska	6.5	5.9	0.6
Nevada	6.9	5.5	1.4
New Hampshire	7.1	7.1	0.0
New Jersey	8.0	8.0	0.0
New Mexico	4.9	4.3	0.6
New York	6.5	6.0	0.5
North Carolina	5.9	5.6	0.3
North Dakota	7.2	7.2	0.0
Ohio	5.4	5.3	0.1
Oklahoma	2.8	2.4	0.4
Oregon	4.3	3.9	0.4
Pennsylvania	7.6	7.6	0.1
Puerto Rico	4.0	2.3	1.7
Rhode Island	7.2	7.2	#
South Carolina	5.3	5.0	0.3
South Dakota	6.1	5.9	0.3
Tennessee	6.9	6.4	0.4
Texas	6.3	5.2	1.2
Utah	4.5	4.0	0.5
Vermont	9.5	9.1	0.4
Virginia	7.2	6.6	0.6
Washington	5.1	4.9	0.2
West Virginia	6.4	5.6	0.8
Wisconsin	—	—	—
Wyoming	8.2	7.7	0.5

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

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State’s public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor’s degree.

NOTE: Ratio for each State was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *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

- In 2018, there were 6.1 FTE *special education teachers* (including those who were fully certified and those who were not fully certified) employed by the 52 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. A ratio of 9 or more FTE *special education teachers* per 100 students served was found for the following six States: the District of Columbia (12.1 FTEs per 100 students), Hawaii (10.9 FTEs per 100 students), Maryland (9.5 FTEs per 100 students), Vermont (9.5 FTEs per 100 students), Georgia (9.2 FTEs per 100 students), and Iowa (9.0 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students served was found for the following five States: Idaho (3.6 FTEs per 100 students), Indiana (3.5 FTEs per 100 students), California (3.0 FTEs per 100 students), Oklahoma (2.8 FTEs per 100 students), and Bureau of Indian Education schools (1.8 FTEs per 100 students).
- In 2018, there were 5.7 FTE fully certified *special education teachers* employed by the 52 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. A ratio of 9 or more fully certified FTE *special education teachers* per 100 students served was found for the following four States: the District of Columbia (10.1 FTEs per 100 students), Hawaii (9.6 FTEs per 100 students), Vermont (9.1 FTEs per 100 students), and Iowa (9.0 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE fully certified *special education teachers* per 100 students served was found for the following four States: California (2.8 FTEs per 100 students), Oklahoma (2.4 FTEs per 100 students), Puerto Rico (2.3 FTEs per 100 students), and Bureau of Indian Education schools (1.8 FTEs per 100 students).
- In 2018, there were 0.4 FTE not fully certified *special education teachers* employed by the 52 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. The ratio was smaller than 2 FTE not fully certified *special education teachers* per 100 students served for all but one State, the District of Columbia (2.0 FTEs per 100 students).

special education teachers, FTE fully certified *special education teachers*, or FTE not fully certified *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, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2018. Data were accessed fall 2020. U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data for Wisconsin were not available. Data were accessed fall 2019. 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 2018–19?

Exhibit 79. 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 per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2018–19

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All States	11
Alabama	11
Alaska	1
Arizona	2
Arkansas	0
BIE schools	13
California	7
Colorado	0
Connecticut	1
Delaware	#
District of Columbia	1
Florida	#
Georgia	13
Hawaii	1
Idaho	0
Illinois	1
Indiana	18
Iowa	—
Kansas	7
Kentucky	3
Louisiana	19
Maine	#
Maryland	#
Massachusetts	#
Michigan	#
Minnesota	#
Mississippi	14
Missouri	3
Montana	35
Nebraska	0
Nevada	11

See notes at end of exhibit.

Exhibit 79. 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 per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2018–19—Continued

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
New Hampshire	1
New Jersey	2
New Mexico	3
New York	22
North Carolina	7
North Dakota	13
Ohio	4
Oklahoma	#
Oregon	1
Pennsylvania	13
Puerto Rico	1
Rhode Island	0
South Carolina	11
South Dakota	8
Tennessee	40
Texas	57
Utah	1
Vermont	1
Virginia	1
Washington	21
West Virginia	1
Wisconsin	—
Wyoming	—

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

— 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 2018–19 school year, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data were accessed fall 2019. 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 2018 by the 50 States (“All States”) for which data were available, 11 children and students experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* in school year 2018–19.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2018–19 ranged from 0 to 57 per 10,000 children and students served in the 50 individual States. More than 30 for every 10,000 children and students served were removed to an interim alternative educational setting by school personnel for such offenses in the following three States: Texas (57 per 10,000 children and students), Tennessee (40 per 10,000 children and students), and Montana (35 per 10,000 children and students). In contrast, no more than one child or student for every 10,000 children and students served was removed to an interim alternative educational setting by school personnel for these offenses in 25 States.

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 2018–19?

Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2018–19

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All States	75
Alabama	53
Alaska	93
Arizona	53
Arkansas	83
BIE schools	105
California	47
Colorado	59
Connecticut	128
Delaware	72
District of Columbia	90
Florida	61
Georgia	52
Hawaii	89
Idaho	13
Illinois	30
Indiana	86
Iowa	—
Kansas	54
Kentucky	24
Louisiana	83
Maine	62
Maryland	95
Massachusetts	45
Michigan	175
Minnesota	49
Mississippi	111
Missouri	179
Montana	20
Nebraska	143
Nevada	178
New Hampshire	85
New Jersey	47
New Mexico	24
New York	72

See notes at end of exhibit.

Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2018–19—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	182
North Dakota	15
Ohio	110
Oklahoma	91
Oregon	44
Pennsylvania	44
Puerto Rico	0
Rhode Island	25
South Carolina	144
South Dakota	85
Tennessee	141
Texas	41
Utah	6
Vermont	18
Virginia	153
Washington	82
West Virginia	127
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2018–19 school year, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data were accessed fall 2019. 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 2018 by the 50 States (“All States”) for which data were available, 75 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2018–19.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days during school year 2018–19 ranged from 0 to 182 per 10,000 children and students served in the 50 individual States. In the following four States, 175 or more children and students for every 10,000 children

and students served were suspended out of school or expelled for more than 10 days during school year 2018–19: North Carolina (182 per 10,000 children and students), Missouri (179 per 10,000 children and students), Nevada (178 per 10,000 children and students), and Michigan (175 per 10,000 children and students). In contrast, 6 or fewer children and students for every 10,000 children and students served received *out-of-school suspensions or expulsions* for more than 10 days in Utah (6 per 10,000 children and students) and Puerto Rico (0 per 10,000 children and students).

How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance and suspended out of school or expelled for more than 10 days during school year 2018–19?

Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2018–19

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All States	373
Alabama	149
Alaska	443
Arizona	193
Arkansas	447
BIE schools	473
California	334
Colorado	353
Connecticut	507
Delaware	311
District of Columbia	349
Florida	478
Georgia	275
Hawaii	377
Idaho	95
Illinois	111
Indiana	407
Iowa	—
Kansas	258
Kentucky	203
Louisiana	425
Maine	182
Maryland	484
Massachusetts	174
Michigan	751
Minnesota	217
Mississippi	546
Missouri	846
Montana	56
Nebraska	828
Nevada	1,071
New Hampshire	368
New Jersey	275
New Mexico	113

See notes at end of exhibit.

Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2018–19—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
New York	403
North Carolina	1,315
North Dakota	51
Ohio	463
Oklahoma	327
Oregon	146
Pennsylvania	198
Puerto Rico	0
Rhode Island	136
South Carolina	835
South Dakota	434
Tennessee	761
Texas	218
Utah	36
Vermont	67
Virginia	574
Washington	529
West Virginia	669
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and 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 who were reported 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 who were reported under the category of *emotional disturbance* and 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 who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2018–19 school year, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data were accessed fall 2019. 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, who were reported under the category of *emotional disturbance* in 2018 by the 50 States (“All States”) for which data were available, 373 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2018–19.

- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and received *out-of-school suspensions or expulsions* for more than 10 days during school year 2018–19 ranged from 0 to 1,315 per 10,000 children and students served in the 50 individual States. More than 800 such children and students for every 10,000 children and students served were suspended out of school or expelled for more than 10 days during school year 2018–19 in the following five States: North Carolina (1,315 per 10,000 children and students), Nevada (1,071 per 10,000 children and students), Missouri (846 per 10,000 children and students), South Carolina (835 per 10,000 children and students), and Nebraska (828 per 10,000 children and students). In contrast, less than 60 out of every 10,000 such children and students served received *out-of-school suspensions or expulsions* for more than 10 days during school year 2018–19 in the following four States: Montana (56 per 10,000 children and students), North Dakota (51 per 10,000 children and students), Utah (36 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).

Part B Dispute Resolution

Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under IDEA, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as States have the option of serving students 22 years of age and older. The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected. Nevertheless, since children and students ages 3 through 21 served under IDEA, Part B, account for nearly all of the participants in Part B in all States, the count for children and students ages 3 through 21 served as of the State-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part B disputes that occurred in the individual States during the year. For an overview of the Part B dispute resolution process, see the discussion of these same data at the national level in Section I.

How did the States compare with regard to the following ratios in 2018–19:

- 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 82. 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: 2018–19

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All States	8	30	16
Alabama	2	17	7
Alaska	5	2	1
Arizona	7	4	5
Arkansas	4	4	5
BIE schools	7	4	1
California	10	38	63
Colorado	7	5	8
Connecticut	20	32	42
Delaware	4	4	6
District of Columbia	18	245	30
Florida	4	6	2
Georgia	9	5	6
Hawaii	3	28	5
Idaho	8	1	3
Illinois	5	9	12
Indiana	8	5	4
Iowa	2	2	2
Kansas	6	1	2
Kentucky	4	3	1
Louisiana	8	2	3
Maine	14	17	31
Maryland	16	29	29
Massachusetts	39	27	61
Michigan	11	4	10
Minnesota	9	1	5
Mississippi	15	4	2
Missouri	7	4	2
Montana	1	2	1
Nebraska	2	1	1
Nevada	1	23	1
New Hampshire	14	12	10
New Jersey	9	58	36
New Mexico	6	5	7
New York	4	190	7
North Carolina	6	5	4
North Dakota	7	1	3
Ohio	5	5	7
Oklahoma	4	1	1
Oregon	5	2	6
Pennsylvania	6	30	11

See notes at end of exhibit.

Exhibit 82. 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: 2018–19—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Puerto Rico	#	171	56
Rhode Island	9	9	17
South Carolina	6	2	#
South Dakota	4	1	2
Tennessee	6	5	2
Texas	7	8	8
Utah	4	1	3
Vermont	9	6	22
Virginia	7	4	8
Washington	7	12	8
West Virginia	4	4	2
Wisconsin	—	—	—
Wyoming	3	3	4

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

— 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 educational 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 2018–19 was 5,478.

^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 *due process complaints* in 2018–19 was 21,314.

^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 2018–19 was 11,541.

NOTE: Ratio for each State was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2018, and June 30, 2019, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data were accessed fall 2019. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2018–19, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios ranged from 0.4 to 39 per 10,000 children and students served in the individual States. The ratio was larger than 10 *written, signed complaints* per 10,000 children and students served in eight States, including the following two States for which the ratio was equal to or larger than 20 per 10,000 children and students served: Massachusetts (39 per 10,000 children and students) and Connecticut (20 per 10,000 children and students). In contrast, the ratio was at most 2 per 10,000 children and students served in Alabama, Iowa, Montana, Nebraska, Nevada, and Puerto Rico.

- In 2018–19, there were 30 *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 ratios in the individual States ranged from 1 to 245 per 10,000 children and students served. The ratio was larger than 170 *due process complaints* for every 10,000 children and students served in the following three States: the District of Columbia (245 per 10,000 children and students), New York (190 per 10,000 children and students), and Puerto Rico (171 per 10,000 children and students). In contrast, the ratio was no larger than 1 for every 10,000 children and students served in the following eight States: Idaho, Kansas, Minnesota, Nebraska, North Dakota, Oklahoma, South Dakota, and Utah.
- In 2018–19, there were 16 *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. The ratios in the individual States ranged from 0.4 to 63 per 10,000 children and students served. A ratio larger than 60 *mediation requests* for every 10,000 children and students served was found in the following two States: California (63 per 10,000 children and students) and Massachusetts (61 per 10,000 children and students). In contrast, the ratio was 1 or less for every 10,000 children and students served in the following eight States: Alaska, Bureau of Indian Education schools, Kentucky, Montana, Nebraska, Nevada, Oklahoma, and South Carolina.

How did the States compare with regard to the following ratios in 2018–19:

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 83. 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: 2018–19

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without a hearing ^d
	Per 10,000 children and students served			
All States	5	3	4	14
Alabama	1	1	1	13
Alaska	4	1	0	2
Arizona	5	2	#	3
Arkansas	2	1	1	3
BIE schools	7	0	0	4
California	9	2	1	22
Colorado	3	4	#	3
Connecticut	10	10	1	21
Delaware	4	0	0	4
District of Columbia	16	1	47	160
Florida	1	3	#	5
Georgia	4	5	#	3
Hawaii	2	1	2	14
Idaho	7	2	1	0
Illinois	2	3	#	6
Indiana	4	4	#	4
Iowa	0	#	0	1
Kansas	5	1	#	1
Kentucky	3	1	#	1
Louisiana	2	5	#	2
Maine	7	8	1	15
Maryland	11	5	1	25
Massachusetts	33	4	#	19
Michigan	9	2	#	3
Minnesota	7	2	#	1
Mississippi	9	6	1	3

See notes at end of exhibit.

Exhibit 83. 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: 2018–19—Continued

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without a hearing ^d
	Per 10,000 children and students served			
Missouri	6	1	1	3
Montana	1	0	0	1
Nebraska	2	0	#	1
Nevada	1	0	#	20
New Hampshire	10	4	1	11
New Jersey	3	5	3	44
New Mexico	4	2	1	4
New York	2	2	26	46
North Carolina	5	2	#	3
North Dakota	3	4	0	1
Ohio	3	2	#	5
Oklahoma	3	1	0	1
Oregon	4	1	#	2
Pennsylvania	3	3	2	23
Puerto Rico	#	#	66	101
Rhode Island	5	3	1	7
South Carolina	4	2	#	2
South Dakota	3	1	#	0
Tennessee	4	2	#	5
Texas	4	3	#	5
Utah	3	1	#	1
Vermont	7	3	0	6
Virginia	2	3	1	3
Washington	5	2	1	10
West Virginia	2	1	#	4
Wisconsin	—	—	—	—
Wyoming	3	0	0	3

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

— 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 educational agency (SEA) to the complainant and local educational agency regarding alleged violations of a requirement of Part B of IDEA. The total number of complaints with reports issued in 2018–19 was 3,576.

^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 it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content. The total number of *complaints withdrawn or dismissed* in 2018–19 was 1,788.

^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 2018–19 was 2,577.

^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 *due process complaints* resolved without a hearing in 2018–19 was 10,076.

- In 2018–19, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 33 per 10,000 children and students served. The ratio was 10 or more for every 10,000 children and students served in the following five States: Massachusetts (33 per 10,000 children and students), the District of Columbia (16 per 10,000 children and students), Maryland (11 per 10,000 children and students), Connecticut (10 per 10,000 children and students), and New Hampshire (10 per 10,000 children and students). In contrast, the ratio was 1 for every 10,000 children and students served in the following four States: Alabama, Florida, Montana, and Nevada.
- In 2018–19, 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 ratios in the individual States ranged from 0 to 10 per 10,000 children and students served. The ratio was more than 5 for every 10,000 children and students served in the following three States: Connecticut (10 per 10,000 children and students), Maine (8 per 10,000 children and students), and Mississippi (6 per 10,000 children and students). In contrast, the ratio was less than 1 for every 10,000 children and students served in the following eight States: Bureau of Indian Education schools, Delaware, Montana, Nebraska, Nevada, Wyoming, Iowa, and Puerto Rico.
- In 2018–19, 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 ratios in the individual States ranged from 0 to 66 per 10,000 children and students served. The ratio was larger than 20 for every 10,000 children and students served in the following three States: Puerto Rico (66 per 10,000 children and students), District of Columbia (47 per 10,000 children and students), and New York (26 per 10,000 children and students). In contrast, the ratio was zero in nine States.
- In 2018–19, there were 14 *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 ratios in the individual States ranged from 0 to 160 per 10,000 children and students served. The ratio was larger than 40 for every 10,000 children and students served in the following four States: the District of Columbia (160 per 10,000 children and students), Puerto Rico (101 per 10,000 children and students), New York (46 per 10,000 children and students), and New Jersey (44 per 10,000 children and students). In contrast, the ratio was no more than 1 for every 10,000 children and students served in 11 States.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to an SEA by an individual or organization that alleges a violation of a requirement of Part B of IDEA. 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, 2018, and June 30, 2019, whereas the denominator is based on point-in-time data from fall 2018.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2018–19. Data were accessed fall 2020. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2018. Data were accessed fall 2019. 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. Under IDEA Sections 616(d) and 642, the Department performs an annual review of each State's implementation of IDEA, Part B and Part C, through oversight of general supervision by the States and through the State performance plans (SPPs) 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 Part B and Part 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 Part B and Part C of IDEA. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

The State Performance Plan and Annual Performance Report

Sections 616(b) and 642 of IDEA require each State to have an SPP in place for evaluating the State's efforts to implement the requirements and purposes of IDEA and for 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 educational 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 with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included a new indicator for both Part B and Part C, the State Systemic Improvement Plan (SSIP) that is part of OSEP's Results Driven Accountability (RDA) 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 2020, each State submitted an SPP/APR under Part B and Part C to OSEP for the IDEA grant period, FFY 2018 APR reporting period (for the data reported for July 1, 2018, through June 30, 2019). Beginning with the FFY 2018 SPP/APR submitted in February 2020, each State was required to submit its SPP/APR online using the SPP/APR module on the *EDFacts Metadata and Process System (EMAPS)* (<https://emaps.ed.gov/suite/>). This section examines and summarizes the States' performance during FFY 2018 under both Part B and Part C of IDEA.

Please note that throughout this section, the term “States” is used to reference all of the jurisdictions that submitted FFY 2018 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 Bureau of Indian Education, which receives funds under both Part B and Part C of IDEA, has a separate reporting requirement under Part C of IDEA.¹² Thus, unless stated otherwise, the discussion and exhibits in this section concern the 60 States for Part B and 56 States for Part C.

Indicators

In 2005, the Secretary established, with broad stakeholder input, a reporting requirement for the SPP/APR for FFYs 2005 through 2010 to include reporting on 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 enactment of the IDEA 2004 amendments. The Department extended the original SPP for FFYs 2011 and 2012, and States reported under their original SPP. On February 2, 2015, each State was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included the State Systemic Improvement Plan (SSIP) as a new qualitative indicator for both Part B and Part C. Exhibits 84 and 85 explain the measurement that was in place during the FFY 2018 reporting period for each Part B

¹² The Bureau of Indian Education reports separately under IDEA Section 643(b)(5) and 34 Code of Federal Regulations (C.F.R.) § 303.731(e)(3) on its child find coordination efforts. The Department responds to these reports separately from the RDA determination process.

and Part C indicator on which States were required to report by February 2020 (17 Part B indicators and 11 Part C indicators) and identify whether each indicator is a compliance or a results indicator.

Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2018

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.	Results
B2 – Dropout	Percent of youth with IEPs dropping out of high school.	Results
B3 – Assessment	Participation and performance of children with IEPs on statewide assessments: (b) participation rate for children with IEPs, and (c) proficiency rate for children with IEPs against grade-level and alternate academic achievement standards. ^a	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 have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children 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 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
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

See notes at end of exhibit.

Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2018—Continued

Indicator	Measurement	Type of indicator
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 are found eligible for Part B, and who had an IEP developed and implemented by the child’s third birthday.	Compliance
B13 – Secondary Transition	Percent of youth ages 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are 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 youth who are 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
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

^aExhibit excludes Indicator 3a because measurement table lists 3a as “reserved.”

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019.

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, 2018. Available at <https://osep.grads360.org/#communities/pdc/documents/18303> (accessed December 30, 2020).

Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2018

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 receive the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily receive 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 has (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 educational agency (SEA) and the local educational agency (LEA) where the toddler resides 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 settlement agreements (applicable if Part B due process procedures under Section 615 of IDEA are adopted).	Results
C10 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results

See notes at end of exhibit.

Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2018—Continued

Indicator	Measurement	Type of indicator
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 2018 APR reporting period was from July 1, 2018, through June 30, 2019.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: Part C State Performance Plan/Annual Performance Report (Part C SPP/APR): Part C Indicator Measurement Table, 2018. Available at <https://osep.grads360.org/#communities/pdc/documents/18306> (accessed December 30, 2020).

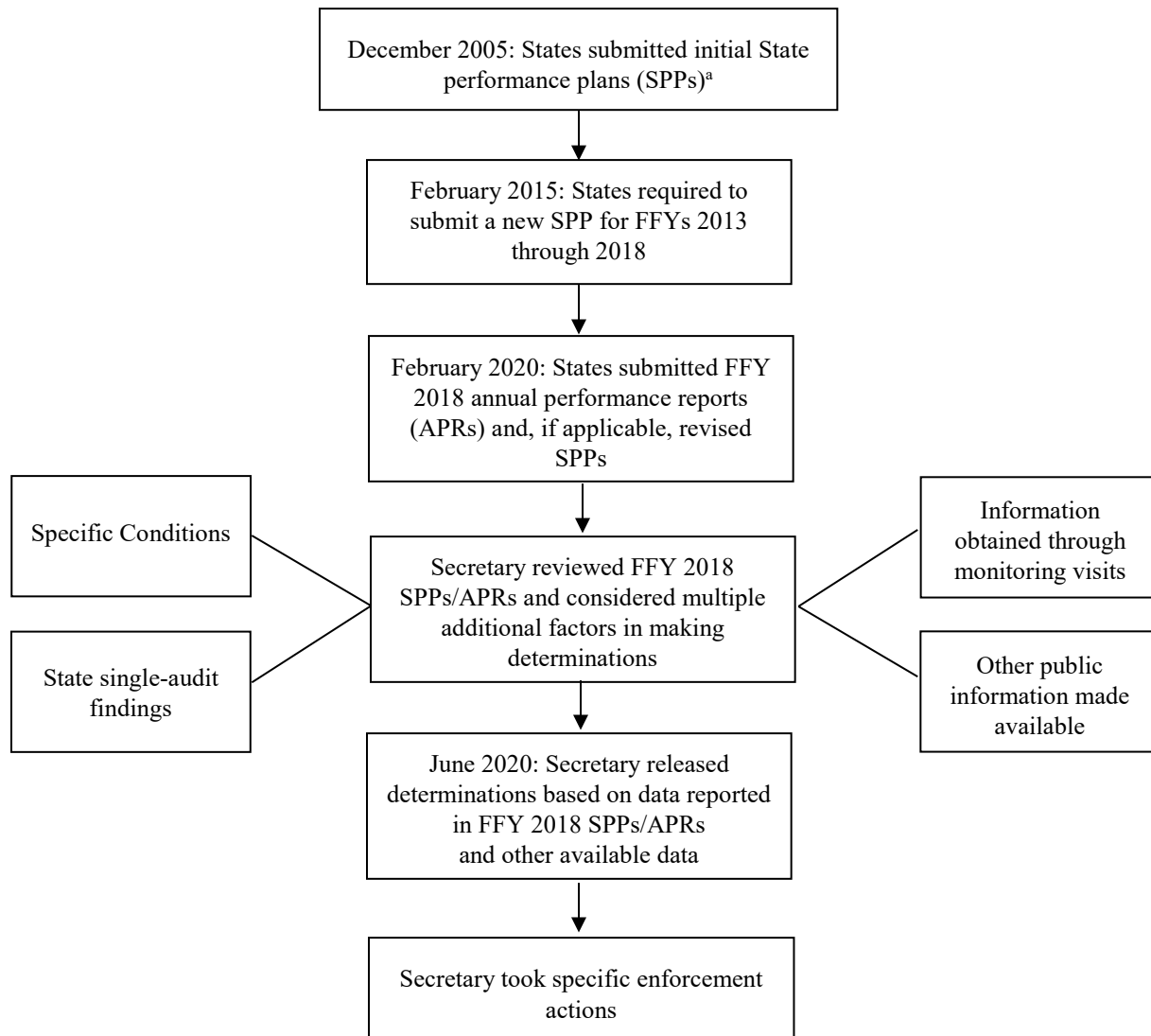
The Determination Process

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 Part B and Part 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 86 presents the key phases of the Department’s determination process.

Exhibit 86. Process for determining the extent to which each State met IDEA, Part B and Part C, requirements: Federal fiscal year 2018



^aIn December 2005, each State submitted its initial SPP that covered a period of six years for FFYs 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 for the six-year period FFYs 2013 through 2018 on February 2, 2015.

NOTE: In June 2019, the Secretary issued determinations based on data reported in the FFY 2017 APR and other available data. A discussion of those determinations is found in the *42nd Annual Report to Congress, 2020*.

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. OSEP Memo 15-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons, dated December 23, 2014.

Determinations From 2007 Through 2013 – Use of Compliance Data

Over the years, the process for making the Part B and Part C determinations has evolved. Starting in 2007, the Department has made an annual determination for each State under Part B and Part C of 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 Part B and Part 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 in 2014 Through 2020

Beginning in 2014, 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.

From 2015 through 2020, the Department used both compliance and results data in making its annual Part B determinations, giving each equal weight in making a State's determination. In making Part B determinations in 2015 through 2020, 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 most recently administered 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 IDEA.

The Department used a Compliance Matrix and a Results Matrix in making the Part B determinations for most States in 2014 through 2017. The exceptions were the three freely associated states, four outlying areas, and the Bureau of Indian Education, as the Department did not have sufficient results data to use when making the Part B determinations. Therefore, the Department used only compliance data when making Part B determinations for these entities in 2014 through 2017. However, beginning in 2018, the Department made Part B determinations for the three freely associated states, four outlying areas, and the Bureau of Indian Education, using both compliance and results data, with a 60 percent weight and 40 percent weight, respectively.

In making the 2014 Part C determination for each State, the Department used the prior compliance criteria it had used in 2013 Part C determinations, which considered the totality of the 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.

Beginning for the first time in 2015 and annually through 2019, the Department used both compliance and results data in making each State's IDEA Part C determination under Sections 616(d) and 642 of 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. The Department evaluated States' data using the Results Driven Accountability (RDA) Matrix which was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

2020 Part B Determinations

As it did in 2014 through 2019, 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 2020 for the 50 States, the District of Columbia, and Puerto Rico. Beginning in 2018, sufficient results data were available for the three freely associated states, four outlying areas, and the Bureau of Indian Education. However, different results standards were used for these jurisdictions; therefore, the Results Matrix is described separately for them.

Part B Compliance Matrix and Score

The Compliance Matrix used for each of the States considered the following data:

1. The State's FFY 2018 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 whether the State demonstrated correction of all findings of noncompliance that it had identified in FFY 2017 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 2018 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
 - a. Whether the Department imposed Specific Conditions on the State's FFY 2019 IDEA Part B grant award and those Specific Conditions were in effect at the time of the 2020 determination, and the number of years for which the State's Part B grant award had been subject to Specific or Special Conditions; and
 - b. Whether there were any findings of noncompliance identified in FFY 2016 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 4 above. Using the cumulative possible number of points as the denominator and 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 the 50 States, the District of Columbia, and Puerto Rico

The Results Matrix used for the 50 States, the District of Columbia, and Puerto Rico 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, each of the 50 States, the District of Columbia, and Puerto Rico were assigned a score as follows for the results elements listed above.

- A 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 (i.e., all 50 States, the District of Columbia, Puerto Rico, freely associated states, outlying areas, and the Bureau of Indian Education). 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 80 percent to 89 percent, and a score of 0 was assigned if the participation rate for children with disabilities was less than 80 percent.
- A 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, and the bottom third of States received a score of 0.
- A 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, and 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 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 Results Matrix and Score for the Three Freely Associated States, Four Outlying Areas, and the Bureau of Indian Education

The Results Matrix used for each of the three freely associated states, four outlying areas, and the Bureau of Indian Education considered the following data:

1. The percentages of children with disabilities participating in regular statewide assessments in math and reading across all available grade levels (3 through 8);
2. The percentage of children with disabilities exiting school by dropping out; and
3. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, each of the three freely associated states, four outlying areas, and the Bureau of Indian Education were assigned a score as follows for the results elements listed above.

- A 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 (i.e., all 50 States, the District of Columbia, Puerto Rico, freely associated states, outlying areas, and the Bureau of Indian Education). 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 80 percent to 89 percent, and a score of 0 was assigned if the participation rate for children with disabilities was less than 80 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, and 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 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 each of the 50 States, the District of Columbia, and Puerto Rico, the RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. For each of the three freely associated states, four outlying areas, and the Bureau of Indian Education, the RDA Percentage was calculated by adding 40 percent of the State's Results Score and 60

percent of the State's Compliance Score. Each State's RDA Percentage was used to calculate the 2020 Part B determination, as follows:

1. **Meets Requirements:** A State's 2020 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special or Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2017, 2018, and 2019), and those Specific Conditions were in effect at the time of the 2020 determination.
2. **Needs Assistance:** A State's 2020 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 or Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2017, 2018, and 2019), and those Specific Conditions were in effect at the time of the 2020 determination.
3. **Needs Intervention:** A State's 2020 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 2020.

2020 Part C Determinations

In 2020, as part of its RDA framework, the Department continued to use both compliance and results data in making each State's Part C determination under Sections 616(d) and 642 of 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 2018 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's FFY 2018 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. The RDA Matrix was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

Part C Compliance Matrix and Score

In making each State's 2020 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The State's FFY 2018 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 whether the State demonstrated correction of all findings of noncompliance it had identified in FFY 2015 under such indicators;

2. The timeliness and accuracy of data reported by the State under Sections 616, 618, and 642 of IDEA;
3. The State's FFY 2018 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
 - a. Whether the Department imposed Special Conditions on the State's FFY 2019 IDEA Part C grant award and those Special Conditions were in effect at the time of the 2020 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 2016 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 each of the additional factors listed in items 2 through 4 above. Using the cumulative possible number of points as the denominator and 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 2020 Part C determination, the Department used the FFY 2018 early childhood outcomes data that were reported under SPP/APR Indicator 3. 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 2016 Outcomes data and data anomalies identified within the State's FFY 2018 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 2018 Outcomes data and the total number of children whom the State reported as exiting during FFY 2018 in its FFY 2018 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 2018 Outcomes data by the number of children whom the State reported as exiting during FFY 2018 in the State's FFY 2018 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 65 percent, a score of 1 if the percentage was between 34 percent and 64 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 2018 Outcomes data. Previous publicly available data reported by and across all States for Indicator 3 (in the APRs for FFY 2014 through FFY 2017) were used to determine an expected range of responses for each progress category under the following three child outcome areas: 3a (positive social-emotional skills, including social relationships), 3b (acquisition and use of knowledge and skills, including early language/communication), and 3c (use of appropriate behaviors to meet their needs). The following five progress categories were used under SPP/APR Indicator 3 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 2018 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 number of points received in all progress categories was 13 through 15, a data anomalies score of 1 if the point total was 10 through 12, and a data anomalies score of 0 if the point total was 0 through 9.

Child performance was measured by examining how each State's FFY 2018 Outcomes data compared with all other States' FFY 2018 Outcomes data and examining the State's performance change over time, which involved comparing each State's FFY 2018 Outcomes data with its own FFY 2017 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 2018 Outcomes data compared with other States' FFY 2018 Outcomes data. Each State received two scores for each of the three child outcome areas (3a, 3b, and 3c). 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 percentiles for each of the six summary statements were 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 percentiles, 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 between 0 and 12 total points, with a point total of 0 indicating all six summary statement values were below the 10th percentile and a point total 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, and 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 2018 Outcomes data compared with its FFY 2017 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 point total was 8 or above, a score of 1 if the point total was 4 through 7, and a score of 0 if the point total was 3 points or below.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, 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 2020 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 2017, 2018, and 2019), and those Special Conditions were in effect at the time of the 2020 determination.
2. **Needs Assistance:** A State's 2020 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 2017, 2018, and 2019), and those Special Conditions were in effect at the time of the 2020 determination.
3. **Needs Intervention:** A State's 2020 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 2020.

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 (1) when the Department has determined that a State needs assistance for two or more consecutive years, (2) when the Department has determined that a State 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 mentioned, but to date, no State has received a determination that it needs substantial intervention in implementing the requirements of IDEA.

Determination Status

In June 2020, the Secretary issued determination letters on the implementation of IDEA to each State educational agency (SEA) for Part B and to each State lead agency for Part C. Exhibit 87 shows the results of the FFY 2018 determinations by State for Part B; Exhibit 88 shows the results for Part C.

Exhibit 87. States determined in 2020 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2018

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

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' data submissions in 2020, the Secretary of Education made the 2020 determinations based on the totality of each State's data, including its FFY 2018 APR data. These determinations were issued in June 2020.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2020 Determination Letters on State Implementation of IDEA, 2020. Available at <https://sites.ed.gov/idea/idea-files/2020-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2020).

Exhibit 88. States determined in 2020 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2018

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

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' data submissions in 2020, the Secretary of Education made the 2020 determinations based on the totality of each State's data, including its FFY 2018 data, which were released in June 2020.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2020 Determination Letters on State Implementation of IDEA, 2020. Available at <https://sites.ed.gov/idea/idea-files/2020-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2020).

The results of an examination of the States' Part B and Part C determinations for FFY 2017 and FFY 2018 are presented in Exhibits 89 and 90. A summation of the numbers presented in Exhibit 89 shows that 22 States met the requirements for Part B in FFY 2018. In addition, this exhibit shows that between FFY 2017 and FFY 2018, eight States had a more positive determination, or made progress; nine States received a more negative determination, or slipped; and 43 States received the same determination for both years. Seven of the States that showed progress made sufficient progress to meet

the requirements in FFY 2018. Of the 43 States that received the same determination status in both years, 15 met the requirements in both years, 26 were found to be in need of assistance for two or more consecutive years, and two were determined to be in need of intervention for three or more consecutive years.

Exhibit 89. Number of States determined in 2019 and 2020 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2017 and 2018

Determination status FFY 2018	Change in determination status since FFY 2017			Total
	Progress	Slippage	No change	
Total	8	9	43	60
Meets requirements	7	0	15	22
Needs assistance	1	6	0	7
Needs assistance: two or more consecutive years	0	0	26	26
Needs intervention	0	3	0	3
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	2	2

NOTE: The FFY 2017 APR reporting period was from July 1, 2017, through June 30, 2018. Based on the States' FFY 2017 data submissions in 2019, the Secretary of Education made the 2019 determinations, which were released in June 2019. The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' FFY 2018 data submissions in 2020, the Secretary of Education made the 2020 determinations, which were released in June 2020. The 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, 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, 2020 Determination Letters on State Implementation of IDEA, 2020. Available at <https://sites.ed.gov/idea/idea-files/2020-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2020).

A summation of the numbers presented in Exhibit 90 shows that 27 States met the requirements for Part C in FFY 2018. In addition, this exhibit shows that between FFY 2017 and FFY 2018, eight States had a more positive determination, or made progress; nine States received a more negative determination, or slipped; and 39 States received the same determination for both years. Of the 39 States that received the same determination status in both years, 19 met the requirements in both years, and 20 were found to be in need of assistance for another year.

Exhibit 90. Number of States determined in 2019 and 2020 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2017 and 2018

Determination status FFY 2018	Change in determination status since FFY 2017			Total
	Progress	Slippage	No change	
Total	8	9	39	56
Meets requirements	8	0	19	27
Needs assistance	0	8	0	8
Needs assistance: two or more consecutive years	0	0	20	20
Needs intervention	0	1	0	1
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2017 APR reporting period was from July 1, 2017, through June 30, 2018. Based on the States' FFY 2017 data submissions in 2019, the Secretary of Education made the 2019 determinations, which were released in June 2019. The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' FFY 2018 data submissions in 2020, the Secretary of Education made the 2020 determinations, which were released in June 2020. The 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, 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, 2020 Determination Letters on State Implementation of IDEA, 2020. Available at <https://sites.ed.gov/idea/idea-files/2020-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2020).

As a result of the determinations for Part B and Part C that the Department issued to States for FFY 2017 and FFY 2018, the Secretary took enforcement actions against those States that were determined to need assistance for two or more consecutive years and the States that were 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 types 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 the determination letter for each of those States.

Status of Selected Indicators

This section summarizes the results of a 2020 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 2018 APRs and used in making the determination for each State. In the APRs, States reported actual performance data from FFY 2018 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 2020 analyses were sufficiently complete to show how States performed on related Part C and Part B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes States' FFY 2018 actual performances on each indicator. Two documents, 2020 Part C FFY 2018 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf>) and 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2018.pdf>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on November 24, 2020.

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 under Part B or otherwise and other appropriate community services by the child's 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 educational agency (LEA) and State educational agency (SEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 91 displays the results of a 2020 analysis of FFY 2018 actual performance data on the three sub-indicators from the States for which Indicator 8 applies.

Exhibit 91. Number of States, by percentage of children exiting IDEA, Part C, who received timely transition planning by the child’s third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2018

Percentage of children ^a	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to the LEA/SEA, if potentially Part B eligible	8c: Transition conference, if potentially Part B eligible
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	51	50	48
80 to 89	3	5	6
70 to 79	0	0	0
60 to 69	0	0	0
50 to 59	1	0	0
40 to 49	0	0	0
30 to 39	0	0	0
20 to 29	0	0	0
Valid and reliable actual performance data not available	1	1	2

^aPercentage 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 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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, 2020 Part C FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

As shown in Exhibit 91, 51 States reported that they had complied with the requirement of sub-indicator 8a concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In addition, 50 States reported that they had complied with the requirement of sub-indicator 8b concerning notifications to the LEA and the SEA for 90 to 100 percent of the children. Finally, 48 States reported meeting the requirement of sub-indicator 8c concerning a transition conference for 90 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 the child’s 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 (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 92 displays the results of a 2020 analysis of FFY 2018 actual performance data on Indicator 12 from the 56 States to which this indicator applies.

Exhibit 92. Number of States, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by the child’s third birthday (Indicator B12): Federal fiscal year 2018

Percentage of children ^a	Number of States
Total	56
90 to 100	49
80 to 89	6
70 to 79	1
60 to 69	0
50 to 59	0

^aPercentage of children measures a State’s performance on Part B Indicator 12, for which the target is 100 percent.
 NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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, 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

For Indicator B12, 49 States reported percentages that were 90 to 100 percent of the target. Six States reported a percentage between 80 and 89 percent of the target, while one State reported a percentage between 70 and 79 percent of the target.

Infant and Toddler Outcomes: Part C Indicator 3

Part C Indicator 3 measures the percentages of infants and toddlers with individualized family service plans (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 (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibits 93 and 94 display the results of a 2020 analysis of FFY 2018 actual performance data on Indicator 3 for the 56 States to which this indicator applied.

Exhibit 93. 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 sub-indicators of Part C Indicator 3: Federal fiscal year 2018

Percentage of infants and toddlers ^a	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	1	4	5
80 to 89	9	8	12
70 to 79	12	20	19
60 to 69	15	14	13
50 to 59	12	7	6
40 to 49	2	1	0
30 to 39	3	1	0
20 to 29	1	0	0
Valid and reliable actual performance data not available	1	1	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 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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, 2020 Part C FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

As shown in Exhibit 93, 50 percent or more 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 49 States, acquisition and use of knowledge and skills in 53 States, and use of appropriate behaviors in 55 States.

Exhibit 94. Number of States, by percentage of infants and toddlers with IFSPs who were functioning at age expectation for the outcome at age 3 or upon exiting Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2018

Percentage of infants and toddlers ^a	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	0	0	1
80 to 89	1	1	5
70 to 79	6	1	5
60 to 69	15	1	9
50 to 59	16	22	17
40 to 49	12	16	11
30 to 39	3	11	6
20 to 29	1	2	0
10 to 19	1	1	1
0 to 9	0	0	0
Valid and reliable actual performance data not available	1	1	1

^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 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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, 2020 Part C FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

As shown in Exhibit 94, 50 percent or more of infants and toddlers with IFSPs at age 3 or upon exiting Part C were functioning at age expectation with regard to social-emotional skills in 38 States, acquisition and use of knowledge and skills in 25 States, and use of appropriate behaviors to meet their needs in 37 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 (DC), Puerto Rico (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. Exhibits 95 and 96 display the results of a 2020 analysis of FFY 2018 actual performance data on Indicator 7 for the 59 States to which this indicator applies.

Exhibit 95. 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 sub-indicators of Part B Indicator 7: Federal fiscal year 2018

Percentage of children ^a	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	9	11	11
80 to 89	23	23	21
70 to 79	12	11	9
60 to 69	10	10	10
50 to 59	1	2	5
40 to 49	2	0	1
30 to 39	1	0	0
20 to 29	0	1	1
Valid and reliable actual performance data not available	1	1	1

^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 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

As shown in Exhibit 95, 50 percent or more of children with IEPs who were below age expectation when entering Part B demonstrated by age 6 or exit from Part B improved positive social-emotional skills in 55 States, improved acquisition and use of knowledge and skills in all 57 States with available data, and improved use of appropriate behaviors to meet their needs in 56 States.

Exhibit 96. Number of States, by percentage of children with IEPs who were functioning at age expectation for the outcome at age 6 or upon exiting Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2018

Percentage of children ^a	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	1	1	1
80 to 89	1	0	1
70 to 79	7	3	12
60 to 69	12	9	18
50 to 59	18	16	13
40 to 49	12	18	8
30 to 39	3	5	2
20 to 29	1	1	1
10 to 19	2	4	1
0 to 9	1	1	1
Valid and reliable actual performance data not available	1	1	1

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

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. 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. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet, 2020. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2020).

As shown in Exhibit 96, 50 percent or more of children with IEPs at age 6 or upon exiting Part B were functioning at age expectation with regard to positive social-emotional skills in 39 States, acquisition and use of knowledge and skills in 29 States, and use of appropriate behaviors to meet their needs in 45 States.

Section IV

Summary of Research Conducted Under Part E of the Education Sciences Reform Act of 2002

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In December 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA) and, in doing so, amended the Education Sciences Reform Act of 2002 (ESRA), 20 United States Code (U.S.C.) 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of IDEA, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in Section 175(b) of ESRA, 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.

The Department issues its grants during the Federal fiscal year (FFY). Section IV of this report describes the research projects funded by grants NCSER made under Part E of the Education Sciences Reform Act of 2002 during the Department's Federal fiscal year (FFY) 2020 (October 1, 2019, through September 30, 2020).

In Federal fiscal year (FFY) 2020, NCSER conducted three grant competitions: Special Education Research, Research Training Programs in Special Education, and Research Grants Focused on Systematic Replication in Special Education. Under these three competitions, 247 applications were peer reviewed, and NCSER awarded 41 new research projects.

In FFY 2020, NCSER awarded 28 grants for its Special Education Research competition across eight standing special education topics and one special topic. The eight standing topics are Autism Spectrum Disorder; Cognition and Student Learning in Special Education; Early Intervention and Early Learning in Special Education; Professional Development for Educators and School-Based Service Providers; Reading, Writing, and Language Development; Science, Technology, Engineering, and Mathematics Education; Social and Behavioral Outcomes to Support Learning; and Special Education Policy, Finance, and Systems. NCSER made no awards in FFY 2020 under the standing topics of

Families of Children with Disabilities; Technology for Special Education; and Transition Outcomes for Secondary Students with Disabilities. NCSER made two awards under the special topic of Career and Technical Education for Students With Disabilities and no awards under the special topics of English Learners With Disabilities and Systems-Involved Students With Disabilities.

In FFY 2020, under the Research Training Programs in Special Education competition, NCSER made five new awards under Early Career Development and Mentoring, one new award under Methods Training for Special Education Research, and three new awards under Postdoctoral Research Training Program in Special Education and Early Intervention. In FFY 2020, NCSER made four awards under the Research Grants Focused on Systematic Replication in Special Education competition.

Descriptions of the new awards that NCSER made in FFY 2020 under Part E of ESRA follow. The descriptions summarize the proposed purposes of the grants based on information taken from the research grants and contracts database on the IES website. The descriptions of the 28 awards under Special Education Research are organized and presented in terms of the eight topics, followed by the two special topic awards. Following them is a description of the grants under the Research Training Programs in Special Education, including the five Early Career Development and Mentoring awards, the one Methods Training for Education Research award, and the three Postdoctoral Research Training Program in Special Education and Early Intervention awards. Last are the four awards under the Research Grants Focused on Systemic Replication in Special Education. Additional information on the grants funded in FFY 2020 and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed August 21, 2020).

Special Education Research

Autism Spectrum Disorder

Award Number: R324A200007

Institution: University of Kansas

Principal Investigator: Karrie Shogren

Description: *Combining the Self-Determined Learning Model of Instruction and Peer Supports: Examining the Impact on Academic, Social, and Functional Outcomes for Students With Autism Spectrum Disorders.* The purpose of this project is to examine the initial efficacy of a comprehensive intervention combining two research-based interventions, the Self-Determined Learning Model of Instruction (SDLMI) and Peer Supports (PS), for improving the academic, social, and functional outcomes for secondary school students with autism spectrum disorders (ASD) in inclusive general education classrooms. Efficacy studies of the SDLMI and PS have been conducted separately, establishing impacts on outcomes for students with disabilities. However, each intervention has unique features that, if combined, have the potential to more comprehensively address the complex needs of youth with ASD in secondary schools. The research will be conducted across five years using a longitudinal, cluster

randomized controlled trial design. Schools will be randomly assigned to using PS only, SDLMI only, or SDLMI + PS. In the comprehensive SDLMI + PS intervention, SDLMI will be used to engage youth with ASD in the process of identifying academic and social goals to be achieved in the general education classroom and PS will be used to enable peers to deliver supports to promote progress toward those goals in the general education classroom. In Year 1 of the project, researchers will finalize partnership agreements with schools and deliver initial training to teachers and other implementers. Implementation of the intervention with the first cohort of schools and students will begin in Year 2 with additional cohorts added in Years 3 and 4. Researchers will follow students with ASD for the remainder of the project (up to three years) to examine maintenance of outcomes. In Year 5, researchers will analyze data and conduct cost and cost-effectiveness analyses. The project is expected to produce information about the efficacy of the comprehensive SDLMI + PS intervention. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,300,000

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324A200154

Institution: May Institute

Principal Investigator: Cynthia Anderson

Description: *Modular Approach for Autism Programs in Schools (MAAPS)*. The purpose of this project is to test the efficacy of an individualized, comprehensive modular intervention system, Modular Approach for Autism Programs in Schools (MAAPS). Developed in a prior Institute of Education Sciences project, MAAPS integrates evidence-based strategies to address core and associated features of autism spectrum disorders (ASD) to enhance the educational success of elementary school students with ASD. It provides a collaborative framework for setting individualized intervention goals, selecting modular interventions that best address the goals, developing intervention steps that are feasible for teachers, and using active coaching to support teachers as they implement the selected interventions. In the current study, the research team will use a cluster randomized controlled trial with schools as the unit of randomization to test the efficacy of MAAPS. The team will select schools each year and randomize them in equal numbers to either MAAPS or a waitlist control group that will receive MAAPS at the start of the subsequent school year. At the beginning of each school year, sites will screen and enroll eligible teachers and students with ASD to participate in the study. School personnel will implement MAAPS over the course of one academic year and will receive ongoing consultation. The research team will collect and analyze data on school personnel and student outcomes and also analyze the cost and cost-effectiveness of the intervention. The project is expected to produce information about the efficacy of MAAPS for students with ASD when implemented by personnel in elementary public schools, as well as peer-reviewed publications, presentations, and a final shareable dataset. The project also will produce a website with project information and MAAPS materials, accessible upon request. In addition, the research team will disseminate information through other relevant websites for educators and parents of students with ASD and develop a summary infographic on study results to disseminate within the respective communities.

Amount: \$3,299,999

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200033

Institution: University of Washington

Principal Investigator: Jill Locke

Description: *Preparing Teachers and Paraprofessionals for the Successful Inclusion of Children With ASD*. The purpose of this exploration study is to identify and examine the malleable individual and organizational characteristics that increase teachers' and paraprofessionals' use of evidence-based practices (EBPs) to more meaningfully include and retain children with autism spectrum disorders (ASD)

in general education settings. Researchers will gather quantitative and qualitative data to explore which EBPs general and special education teachers and paraprofessionals have been trained to use and which they consistently use to support included children with ASD (Aim 1). Next, they will quantitatively measure individual characteristics (attitudes about EBPs, perception of normative pressure to use EBPs, self-efficacy to use EBPs, and intentions to use EBPs) of general and special education teachers and paraprofessionals as well as organizational factors (implementation leadership and implementation climate) of the school and explore how these factors are associated with EBP implementation and child outcomes (Aim 2). Finally, they will qualitatively examine the mechanisms through which individual and organizational factors facilitate or hinder EBP use in a subset of participants (Aim 3). The project is expected to produce an improved theoretical model of the malleable factors that influence EBP use and inform the development of an intervention to improve teacher and paraprofessional use of EBPs that promote inclusion and ultimately improve child outcomes. The research team will share resulting raw and summarized data with qualified investigators for non-commercial research through the National Database for Autism Research (NDAR). The project also will result in peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,375

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200134

Institution: San Diego State University

Principal Investigator: Jessica Suhrheinrich

Description: *The Development of an Empirically Based Adaptation and Training Model for Intervention Scale Up of Classroom Pivotal Response Teaching (CPRT).* The purpose of this project is to develop an innovative distance training and coaching model focused on teaching the key ingredients of Classroom Pivotal Response Teaching (CPRT) for students with autism spectrum disorders (ASD) and an empirical method for adapting CPRT for individual students and settings. Although there are evidence-based practices for teaching students with ASD, teachers often report insufficient access to effective training and data-based recommendations for adapting these practices. This project will address these needs by iteratively developing an empirically-based method for individualizing CPRT, an interactive decision tree, and an innovative educator training designed to support successful implementation of CPRT. The researchers will conduct the project in four phases. In phase 1, researchers will analyze data from a recent randomized trial to identify components of CPRT that are associated with improved outcomes for students with ASD as well as factors that may mediate the outcomes. In phase 2, researchers will use an iterative process to develop a decision tree based on phase 1 results. In phase 3, researchers will develop the distance learning materials and procedures. In phase 4, researchers will conduct a small randomized trial of the decision tree and training to determine their promise for improving student outcomes as well as their costs and cost-effectiveness. The project is expected to produce a fully developed decision tree and distance training and coaching model for implementing CPRT for students with ASD. The project also will produce a website, peer-reviewed publications, and presentations and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,400,000

Period of Performance: 9/1/2020–8/31/2024

Cognition and Student Learning in Special Education

Award Number: R324A200140

Institution: University of Delaware

Principal Investigator: Nancy Jordan

Description: *Examining the Efficacy of a Fraction Sense Intervention Grounded in Principles From the Science of Learning.* The purpose of this project is to examine the efficacy of a fraction sense intervention

(FSI), developed with funding from an Institute of Education Sciences grant, on student math performance as well as mediators and moderators of these impacts. Competence with fractions is crucial for success in math and for many careers and vocations. Students who leave sixth grade without fundamental understandings of fractions may experience cascading difficulties that lead to lifelong avoidance of math. At the same time, there is a great need for validated interventions in this age group to help circumvent a cycle of failure. This project seeks to address this need by evaluating the efficacy of FSI. FSI is designed specifically for students who have not responded to conventional instruction in fractions. It is intended for supplemental use in classrooms using response to intervention (RTI) to build foundational fraction knowledge that will empower math learners to profit from instruction in general education. The research team will use a multiple-cohort randomized control trial to test the efficacy of the intervention with low-performing sixth graders in authentic RTI settings. Each year in Years 1 to 3, the research team will recruit 16 classrooms and randomly assign them to FSI or business as usual for a total of 48 RTI classrooms (24 FSI and 24 business as usual). The research team will collect data on students' numerical and fraction knowledge in addition to potential mediators and moderators including student demographics, attentive behavior, verbal ability, working memory, and proportional reasoning and fidelity of implementation and quality of instruction. The team also will determine the cost and cost-effectiveness of FSI. The project is expected to produce information about the efficacy of FSI for improving student math performance. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,299,957

Period of Performance: 9/1/2020–8/31/2025

Award Number: R324A200165

Institution: University of Nebraska, Lincoln

Principal Investigator: Jessica Namkung

Description: *Exploring Cognitive and Foundational Processes Underlying Pre-Algebra Among Students With and Without Mathematics Learning Difficulties.* The purpose of this project is to explore the domain-general cognitive and domain-specific foundational processes that underlie pre-algebra. Specifically, the project will (a) identify explicit links among cognitive and foundational processes and pre-algebra competence among seventh-graders with mathematics learning difficulties (MD) versus typically developing students (TYP), (b) explore whether cognitive processes indirectly contribute to pre-algebra competence through foundational mathematics processes for students with MD vs. TYP, and (c) explore factors (i.e., MD severity and comorbidity with reading difficulties) that moderate the relation between the cognitive processes and language and pre-algebra. Researchers will conduct a multi-stage (sites, schools, classrooms, and students) stratified (MD versus TYP) correlational design study where primary data is collected for three cohorts of seventh-graders with MD or TYP at two time points (fall and spring) in Years 1–3. In each year, the study team will recruit 82 seventh-graders each in the MD and TYP groups across sites, yielding a total of 164 students yearly and a total sample size of 492 over three years. The team will classify students as either MD (below the 25th percentile) or TYP (between the 35th and 65th percentile) based on their scores on a universal screener and confirmed by their previous year's high-stakes performance, participation in the school's multi-tiered system of support (MTSS) program, or teacher corroboration. The team will not recruit students in Year 4, during which final data cleaning, aggregation, analyses, and dissemination will occur. The project is expected to produce an improved theoretical model of the malleable factors that influence pre-algebra competence and inform assessment and instructional practices for students with MD. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

Amount: \$1,399,534

Period of Performance: 7/1/2020–6/30/2024

Early Intervention and Early Learning in Special Education

Award Number: R324A200153

Institution: Oregon Research Institute

Principal Investigator: Edward Feil

Description: *Coach Facilitated Mobile Parent-Training Program for Women With Cognitive Delays Who Are Mothers of Infants.* The purpose of this project is to develop an adaptation of the existing online Play and Learning Strategies (ePALS) parenting program for mothers with infants when the mothers have significant cognitive delays. Infants of mothers with cognitive delays are at significantly elevated risk for a host of detrimental outcomes, including neglect and abuse of children and school readiness problems. Research indicates that early interventions to improve parenting practices are effective in ameliorating these outcomes. Yet, there is a dearth of these interventions for mothers with cognitive delays. In this project, the research team will modify ePALS for postnatal mothers with cognitive delays; evaluate its feasibility, usability, and acceptability; and test its promise for improving maternal responsiveness and infant social-emotional and communication outcomes. The ePALS program is a computerized adaptation of the PALS parenting program. PALS is an in-home, empirically supported, cognitive-behavioral skills intervention for mothers of infants that targets improving sensitive and responsive parenting behaviors and minimizing insensitive, harsh, and intrusive behaviors in order to promote infants' social engagement and language development. For mothers with cognitive delays, ePALS will have the following adaptations: (a) adding exemplar videos of parents with cognitive delays and their infants, (b) modifying existing online content and check-in questions to be instructionally sound for this population, (c) creating a behavioral performance criterion of parenting skills, and (d) creating interactive and gamification features to promote engagement. The research team also will explore the combination of in-home and distal coach contact (phone or video) to support parenting skills learning. This project will begin with an iterative process of development using interviews, focus groups, and beta testers for the app. The research team will evaluate the prototype ePALS in the second year. The research team will examine the optimal dosage and delivery mode preferences to test in the pilot study. In the final year, the research team will test the promise of the intervention using a randomized controlled design with mother-infant dyads randomly assigned to the intervention or wait-list control condition. In order to determine the potential impact on maternal responsiveness and infant social-emotional development and communication, data will be collected at three points in time: (a) baseline, (b) post-test for the intervention group and second baseline for wait-list control, and (c) follow-up for intervention group and post-test for the wait-list control. The project is expected to produce a fully developed intervention for mothers with significant cognitive delays and evidence of its promise for improving outcomes for mothers and their infants. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,285

Period of Performance: 7/1/2020–6/30/2023

Award Number: R324A200193

Institution: Vanderbilt University

Principal Investigator: Ann Kaiser

Description: *Developing and Testing a Blended Behavior and Language Intervention for Toddlers at High Risk for Persistent Developmental Language Disorders.* The purpose of this project is to develop and evaluate the promise of Toddler Talk, a model that blends two evidence-based practices—Teaching Pyramid for Supporting the Social Emotional Development of Young Children (Pyramid Model) and Enhanced Milieu Teaching (EMT)—to improve language development in toddlers at high risk for persistent developmental language disorders and poor social and academic outcomes. There are no current early interventions that address this population of young children and the risks associated with the co-occurrence of language and social emotional skills. To achieve this goal, the research team will develop the Toddler Talk model and associated professional development (PD) by combining two existing

programs and test its effects on teacher and child outcomes. Toddler Talk will be a Tier 1 intervention blending the Pyramid Model and EMT procedures to teach language and social-emotional skills across the day and in small group activities. The Pyramid Model is a framework of evidence-based practices for promoting social-emotional competence and preventing and addressing challenging behavior. EMT is an evidence-based naturalistic communication intervention that uses responsive interactions, language modeling, and prompting to support communication in ongoing teacher-child interactions. The PD will combine the evidence-based training strategies (Practice-Based Coaching, Teach-Model-Coach-Review) associated with the two models to enhance implementation fidelity. The research team will use a rapid cycle iterative design process to examine the conditions under which the Toddler Talk model has an impact and the PD approach that best supports teachers' learning and implementation of the model. In Year 1, the research team will conduct a developmental case study. In Year 2, the research team will conduct a single-case design study, and in Year 3, a field test with repeated measures and randomized comparison group. In Year 4, the research team will conduct a pilot randomized controlled trial. The project is expected to produce a fully developed model and its PD protocol for supporting early childhood teachers in improving language and behavioral outcomes in at-risk toddlers. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,772

Period of Performance: 9/1/2020–8/31/2024

Award Number: R324A200010

Institution: Lehigh University

Principal Investigator: George DuPaul

Description: *Early Intervention for Young Children At Risk for ADHD: Evaluating Efficacy and Delivery Format for Behavioral Parent Education.* The purpose of this project is to examine the effects of face-to-face and online behavioral parent education (BPE), using the intervention Promoting Engagement for ADHD Pre-Kindergartners (PEAK), on outcomes for parents and young children at risk for attention-deficit/hyperactivity disorder (ADHD). Young children with ADHD exhibit behavioral self-regulation difficulties and impairment in development of early academic skills that compromise success throughout their school years, thus necessitating early intervention beginning in the home setting. The PEAK BPE program was developed in a prior Institute of Education Sciences project to address this need. It is designed specifically for parents of young children with ADHD and covers an introduction to ADHD; general behavior management strategies; implementation of preventive, instructive, and response strategies in a problem-solving context; extension of strategies across community settings; strategies to promote early reading and math skills; and transition to kindergarten and communication with school personnel. In the current study, the research team will use a randomized controlled trial to examine the comparative efficacy and cost-effectiveness of two versions (face-to-face and online) of the PEAK PBE program on parent and child outcomes, their long-term maintenance and impacts, and potential mediators and moderators of these impacts. The team will collect data at seven points in time, including pre-treatment baseline, mid-treatment, post-treatment, and at follow-up 6, 12, 18, and 24 months after program completion. The team will assess multiple outcome domains for parents (demographic characteristics, knowledge of ADHD and interventions, intervention fidelity, interactions with children, ADHD symptoms, stress, engagement with intervention, and treatment acceptability) and children (behavior, pre-academic skills, and use of other treatment services). The project is expected to produce evidence of efficacy for each of the two versions (face-to-face and online) of the PEAK parent education program, their long-term maintenance and impacts, potential mediators and moderators, and relative cost-effectiveness. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,292,105

Period of Performance: 9/1/2020–8/31/2025

Award Number: R324A200179

Institution: University of South Florida

Principal Investigator: Howard Goldstein

Description: *Efficacy of Story Friends Vocabulary Curriculum Targeting Preschoolers At Risk for Language and Literacy Disabilities.* The purpose of this project is to evaluate the efficacy of Story Friends, a supplemental vocabulary curriculum developed in a prior Institute of Education Sciences project for preschoolers who demonstrate oral language deficits that put them at risk for language and reading disabilities. Expanding a child's range of sophisticated academic vocabulary has the potential to contribute to the prevention of later reading problems. Results from prior studies show that teachers can implement Story Friends with high fidelity in preschool classrooms within a multi-tiered system of supports (MTSS) framework and that there were substantial gains for both children with typical language who received Tier 1 instruction and children with limited oral language who received both Tier 1 and Tier 2 instruction. Over the course of a school year, Story Friends provides explicit and systematic instruction of academic vocabulary words and meanings. Teachers deliver Tier 1 instruction to the whole class through a weekly storybook read aloud and extension materials that provide teachers and parents with prompts, examples, and suggested activities for practice and review. Tier 2 is small-group instruction that teachers provide as a storybook listening center activity three times per week, where children identified as having oral language delays receive explicit vocabulary instruction embedded into pre-recorded audio narration. Children learn four new academic words per week. In addition to the primary curricular components, teachers send materials home each week to encourage parents to practice at home with their children. This cluster randomized controlled trial will evaluate the efficacy of the Story Friends vocabulary curriculum on improving vocabulary and language outcomes for preschool children who are and are not at risk for language and reading disabilities as well as the cost-effectiveness of the intervention. The research team will randomly assign classrooms to the treatment or control conditions and assess learning of target words after each unit of instruction and at four months post intervention to evaluate maintenance effects. The research team will evaluate long-term effects of Story Friends by collecting kindergarten language and literacy assessments and results from school district assessments for participating children. The project is expected to produce evidence for the efficacy of Story Friends on vocabulary and language outcomes for preschoolers at risk and not at risk for language and reading disabilities. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,298,903

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324A200188

Institution: University of North Carolina, Chapel Hill

Principal Investigator: Jessica Dykstra Steinbrenner

Description: *Making Professional Development Work for Preschool Classroom Teams Serving Students with ASD: Adapting a PD Model Using Normalization Process Theory.* The purpose of this project is to develop and test an adapted professional development (PD) model for use with the Advancing Social-communication And Play (ASAP) intervention, an intervention that was developed and evaluated in prior Institute of Education Sciences projects and focuses on improving early social communication and play skills of preschool children with autism spectrum disorder (ASD). Research suggests that current PD models may not sufficiently improve educator practice and student outcomes or lead to sustained implementation. To address this, the research team will iteratively develop ASAP Professional Development for Preschool Teams (PD-ASAP), which will be a model grounded in Normalization Process Theory, an implementation science approach used in complex health interventions. The PD model aims to be more feasible for preschool educational teams to implement and more effective in changing educator practices (including ASAP implementation) and enhancing student outcomes. The research team anticipates that the PD-ASAP model will consist of six steps—orientation, initial planning,

initial training, implementation, coaching, and booster training. PD-ASAP will incorporate activities, strategies, and tools that address core components of the Normalization Process Theory to improve the learning, use, and sustainability of the ASAP intervention. ASAP is a manualized intervention with two content components (social-communication and play) and two context components (1:1 and group) and is intended to be a supplemental intervention that educators can embed into preschool classrooms serving children with ASD. The research team will develop a PD model for ASAP (PD-ASAP) and test the promise of the model for improving teacher and student outcomes for preschool classrooms with children with ASD in three phases: (1) feedback and adaptations, (2) design experimentation, and (3) a pilot study using a randomized controlled trial. The team will examine the efficacy of PD-ASAP in improving educator outcomes (ASAP fidelity, self-efficacy, burnout) and student outcomes (engagement, social-communication, play). During this phase, the team will use the ingredients method to calculate the costs of implementation for each group. The project is expected to produce a fully developed adapted PD model to be used with the ASAP intervention. The project also will result in peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,972

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200044

Institution: University of Florida

Principal Investigator: Crystal D. Bishop

Description: *Tools for Families.* The purpose of this project is to develop and test an intervention to enhance the knowledge and skills of preschool teachers in using family-centered practices to engage families of young children with disabilities in planning, implementing, and evaluating embedded instruction for early learning (EIEL) at school and at home. Tools for Families (TFF) will be a new component of EIEL. EIEL currently includes Tools for Teachers, an existing professional development (PD) intervention and toolkit developed with prior Institute of Education Sciences funding for preschool teachers to use EIEL practices in the classroom. This intervention aims to increase families' engagement in EIEL across school, home, and community settings and enhance their self-efficacy (confidence and competence) to use EIEL practices with their children, as well as improve children's adaptive and school readiness skills. The TFF intervention will include an operationalized set of relational and participatory family-centered practices, an embedded instruction framework and visual model for facilitating shared decision-making between teachers and families, and a multimedia toolkit. Teachers will learn to engage families in identifying (a) learning priorities for their children and why these priorities are important, (b) logical times to teach priority skills at school and at home, (c) strategies for embedding learning opportunities within school and home activities and routines, and (d) strategies for evaluating the effects of EIEL. TFF will be a six-month intervention that includes teacher-family meetings and ongoing, individualized communication between teachers and families to facilitate collaboration and implementation of EIEL across school and home contexts. The research team will use an iterative design consisting of focus groups and a field trial followed by intervention refinement to develop the TFF intervention in the first two years of the project. In the final year, the research team will conduct a pilot study, using a randomized controlled trial design, to examine the potential efficacy of TFF. The pilot study will examine the impact of TFF on (a) family self-efficacy to use EIEL practices, (b) family engagement in EIEL, and (c) children's adaptive and school readiness skills relative to the comparison condition. In addition, the study will examine teachers' intervention fidelity as well as teacher and family perspectives about the utility, feasibility, and acceptability of the intervention. The project is expected to produce a fully developed TFF intervention for preschool teachers in inclusive classrooms and evidence

of its promise for improving outcomes for children with disabilities and their families. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,999

Period of Performance: 7/1/2020–6/30/2023

Professional Development for Educators and School-Based Service Providers

Award Number: R324A200038

Institution: University of Wisconsin, Madison

Principal Investigator: Kimber Wilkerson

Description: *Addressing Emergency Certification in Rural Education Settings (Project ACRES).* The purpose of this project is to develop and pilot test a professional development intervention focused on evidence-based practices (EBPs) and high-leverage practices (HLPs) to enhance the behavior management capabilities and self-efficacy of emergency certified special educators working in rural school districts. Special education personnel shortages are chronic and widespread, particularly in rural schools. Schools rely on new, emergency certified teachers to address this shortage. Emergency credentials allow for a provisional license while a teacher works toward certification, but that means that these teachers begin teaching with minimal, if any, training. Research over the past four decades has indicated classroom discipline or behavior management ranks among beginning special educators' top concerns, particularly for novice teachers. This project will develop and preliminarily test professional development that includes individualized virtual coaching around EBPs and HLPs combined with participation in an online community of practice. The research team anticipates the professional development will improve teachers' behavior management skills, self-efficacy, and intention to stay in the field, which will, in turn, lead to improvements in student behavioral outcomes, including engagement. The research team will iteratively develop the professional development intervention over the first three years of the project. In Year 4, the team will test the final version of the intervention in a randomized controlled trial to determine its promise for improving teachers' behavior management capabilities and student behavior outcomes. The project is expected to produce a fully developed professional development program to improve emergency certified special educators' behavior management capabilities and self-efficacy and student behavior outcomes. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,400,000

Period of Performance: 8/1/2020–7/31/2024

Award Number: R324A200061

Institution: University of Virginia

Principal Investigator: Michael Kennedy

Description: *Build the FRaME: Using Feedback, Reflection, and Multimedia to Teach Evidence-Based Practices for Effective Classroom Management.* The purpose of this project is to develop and test a multimedia, multicomponent instructional approach—Feedback Reflection AND Multimedia Evidence (FRaME)—for use in teacher preparation coursework to support teacher candidates' knowledge and implementation of evidence-based classroom management practices. Teachers nationwide report feeling underprepared to manage classrooms that include students with disabilities or students who demonstrate problematic behaviors that escalate to class-wide disruption. Compared with experienced teachers, teacher candidates and novice teachers report significantly lower self-efficacy to affect student outcomes and behaviors. To address this need, the research team will iteratively develop and pilot test FRaME. The three core elements of FRaME are (1) multimedia vignettes called Content Acquisition Podcasts with Embedded Modeling Videos (CAP-TV) to promote declarative knowledge about key practices; (2) an innovative, multimedia-driven approach to self-reflection following teaching based on the Classroom

Teaching (CT) Scan and a self-reflection matrix; and (3) data-driven coaching. In Year 1, the research team will conduct a series of interviews, surveys, and focus groups to learn from experts in the field and instructors of classroom management courses to determine key needs and provide preliminary comments on FRaME. In Years 2–3, researchers will conduct preliminary experimental field tests of the three components of the intervention with university partners around the country. In Year 4, the research team will complete a rigorous pilot test of the intervention to determine its promise for improving candidates' implementation of classroom management practices during their final practicum and the corresponding impact on students' on-task behavior and overall engagement. The project is expected to produce a fully developed instructional approach (FRaME) for use in teacher preparation programs and evidence of its promise to improve teacher candidates' knowledge and implementation of evidence-based classroom management practices. All elements will be available online via a project website. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,756

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200012

Institution: University of Maryland, College Park

Principal Investigator: Jade Wexler

Description: *Developing an Instructional Leader Adaptive Intervention Model (AIM) for Supporting Teachers as They Integrate Evidence-Based Adolescent Literacy Practices School-Wide (Project AIM).*

The purpose of this project is to develop an adaptive intervention model (AIM) that instructional leaders use to provide ongoing professional development (PD) to content-area middle school teachers as they implement Tier 1 evidence-based literacy practices. Significant numbers of adolescents do not adequately understand complex texts, impeding their school success, access to postsecondary learning, and job opportunities. The problem is even greater for students with disabilities, as evidenced by consistently low scores on the National Assessment of Educational Progress. Although evidence-based literacy practices have the potential to impact reading outcomes for students with disabilities, teachers do not consistently and effectively implement these practices in their Tier 1 instruction. The current study aims to address this by developing a comprehensive intervention package that includes two innovations: (1) AIM, a multistage, adaptive intervention coaching model for supporting content-area middle school teachers' implementation of evidence-based Tier 1 literacy practices to improve reading outcomes for students with disabilities; and (2) PD to train instructional leaders on how to implement AIM effectively. The research team will iteratively develop the AIM package over the first two years of the project. In Year 3, the research team will test the final version of the intervention in a randomized controlled trial to determine its promise for improving teachers' knowledge of evidence-based literacy practices and students' reading outcomes. In Year 4, the research team will examine issues related to sustainability of the model. The project is expected to produce a fully developed AIM package to improve teachers' knowledge and reading outcomes for students with disabilities. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,999

Period of Performance: 7/1/2020–6/30/2024

Reading, Writing, and Language Development

Award Number: R324A200101

Institution: Vanderbilt University

Principal Investigator: Marcia Barnes

Description: *A Randomized Trial of the Connect-IT Intervention in Middle School Students With or At Risk for Reading Disabilities.* A large direct contributor to comprehension problems in middle school

students with or at risk for reading disabilities is pervasive difficulty in making inferences necessary for understanding what they read. Because literacy attainments in middle school are highly predictive of postsecondary success, middle school provides a later developmental window within which to intervene for struggling adolescent readers. Consequently, a technology-based inference-making intervention, Connect-IT-Computer, and an interventionist-led version, Connect-IT-Teacher, were developed for middle school students with or at risk for reading disabilities in a prior Institute of Education Sciences project. Promising findings from that project provide the rationale for the current proposal that has the following aims: (1) to test the efficacy of Connect-IT-Computer and Connect-IT-Teacher for middle school students with or at risk for reading disability, (2) to compare the efficacy of the two versions of Connect-IT, (3) to test mediators and moderators of hypothesized impacts of the interventions, and (4) to compare the cost and effectiveness of Connect-IT-Teacher and Connect-IT-Computer versus what schools would provide in the absence of these programs. The Connect-IT intervention consists of 26 lessons with one introductory lesson and subsequent inference instruction educators provide in five modules with five lessons each as follows: Pronoun Inferences, Text-Connecting Inference; Meaning-from-Context Inferences; Knowledge-Based Inferences, and Mixed Practice. Connect-IT-Computer delivers the lessons on computers supervised by project interventionists. Connect-IT-Teacher delivers the same content and instructional routines in a small group format led by project interventionists. In the current project, the research team will conduct a multi-site randomized controlled trial to determine the efficacy of Connect-IT-Computer and Connect-IT-Teacher for middle school students with or at risk for reading disability. The research team will randomly assign students to Connect-IT-Computer, Connect-IT-Teacher, or the control condition. The control condition will be business as usual school-provided intervention classes. The project is expected to produce information about the comparative efficacy of Connect-IT-Computer and Connect-IT-Teacher as well as their costs and cost-effectiveness. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,066,223

Period of Performance: 9/1/2020–8/31/2024

Award Number: R324A200209

Institution: University of Texas, Austin

Principal Investigator: Nathan Clemens

Description: *Development of an Intervention to Improve Reading Efficiency for Students With or At Risk for Word-Reading Disability.* The purpose of this project is to develop an intervention to address a significant problem for students with word-level reading disability (WLRD)—that is specific learning disability in basic reading or dyslexia. The problem relates to students’ reading words and text with automaticity. There is evidence that (a) poor reading fluency is a consistent and persistent characteristic of WLRD across written languages and (b) word- or text-reading fluency skills are particularly resistant to intervention. The intervention will address previously unmet needs for middle-elementary school students with WLRD. The researchers will iteratively develop an intervention that includes a multicomponent base intervention and additional instructional components that theory and evidence suggest may contribute to enhanced word- and text-reading efficiency for students with WLRD. Across a series of studies, the project will systematically test the unique value and feasibility/social validity of these additional instructional components to determine which components are associated with stronger word- and text-reading efficiency outcomes over the base program alone and should be included in the final intervention. During each of the first three years of the project, the study will determine main effects of the intervention that includes the additional theory-based components. The final intervention will consist of practices deemed beneficial, feasible, and acceptable in previous studies. In Year 4, the research team will investigate the intervention in a pilot study using a randomized controlled trial. The pilot study will compare the developed intervention to a repeated reading condition and a business-as-usual approach. The project is expected to produce a fully developed intervention for students with WLRD, information on the intervention’s promise for improving student outcomes, and the intervention’s cost and cost-

effectiveness. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,910

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200151

Institution: Southern Methodist University

Principal Investigator: Jill Allor

Description: *Examining the Efficacy of Friends on the Block: An Intensive Early Literacy Intervention for Elementary Students With Intellectual and Developmental Disability (Project Intensity)*. The purpose of this project is to evaluate the efficacy of Friends on the Block (FOTB), an intervention that was developed in a prior Institute of Education Sciences project and designed to enhance reading and language outcomes of elementary school students with intellectual and developmental disability (IDD). Unique features of the FOTB curriculum include (1) carefully designed books that combine text read by adults with text read by students, (2) texts with natural sentence structure and familiar settings to facilitate comprehension and links to oral language, (3) texts that provide intensive practice on target sets of high-frequency irregular (i.e., sight) and regular words, (4) extensive cumulative review in both text and lessons, (5) dialogic questions that link oral language to reading comprehension, (6) multiple books within each level to provide for cumulative review and mastery, and (7) initial focus on sight words while developing foundational phonological and alphabetic skills. FOTB includes a set of 56 books arranged in 12 levels, along with teacher guides and materials. Teacher guides provide detailed guidance on teaching the specific skills needed to read each book. Each level includes intervention-aligned assessments of target words for curriculum-based assessment. Teachers can repeat the assessments as often as needed, usually weekly, and use the results to determine when to move to the next level of the curriculum. Students continue reading the books and participating in the accompanying lessons for one level until the words for that level are mastered. In the current study, researchers will conduct a randomized control trial of FOTB across four years. They will randomly assign two cohorts of elementary school students to the treatment condition or to the business-as-usual control condition. Each cohort will receive the intervention for approximately 55 weeks spanning two academic years. Researchers will conduct midpoint testing seven months after intervention begins and post-testing 12 months after the midpoint testing. Students in Cohort 1 only will also complete maintenance testing 12 and 24 months after the post-test. Students in the business-as-usual control condition will participate in the typical reading intervention provided by school staff. Researchers will observe business-as-usual instruction using monthly virtual observations and collect data with control teacher instructional logs to understand differences between intervention and control conditions. The project is expected to produce information about the efficacy of FOTB for improving students' reading and language outcomes as well as the cost effectiveness of the intervention. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,299,942

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324A200190

Institution: University of Kansas

Principal Investigator: Kathryn Saunders

Description: *Validity of a Nonspeech, Dynamic Assessment of the Alphabetic Principle (DAAP)*. The purpose of this project is to refine and validate the Dynamic Assessment of the Alphabetic Principle (DAAP), a new computerized assessment of the alphabetic principle and several of its components, including the ability to learn relations between spoken words and letters with brief instruction and letter discrimination. The DAAP is designed for students with speech impairments and students with intellectual disabilities—children who are likely to fall behind in learning to read. The dearth of

measurement tools that are adapted to children with these types of disabilities limits both research and practice. The present work aims to fill this need. The DAAP eliminates spoken responses and reduces working memory load by minimizing spoken instructions. Children listen to spoken words, select corresponding letters via a touch screen, and receive feedback. The DAAP is dynamic; it offers multiple opportunities to demonstrate levels of skill mastery. If children do not initially demonstrate mastery of the alphabetic principle, the DAAP presents prompted trials. If students are successful on the prompted trials, there is an opportunity to demonstrate learning via a retest of the spoken-word-to-print relations without prompts. Performance on the prompted trials is informative in and of itself—high accuracy demonstrates letter discrimination. In the current project, the research team will conduct three studies across four years. In Study 1, the team will evaluate the DAAP’s psychometric properties and test the validity—both cross-sectionally and longitudinally—in typically developing preschool and kindergarten children. In Study 2, the research team will examine measurement equivalence and concurrent validity of the DAAP in children with speech impairment. In Study 3, the research team will look at these same things for children with mild intellectual disability. The research team will also determine the cost of the DAAP. The project is expected to produce a fully developed and validated measure of the alphabetic principle and its subcomponents, the DAAP, as well as peer-reviewed articles published in research and practitioner journals.

Amount: \$1,397,718

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200046

Institution: Seton Hall University

Principal Investigator: Anthony Koutsoftas

Description: *Writing in Students With Language-Based Learning Disabilities (WILLD)*. The purpose of this project is to develop an intervention that targets word, sentence, and discourse level writing skills of students with language-based learning disabilities (LLD). Special educators or speech language pathologists (SLPs) will administer the intervention as part of students’ individualized education programs (IEPs). Students with LLD have poor writing outcomes, especially with word- and sentence-level writing skills that negatively impact discourse-level writing. Thus, direct strategy-based instruction for word- and sentence-level writing skills is just as important as discourse-level writing instruction. This project will address this issue by iteratively developing a language-based intervention, *Writing in Students with LLD (Project WILLD)*, to improve writing outcomes in students with LLD. The focus of the intervention is written cohesion as it has word-, sentence-, and discourse-level implications for improving writing. The intervention will incorporate well-accepted educational practices for working with students with special education needs including explicit and direct instruction, strategy-based instruction (including metacognitive, metalinguistic, self-regulatory), and integration of spoken and written language. At the word level, the intervention will focus on cohesive ties. At the sentence level, the intervention will focus on sentence expansion, combining sentences, and complexity strategies. At the discourse level, the intervention will focus on constructing cohesive paragraphs. In Year 1, the research team will develop the intervention materials, have experts validate the content, obtain feedback from educators who conduct practice lessons after short instruction, and collect data on usability. In Year 2, research staff will conduct a field trial of the intervention during non-instructional time or after school, revise and implement the intervention for low or non-responders, and then field test it again. During Year 2 they also will refine further the professional development materials. In Year 3, the research team will conduct a pilot study with special educators and SLPs delivering the intervention to students. In the final year, the research team will analyze the costs of implementing the intervention and finalize the intervention materials they will make available on a project website. The project is expected to produce a fully developed intervention for improving writing outcomes for students with LLD and information on its cost and

promise for improving student outcomes. The project also will result in peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,399,230

Period of Performance: 7/1/2020–6/30/2024

Science, Technology, Engineering, and Mathematics Education

Award Number: R324A200176

Institution: University of Texas, Austin

Principal Investigator: Sarah Powell

Description: *The Role of Algebraic Reasoning Within Additive and Multiplicative Multi-Step Problem Solving for Students With Mathematics Difficulty (Project RAAMPS)*. The purpose of this initial efficacy study is to assess whether algebraic reasoning instruction, conducted within the context of word-problem intervention, leads to increased word-problem performance on one- and multi-step word problems. Research indicates students with mathematics difficulty (MD) demonstrate lower performance on setting up and solving word problems compared to peers without MD. The use of schemas has been shown to be an effective method of word-problem instruction for students with MD. Schemas represents the underlying structure of a word problem. With schema instruction, students can use mathematical equations (e.g., $45 - ? = 12$) to represent the word problem and then use algebraic reasoning to solve the word problem. This study will show whether a word-problem intervention with embedded algebraic reasoning (RAAMPS) or a word-problem intervention without embedded algebraic reasoning (AMPS) is more effective than business-as-usual instruction. The RAAMPS program is a 4th grade word-problem schema intervention focused on promoting students' solving of additive and multiplicative one- and multi-step word problems. The research team will conduct a randomized controlled trial over the course of three years in which they randomly assign students with MD to one of three conditions, the two competing word-problem interventions (designed to isolate the effects of algebraic reasoning with equation writing and equation solving) or a business-as-usual comparison. The project is expected to produce information about the efficacy of RAAMPS over AMPS and business-as-usual for improving word-problem outcomes for students with MD. Dissemination products include a project website where the intervention materials will be available for interested teachers or other stakeholders to download and use. Videos that describe the tutoring program and provide examples of use of the tutoring materials will supplement these print materials. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,289,913

Period of Performance: 7/1/2020–6/30/2024

Social and Behavioral Outcomes to Support Learning

Award Number: R324A200022

Institution: University of South Florida

Principal Investigator: Kimberly Crosland

Description: *Development and Pilot Testing of Modular-Based Consultation Using Evidence-Based Practices for Teachers of Students With Emotional Disturbance (MOTIVATED)*. The purpose of this project is to develop Modular-Based Consultation Using Evidence-Based Practices for Teachers of Students With Emotional Disturbance (MOTIVATED). MOTIVATED is a modular-based consultation coaching framework to help elementary school teachers select and implement evidence-based, class-wide behavior interventions for students with emotional disturbance (ED) who are placed in self-contained classrooms. The number of students found eligible for special education services under the eligibility of ED has been steadily increasing over the past 40 years. Unfortunately, teachers of students with ED often

are undertrained or unable to access evidence-based interventions to use in their classrooms. The current project will develop a collaborative consultation coaching framework to assist teachers in selecting, implementing, and evaluating evidence-based behavior practices matched to their classroom needs. The research team will iteratively develop and pilot test MOTIVATED over three years to promote teacher implementation fidelity of evidence-based interventions that lead to improved student behavior and academic functioning. During the first year of the project, the team will focus on developing MOTIVATED materials and processes that the team will refine based on input from stakeholder focus groups and expert panel reviewers. In Year 2, the team will test the developed intervention for its feasibility, functionality, and usefulness using a single case, multiple baseline design across five classrooms. The team will seek feedback from end users (teachers) to refine the intervention as necessary and to ready it for a pilot evaluation. During Year 3, the team will conduct a pilot randomized controlled trial to determine the promise of the refined MOTIVATED for improving teacher implementation of evidence-based interventions and teacher self-efficacy and student academic engagement and behavioral outcomes. Researchers also will examine the costs of implementing the version of the intervention the team tested in the pilot study. The project is expected to produce a fully developed intervention framework that will be feasible for teachers to use in selecting, implementing, and evaluating evidence-based class-wide behavior interventions for students with ED who are placed in self-contained settings. The project also will result in peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,397,919

Period of Performance: 7/1/2020–6/30/2023

Award Number: R324A200110

Institution: Ohio State University

Principal Investigator: Matthew Brock

Description: *FLIP (Focusing on Learning, Interaction, and Play at) Recess for Students with Severe Disabilities.* The purpose of this project is to study the efficacy of Focusing on Learning, Interaction, and Play at Recess (FLIP Recess) for improving social interactions and peer play for elementary school students with significant disabilities. For most elementary school students, recess is a favorite time of the school day that is full of rich opportunities to play and socialize with friends. For students with severe disabilities (i.e., students with intellectual disability, autism, and/or multiple disabilities who qualify for their state's alternate assessment), recess often looks very different. These students are typically on the periphery, rarely interacting or playing with their peers. Recess represents a missed opportunity for building social connections and developing social competence. FLIP Recess was developed to address these challenges by training and coaching peers in practical strategies for engaging and responding to students with severe disabilities. It is an intervention for building social competence and social connections for students with severe disabilities. This approach involves a combination of two intervention components—peer-mediated intervention and social skills instruction—that will be implemented each day over the course of an academic semester. Through peer-mediated Pivotal Response Training (PRT) at recess, staff who supervise recess will coach peers without disabilities to support and interact with students with severe disabilities—increasing opportunities for these students to interact and play with peers. Through daily classroom-based social skills instruction, teachers systematically teach students five targeted social skills (i.e., using appropriate greetings, asking socially appropriate questions, sharing materials, taking multiple conversational turns, and complimenting others) that will prepare them to be successful as they interact and play with peers. This research design is a two-level randomized cluster trial assigning schools to one of two conditions (FLIP Recess or wait-list control). Schools assigned to the wait-list control condition will provide usual services and supports for students with significant disabilities. Typically, these supports do not include peer-mediated intervention at recess or social skills instruction that is focused on a recess context. The research team will use direct observations at recess to assess peer interactions, targeted social skills, and play behavior with peers. The research team will also evaluate the cost and cost-effectiveness of the intervention. The project is expected to

produce evidence of the efficacy of FLIP Recess for improving social interactions and peer play for elementary school students with significant disabilities as well as analysis of factors that mediate or moderate the impact of the intervention on student outcomes. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,299,986

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324A200063

Institution: University of Kansas

Principal Investigator: Howard Wills

Description: *Initial Efficacy Evaluation of the CW-FIT Middle School Program: Improving Academic Engagement and Outcomes for Middle School Students.* The purpose of this project is to conduct an initial efficacy evaluation of the Class-Wide Function-related Intervention Teams Middle School (CW-FIT MS) program for improving middle school students' engagement, academic outcomes, and socially appropriate behaviors while improving their teachers' classroom management practices. Classroom behavior problems top the list of concerns for teachers, who consistently rank students' disruptive, defiant, and aggressive behaviors as major barriers to teaching. Classroom management is particularly important in middle school where teachers often struggle with managing classrooms and students struggle with disengagement and disruptive behavior. CW-FIT MS was developed in a prior Institute of Education Sciences project and has demonstrated feasibility of implementation by middle school teachers and promise for improved education outcomes of middle school students with or at risk for emotional and behavioral disorders (EBDs). However, the efficacy of the intervention has not yet been tested. To address this gap, the current project will evaluate the initial efficacy of CW-FIT MS using a cluster-randomized controlled trial design, where the research team randomly assigns schools to the intervention or a business-as-usual condition. The team will conduct analyses of factors that mediate and moderate the effectiveness of the CW-FIT MS intervention on student outcomes and conduct cost and cost-effectiveness analyses. The project is expected to produce evidence of the efficacy of CW-FIT MS for middle school students with or at risk for EBD. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,300,000

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324A200184

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Oh, Yoonkyung

Description: *Understanding the Development of Comorbidity of Externalizing and Internalizing Disorders in School-Age Children.* The purpose of this project is to analyze secondary data from two extant longitudinal studies to examine the mechanisms of the development of comorbidity between externalizing and internalizing disorders across the school-age period (5–6 to 12–13 years of age). Although externalizing and internalizing disorders are distinct forms of behavioral maladjustment, rates of comorbidity are substantial, especially among high-risk populations. It remains unclear, however, for whom, how, and why externalizing and internalizing disorders co-develop; how these two domains of behavioral disorders and other domains of development (e.g., academic, cognitive, social) transact over time; and whether these transactional processes operate differently across developmental stages and across population subgroups (e.g., gender, race/ethnicity). By evaluating competing theoretical hypotheses regarding the mechanisms of comorbidity of externalizing and internalizing disorders, the project aims to advance the field's limited knowledge base and help inform intervention efforts to serve children with or at risk for multiple functional difficulties or disorders. The research team will conduct secondary data analyses using data from the Early Childhood Longitudinal Study, Kindergarten Cohort of

2010–11 and the Family Life Project. The team will examine externalizing and internalizing behaviors as factors that influence—and are influenced by—each other and by other domains of development such as academic (e.g., academic achievement, retention) and social experiences (e.g., relationships with teachers and peers) in school. The research team also will examine early childhood individual and environmental factors as potential antecedents of the development of externalizing and internalizing disorders (e.g., parenting, preschool quality). The project will produce evidence on the mechanisms of development of comorbidity of externalizing and internalizing disorders across the school-age period. The project will also result in peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$599,914

Period of Performance: 7/1/2020–6/30/2022

Special Education Policy, Finance, and Systems

Award Number: R324A200166

Institution: Pennsylvania State University

Principal Investigator: Paul Morgan

Description: *Who Receives and Benefits From Special Education in the U.S.? Analyses of Three Nationally Representative Datasets.* The purpose of this project is to analyze secondary data from three nationally representative databases to examine significant disproportionality in special education, including to what extent disproportionality may be resulting from systemic bias in disability identification. A lack of scientific consensus has emerged regarding racial and ethnic disparities in disability identification. Until recently, over-representation was widely believed to result from U.S. schools inappropriately over-identifying students as having disabilities based on their race or ethnicity. Yet new empirical work repeatedly finds that students who are racial, ethnic, or language minorities are *less* likely to be identified as having disabilities than observationally similar White or English-speaking students, suggesting inequities in special education resource allocation in the United States. To advance the current knowledge base, the research team will examine whether and to what extent (a) disparities in disability identification have changed over time in the United States including for disabilities generally and for specific conditions; (b) school-, district-, and state-level characteristics relate to these disparities; and (c) receipt of special education services is associated with or predictive of increased academic achievement, behavior, and socioemotional functioning by students with disabilities including those who are minorities. The research team will analyze data from the Early Childhood Longitudinal Study, Kindergarten Class (ECLS-K) of 2010–2011, conduct cross-cohort analyses with the ECLS-K Class of 1998–1999, and analyze seven cross-sectional surveys from the National Assessment of Educational Progress. The Early Childhood Longitudinal Study includes repeated student-level assessments of academic achievement, behavior, and socio-emotional functioning. The cross-sectional surveys include student-level assessment of achievement. The project’s methods will leverage these assessments including in analyses that approximate contrasts between observationally similar students. The project is expected to produce a set of studies and reports on racial, ethnic, and language disparities in the U.S. special education system and reports on observed associations between special education service receipt and the school functioning of students with disabilities. The project also will produce findings disseminated to educational researchers, policy makers, and practitioners.

Amount: \$600,000

Period of Performance: 7/1/2020–6/30/2022

Special Topic: Career and Technical Education for Students With Disabilities

Award Number: R324A200092

Institution: University of Washington

Principal Investigator: Dan Goldhaber

Description: *CTE Teachers and Long-Term Outcomes for Students With Disabilities.* The purpose of this project is to provide a first look at career and technical education (CTE) teacher effectiveness for students with disabilities (SWD). This is important because a large body of research over the last decade shows that teachers are consistently the most important schooling attribute influencing student outcomes, and recent research suggests that some teacher characteristics are differentially associated with improved outcomes for SWD. However, no research exists that investigates the relationship between measures of licensure and training of CTE teachers and later outcomes for SWD. In the current project, the research team will measure effectiveness based on estimates of teacher impacts on various non-test and long-run student outcomes (e.g., postsecondary enrollment, employment) and assess whether effectiveness varies according to teachers' licensure, pathway into teaching (e.g., traditional vs. alternative), and prior work experiences. Researchers will conduct secondary data analysis with administrative data provided by the Washington State Education Research and Data Center (ERDC) and collect primary data from CTE teacher preparation programs in Washington State. They also will implement a survey of CTE teacher education programs to assess the extent to which prospective CTE teachers are prepared to serve SWD in their future classrooms. The project is expected to produce a set of data and published reports addressing CTE teacher effectiveness and whether teacher effectiveness varies according to licensure, pathways, and prior work experiences. The project also will produce peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$1,398,963

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324A200097

Institution: Lehigh University

Principal Investigator: Lee Kern

Description: *Supported College and Career Readiness (SCCR) for Secondary Students With Emotional and Behavioral Problems.* The purpose of this project is to develop and pilot test a multi-component program that augments typical school-based college and career readiness (CCR) activities. In recent years, there has been an increase in initiatives to ensure students are adequately prepared for college or career. Research suggests, however, that high-school-age students with or at risk for emotional and behavioral disorder (EBD) are neither prepared for college or career nor sufficiently benefiting from CCR activities. The current project aims to fill this void by developing and evaluating the Supported College and Career Readiness (SCCR) to adapt and supplement components of currently existing CCR programs. The research team will use an iterative development process to design, refine, and pilot test SCCR. During Phase 1, the outcomes of literature reviews and focus groups consisting of community stakeholders will guide initial development of the SCCR program. In Phase 2, the research team will implement the SCCR program with a small group of students, soliciting extensive feedback from students, parents, and educators to further refine the program. Subsequently, the research team will pilot test the SCCR program using a randomized controlled trial. The team will manualize the resulting program to facilitate CCR support for at-risk students. The SCCR program will enhance standard components of school-based CCR programs by (a) conducting bi-annual assessments to identify student strengths related to potential careers, (b) providing students with assistance to bi-annually identify their top three career choices, (c) offering students assistance each semester with course selection aligned with top career choices, (d) providing students a structured evidence-based curriculum that is focused on teaching essential CCR skills, (e) supporting students to secure an expanded range of work-based learning experiences, and (f) implementing structured interventions to increase parent involvement in their

adolescent's CCR activities. The project is expected to produce a fully developed SCCR intervention program for improving CCR of students with or at risk for EBD, with preliminary evidence of the promise of the intervention for improving student outcomes and a description of the cost to implement the intervention. The project also will result in peer-reviewed publications, presentations, and additional dissemination products that will reach education stakeholders, including practitioners and policy makers.

Amount: \$1,374,356

Period of Performance: 9/1/2020–8/31/2023

Research Training Programs in Special Education

Early Career Development and Mentoring

Award Number: R324B200016

Institution: Clemson University

Principal Investigator: Abigail Allen

Description: *Developing a Sentence Writing Intervention for Young Struggling Writers.* The principal investigator (PI) will conduct a program of research focused on improving writing outcomes among young students with or at risk for learning disabilities (LD), while participating in mentoring and training activities to build expertise in single-case research design, multilevel modeling, development of written language, and grant management. The ability to construct quality sentences using a variety of syntax structures is a necessary skill that contributes to the ability to write paragraphs, stories, and essays. Sentence writing is an appropriate goal for struggling young writers for whom paragraph-level writing is not yet appropriate. However, the majority of writing intervention research has been conducted in the late elementary and secondary grades, and studies with kindergarten children through third graders have focused primarily on spelling single words and narrative story writing. To address this need, the PI will develop and test a sentence construction intervention to improve the writing outcomes of students with or at risk for LD early in elementary school. In Year 1, the PI will conduct a literature review to determine the key elements of early writing interventions and develop the initial version of the intervention with feedback from participating teachers and content experts. In Years 2–3, the PI will test the usability and feasibility of the intervention in a series of single-case design studies with researcher implementers and field trials with teacher implementers. The PI will solicit feedback from teachers and content experts to revise the intervention after each study. In Year 4, the PI will conduct a small randomized controlled trial to determine the promise of the final version of the intervention for improving their writing outcomes. The PI will analyze data from the single-case design studies using visual analysis and effect size calculation and analyze data from the pilot study using multilevel modeling. The PI also will conduct a cost analysis to determine the cost of implementing the final version of the intervention. The project will produce a fully developed sentence writing intervention for young students with or at risk for LD. The project also will result in peer-reviewed presentations, publications, and additional dissemination products.

Amount: \$489,003

Period of Performance: 8/1/2020–7/31/2024

Award Number: R324B200034

Institution: Baylor University

Principal Investigator: Stephanie Gerow

Description: *Developing and Evaluating the Feasibility of a Manualized Tier 3 Problem Behavior Intervention for Young Children With Developmental Delay.* The principal investigator (PI) will conduct a program of research for improving behavior outcomes of young children with developmental delays while participating in mentoring and training activities to develop knowledge and skills related to adult learning strategies for early childhood professionals, mixed methods research, randomized controlled trials, and grant writing and management. Young children, birth through age 2, with developmental delays

are more likely to engage in severe problem behavior than their typically developing peers. Interventions, based on the results of a functional behavior assessment (FBA), can reduce severe problem behavior for young children; however, many early intervention specialists are not trained to support caregivers' implementation of these types of problem behavior interventions. The goal of the current study is to develop and test a manualized intervention process, Functional Behavior Assessment in Early Childhood (FBA-EC), to teach caregivers to implement problem behavior interventions for their young children with developmental delays. The process will involve (1) FBA and intervention identification, (b) early intervention specialist professional development by a behavior analyst, and (c) caregiver coaching by the specialist. The purpose of the research plan is to iteratively develop, refine, and evaluate FBA-EC over the course of four years. In Years 1 and 2, the PI will develop an initial version of the intervention based on a systematic literature review and feedback from key stakeholders, including research experts, early intervention directors, behavior analysts, early intervention specialists, and caregivers. In Year 3, the PI will test FBA-EC in a single-case design study. The PI will modify the intervention based on the study results, including feedback regarding the feasibility, acceptability, and sustainability of FBA-EC. In Year 4, the PI will conduct a small randomized controlled trial to evaluate the promise of FBA-EC for improving early intervention specialists' self-efficacy, caregivers' competence, and children's behavior and social-emotional skills. The PI will analyze data from the single-case design studies using visual analysis and effect size calculation and analyze data from the pilot study using multilevel modeling. The PI also will conduct a cost analysis to determine the cost of implementing the final version of the intervention. The project will produce a fully developed intervention process, FBA-EC, to teach caregivers to implement problem behavior interventions for their young children with developmental delays. The project also will result in peer-reviewed presentations, publications, and additional dissemination products.

Amount: \$493,412

Period of Performance: 8/1/2020–7/31/2024

Award Number: R324B200002

Institution: University of Vermont

Principal Investigator: Justin Garwood

Description: *Exploring Special Educator Burnout and, in Turn, the Impact of Burnout on Special Educators' Treatment Integrity in Behavior Support Plans: Project Burn and Turn.* The principal investigator (PI) will conduct a program of research to better understand the risk factors for special educator burnout and its relation to teachers' fidelity of implementing behavior interventions with students with and at risk for emotional and behavioral disorders (EBDs). At the same time, the PI will participate in mentoring and training activities to develop expertise in teachers serving students with EBD, multilevel structural equation modeling and mixed methods research, and grant writing. Due to their intensive behavior needs, students with EBD present some of the greatest challenges to special educators and demonstrate some of the poorest in-school and post-school outcomes. Although research has documented high levels of burnout among special educators, an examination of malleable factors that influence teacher burnout and the specific aspects of burnout related to fidelity of implementing behavior interventions is needed to inform future interventions. To address this, the PI will explore the relationship between several potential malleable factors (e.g., behavior management efficacy, role stressors, cohesion with paraprofessionals, teacher-student relationships) and burnout as well as the relationship between burnout and educators' implementation of behavior support plans (BSPs) and students' behavior outcomes. The project will address the following overarching research question: What factors are associated with special educator burnout and could be targeted in interventions designed to prevent or reduce burnout and improve educator and student outcomes? The PI will examine the following secondary research questions in a series of mixed-methods studies in Years 1–3 of the project and use the information to inform analysis of the overall research question in Year 4: (1) To what extent does school density, role conflict, and role ambiguity relate to burnout? (2) To what extent does educator-student relationship quality relate to burnout and fidelity of implementing BSPs? (3) To what extent does self-

efficacy relate to burnout and fidelity of implementing BSPs? (4) To what extent does cohesion with paraprofessional support staff relate to burnout? To investigate these questions, the PI will collect survey, observation, focus group, and interview data from a sample of special educators in each of Years 1–3 of the project. The PI will use structural equation modeling to analyze quantitative data and the constant comparative method to code qualitative data. The project will result in evidence regarding relations among risk factors for burnout, teacher burnout, fidelity of implementing BSPs, and student outcomes. The project also will result in peer-reviewed presentations, publications, and additional dissemination products.

Amount: \$499,452

Period of Performance: 8/31/2020–8/30/2024

Award Number: R324B200017

Institution: University of Oregon

Principal Investigator: Stephanie Shire

Description: *LIFT: Leveraging Autism Intervention for Families Through Telehealth.* The principal investigator (PI) will conduct a program of research to support families of young children with neurodevelopmental disorders while participating in mentoring and training activities to develop knowledge and skills related to implementation science, designs to optimize adaptive interventions and analyze outcomes, and grant writing. Standard home coaching for caregivers focused on children’s social communication can lead to gains in children’s engagement and communication as well as in caregivers’ strategy use; however, this type of coaching is resource intensive and often inaccessible to families in rural communities. Adaptations based on technology have the potential to allow provision of the most resource intensive services to those who need them the most based on individual response to intervention. This would conserve resources while increasing access to specialized educational services; however, additional development and testing are needed. Following the active implementation framework, the study will progress in three stages. During Stage 1, the PI will establish a core development team of early intervention practitioners and develop initial intervention adaptations to fit the local context. Stage 2 will focus on developing practitioner readiness to implement the intervention, refining fidelity measures specific to the local adaptations, and examining implementation drivers. During this stage, early childhood teachers will participate in field trials and provide feedback on usability. The core development team and caregivers also will complete modules and participate in interviews to provide suggestions for improvement. During Stage 3, the PI will conduct a randomized controlled trial with families to test the feasibility, fidelity, acceptability, and adoption of two initial technology-enabled JASPER caregiver-mediated intervention packages, online and online plus tele-coach as one second stage coaching intervention for slow responders to initial intervention. This stage also will determine the promise of the intervention for improving caregivers’ social-communication strategy use and children’s joint engagement. The project is expected to produce a technology-enabled version of an evidence-based caregiver-mediated social communication intervention (JASPER) that community-based early educators who are serving families of young children with autism in rural areas will deliver. The project also will result in peer-reviewed presentations, publications, and additional dissemination products.

Amount: \$493,765

Period of Performance: 7/1/2020–6/30/2024

Award Number: R324B200009

Institution: University of Minnesota

Principal Investigator: Anne Larson

Description: *Video- and App-Based Naturalistic Language Instruction (VALI) for Spanish-Speaking Caregivers to Support Bilingual Language Development in Children With or At Risk for Language Delays.* The principal investigator (PI) will conduct a program of research for improving outcomes among young dual language learners (DLLs) with language delays, while receiving mentoring and training around working with this population, methods for developing and evaluating interventions, and writing

and dissemination. Early language skills are critical for later reading and school achievement, yet little is known about effective language interventions for young children with language delays and their families who speak a language other than English. As policy makers and practitioners continue to plan for a growing population of Spanish-speaking caregivers and their children with, or at-risk for, language delays, there is a need for caregiver coaching and student intervention strategies that are culturally and linguistically appropriate for this population. The goal of the current study is to develop and test a Video- and App-based Naturalistic Language Instruction (VALI) intervention to improve caregivers' use of the home language and naturalistic language intervention strategies (NLIS) and communication outcomes for young DLLs who receive Part C services for language delays. The purpose of the research plan is to adapt an existing app, Háblame Bebé, which provides information to Spanish-speaking families about the importance of frequent and responsive verbal interactions with children in the home language but does not provide information on how to embed NLIS within everyday activities and routines to support DLLs with language delay. The current study will develop, refine, and test an adapted version that addresses these shortcomings across three phases. In Phase 1, the PI will adapt and develop VALI content and coaching procedures for providers to deliver video-based feedback to caregivers. The PI will obtain feedback on the acceptability, usability, and feasibility through stakeholder surveys, focus groups, and a field study. Phase 2 will use a single-case design study to test the feasibility and fidelity of implementation of VALI across a small number of provider-caregiver-child triads. The PI will make final revisions to VALI based on feedback from coaches and caregivers. In Phase 3, the PI will conduct a small randomized controlled trial with provider-caregiver-child triads to assess the promise of VALI for improving caregiver use of NLIS in the home language and child language outcomes (receptive and expressive skills in Spanish and English). The PI will analyze data from the single-case design studies using visual and statistical analysis and analyze pilot study data using linear regressions. The PI also will conduct a cost analysis to determine the cost of implementing the final version of the intervention. The project will produce a fully developed intervention, VALI, to improve caregivers' use of the home language and NLIS and communication outcomes for young DLLs who receive Part C services for language delays. The project also will result in peer-reviewed presentations, publications, and additional dissemination products.

Amount: \$499,927

Period of Performance: 7/1/2020–6/30/2024

Methods Training for Special Education Research

Award Number: R324B200022

Institution: University of Oregon

Principal Investigator: Wendy Machalicek

Description: *Training Institute in Advanced Single-Case Research Design and Analysis.* The purpose of this project is to develop, implement, and evaluate a training program for early career and experienced researchers in single-case design (SCD). SCD methodology has advanced significantly over the last 50 years and continues to provide contributions across a variety of professional fields. For instance, research questions related to the development of interventions within multi-tiered systems of support (MTSS), adoption of evidence-based practices, and attention to implementation science fit well with SCD approaches. Major advances in design and analysis options, such as randomization and effect size calculations, also have occurred in the last decade. Despite these advances and contributions, there are limited resources available to early career scholars and experienced researchers for accessing these new developments. This project attempts to fill this gap through an intensive training program that involves onsite and distance learning. During the project, the training team will do the following seven activities. First, the team will refine materials from previous SCD training programs and develop two new components. One new component is an online curriculum-based assessment of trainees' SCD knowledge and skills, and the other is online distance learning activities for trainees to begin to develop a personal learning network and the core elements for a group research proposal that trainees will complete during

the onsite training. Second, the training team will recruit approximately 35 trainees for each of the annual training institutes. Third, the team will facilitate online distance learning activities among small groups of trainees. Fourth, the team will deliver onsite training annually for three years over a 4.5-day period. Fifth, the team will host webinars led by SCD experts. Sixth, the team will disseminate training materials through a project website. Seventh, the team will evaluate the training program. The training program will build trainees' expertise in (1) logic models for SCD; (2) the logic and principles underlying SCD and optimal conditions for its use; (3) methodologically rigorous SCD including both traditional designs and design advances that improve the scientific credibility of the methodology; (4) visual and statistical analysis, interpretation, and aggregation of data from basic and complex designs; (5) transitioning from SCD to group designs and models for the use of SCD to augment group designs; and (6) the use of design-comparable effect sizes. The project team will evaluate the success of the training program on an ongoing basis to inform adjustments to the program and ensure an optimal training experience and to determine the extent to which the program facilitated trainees' scholarly activities and results. These activities and results include editorial or grant reviews, teaching, grant submissions, publications, presentations, and honors/recognitions.

Amount: \$700,000

Period of Performance: 7/1/2020–6/30/2023

Postdoctoral Research Training Program in Special Education and Early Intervention

Award Number: R324B200012

Institution: University of Texas, Austin

Principal Investigator: Sharon Vaughn

Description: *Multi-Tiered Systems of Support and Methodological Skill Development.* The purpose of this postdoctoral research training program is to prepare four postdoctoral fellows to conduct rigorous intervention research focused on students with disabilities. The fellows will receive two years of extensive research training in multi-tiered systems of support (MTSS), including the development and evaluation of interventions for students with disabilities and innovative and robust methodology, such as sequential, multiple assignment, randomized trials. The trainers will tailor the training program to the individual strengths and needs of the fellows. Each fellow will take a needs assessment and then work with his or her primary mentor to design an Individualized Fellowship Plan (IFP). The IFP will specify eight key elements for each year. The eight key elements are (1) courses suggested and taken; (2) special seminars attended; (3) key mentors (primary, secondary, and external) and the specific needs they will address; (4) goals and activities related to research, knowledge, and methodology; (5) goals and activities related to writing for professional publications; (6) goals and activities related to writing grants; (7) goals and activities related to increasing skills in college-level teaching; and (8) additional objectives based on the unique needs of the fellow. Fellows will be actively involved in the ongoing research of their primary and secondary mentor, have opportunities to engage in research with other faculty, and will conduct independent research. During the first year, through consultation with the mentor, fellows will choose two federally funded research projects that align with their interests and training objectives. Throughout the first year, the goal will be for fellows to adopt increasingly primary roles on ongoing research projects as they gain experience and skills. By the second year of the program, fellows are expected to take on a primary role in active research programs, for instance, by developing and coordinating an add-on project to ongoing research or by developing and coordinating a new short-term research project.

Amount: \$753,806

Period of Performance: 8/1/2020–7/31/2025

Award Number: R324B200021

Institution: University of Kansas

Principal Investigator: Howard Wills

Description: *Postdoctoral Research Training in Special Education: A Research to Practice Model.* The purpose of this postdoctoral research training program is to provide four postdoctoral fellows with two years of extensive research training in the areas of autism spectrum disorder (ASD) and emotional and behavioral disorders (EBD). The program will provide fellows with a foundation in rigorous scientific methodology so that they can ultimately contribute to the field of special education in a way that is meaningful to practitioners. The program will center around eight competencies organized under the domains of ASD and/or EBD content knowledge, research skills and knowledge, and professional skills. The competencies include (1) synthesis of research, (2) applied intervention research in ASD and/or EBD, (3) Institute of Education Sciences Standards for Excellence in Education Research, (4) rigorous single-case and randomized controlled designs, (5) multilevel and longitudinal modeling analysis, (6) grant and leadership development, (7) dissemination, and (8) career development. Fellows will work with the principal investigator (PI) and Co-PI as well as other faculty mentors that align with their training goals. In collaboration with their mentors, fellows will develop an Individualized Fellowship Plan that will identify the skills they hope to gain within each of the above competency areas and serve as a blueprint for their training experience. The training program will provide fellows with various professional development opportunities, including a seminar on career and professional development, coursework, workshops focused on research methods and statistical skills, and trainings on the Institute of Education Sciences What Works Clearinghouse standards for group and single-case design studies. Fellows also will be actively involved in at least two research projects. Research opportunities currently include (but are not limited to) the following: (1) a project to develop and test a web-based enhancement of a classroom-based social communication and play intervention for young children with ASD, (2) an efficacy study of supports for teachers implementing a program designed to promote positive transition outcomes for high school students with disabilities, (3) a project to develop and test a professional development and coaching model to improve paraprofessionals' implementation of systematic instruction for students with moderate to severe developmental disabilities, (4) a study to test the efficacy of Check-in/Check-out for students at risk for EBD, and (5) an efficacy study of a middle school classroom management intervention. Fellows also will conduct an individual research project in a community-based setting with children with ASD or EBD under the guidance of their mentors.

Amount: \$760,000

Period of Performance: 9/1/2020–8/31/2025

Award Number: R324B200018

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Susan H. Landry

Description: *Postdoctoral Research Training Program in Early Interventions Within Research-Practice Partnerships.* The purpose of this postdoctoral research program is to provide four postdoctoral fellows with two years of extensive research training (related to intervention development, initial efficacy, and measurement) concentrated on developmental and academic outcomes of preschool and early elementary children with or at risk for disabilities. The program will prepare fellows to lead rigorous and relevant research within research-practice-partnerships (RPPs). Training activities will be organized across four strands: (1) developing RPPs to ensure meaningful and feasible research, (2) ensuring excellence in education research and writing skills, (3) building leadership and management skills within active projects, and (4) enhancing professional skills across a national network of scholars via guided practice in disseminating findings to practitioners and policy makers. The program will match each postdoctoral fellow with a primary mentor who will support the development and implementation of an Individualized Training Plan in the determined specialty area of interest. Fellows will engage in rigorous research within at least one of four active projects that aim to (1) expand a statewide screening and progress monitoring measurement system, (2) develop a Tier 2 intervention for kindergarten children with or at risk for

literacy disabilities, (3) evaluate an adaptive professional development (PD) intervention for kindergarten teachers of children at risk for language and reading disabilities, or (4) evaluate the cost effectiveness of three scalable PD models for pre-kindergarten teachers of children at risk for academic difficulties. Fellows also will engage in a four- to six-month RPP with a partner organization to develop and execute a short-duration original research project. The training program will provide fellows with a variety of PD opportunities, including directed readings, school observations, meetings with expert researchers and policy makers, training on the Institute of Education Sciences Standards for Excellence in Education Research, workshops, webinars, and coursework.

Amount: \$757,222

Period of Performance: 7/1/2020–6/30/2025

Research Grants Focused on Systematic Replication in Special Education

Award Number: R324R200003

Institution: Vanderbilt University

Principal Investigator: Lynn Fuchs

Description: *Implementing Fraction Intervention Classwide to Address Mathematics Learning Disabilities in Inclusive Classrooms.* The purpose of this replication study is to assess the efficacy of the Inclusive Fraction Intervention for improving the math outcomes of students with or at risk for mathematics learning disabilities (MLD) and their peers without MLD when delivered in general education settings by general education teachers. To date, the efficacy of the Inclusive Fraction Intervention has been evaluated only when research staff tutors have delivered the intervention in small groups to students identified with or at risk for MLD. The intervention includes teacher-directed lessons and peer-assisted strategies to provide student-to-student guided rehearsal, discussion, and feedback. In the current study, the research team will randomly assign classrooms to the Inclusive Fraction Intervention or the control condition each year of the project, for a total of five cohorts. The research team will combine data from these cohorts to test the impact of the intervention on student math outcomes. The team will explore whether pretest mathematics skill across MLD and non-MLD students moderates the effects to deepen insight about students for whom the intervention may be more or less effective. The team will conduct an implementation study and assess fidelity of implementation in addition to collecting data on cost and cost-effectiveness. The team's hypothesis is that the feasibility, cost, and cost-effectiveness of the Inclusive Fraction Intervention will be attractive to schools, leading to wider adoption and implementation along with stronger scalability of the intervention in the future. The project is expected to produce information about the efficacy of the intervention when implemented classwide by general education teachers for improving outcomes for students with or at risk for MLD. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,589,062

Period of Performance: 9/1/2020–8/31/2025

Award Number: R324R200014

Institution: University of Virginia

Principal Investigator: Emily Solari

Description: *Iterative Replication of Read Well in First Grade.* The purpose of this project is to systematically replicate Read Well to investigate its impact on first grade children with reading difficulties. Read Well's impact was previously studied with positive outcomes indicated for letter names and sounds and word reading development in kindergarten. Despite these promising findings, there is a need for additional research to address unanswered questions and better understand the conditions under which the intervention is effective and for whom. As such, the current project will conduct a series of systematic replication studies to investigate Read Well's impact as a Tier 2 intervention for first grade students with reading difficulties, including those who are English language learners (ELLs). In

Systematic Replication 1, the research team will examine the efficacy of Read Well under ideal conditions, when implemented by research staff, across three sites. Depending on the results from the first study, Systematic Replication 2 will either (a) evaluate the impact of Read Well when school personnel deliver the intervention or (b) compare the impact of an enhanced version of the intervention when research staff vs. school personnel deliver the intervention. Findings will provide a better understanding of the conditions under which Read Well works and for whom, as well as the cost and cost-effectiveness of Read Well under different conditions. This project will produce evidence of the impact of Read Well on the reading outcomes of first grade children with or at risk for reading disabilities across different implementation conditions and sites. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,999,930

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324R200005

Institution: University of Oregon

Principal Investigator: Ben Clarke

Description: *ROOTS Replication: A Systematic Replication of a Tier 2 Kindergarten Mathematics Intervention.* The purpose of this project is to conduct a replication study of a kindergarten mathematics intervention (ROOTS) with prior evidence of beneficial impacts for students at risk for mathematics learning disabilities (MLD). The research team will systematically vary the types of schools it includes in the current study as well as the timing of intervention onset in order to better understand the efficacy of ROOTS for students with MLD across a range of settings, including rural areas and conditions. To do this, the research will conduct a randomized controlled trial. In Years 1, 2, and 3, the research team will recruit and screen kindergarten students for MLD, assign eligible students to one of two intervention conditions (ROOTS starting at the beginning of the year or ROOTS starting in the middle of the year) or a control condition and deliver ROOTS to students in the intervention conditions. The research team will examine the (1) immediate and long-term impact of ROOTS on student mathematics outcomes, (2) the impact of the timing of intervention onset on student math outcomes, (3) the relationship between intervention implementation and student outcomes and factors that impact implementation, and (4) the cost and cost-effectiveness of the intervention. The project will produce information about the efficacy of ROOTS in different settings and under different conditions and information about the cost and cost-effectiveness of the intervention. The project also will result in a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products that reach education stakeholders such as practitioners and policy makers.

Amount: \$3,600,000

Period of Performance: 7/1/2020–6/30/2025

Award Number: R324R200011

Institution: WestEd

Principal Investigator: Kylie Flynn

Description: *Systematic Replication of Pre-K Mathematics Tutorial: The Effect of Variation in the Intervention Delivery Model on Mathematics Achievement of At-Risk Preschool Children.* The purpose of this project is to replicate the efficacy of an intensive Tier 2 math intervention, Pre-K Mathematics Tutorial (PKMT), for pre-kindergarten children at risk for mathematics difficulties and compare the relative effectiveness of two intervention delivery models (Pull-Out vs. In-Class). Prior research has shown that PKMT has beneficial outcomes on general mathematics outcomes for children with math difficulties when instructors deliver the intervention as a pull-out model where researcher tutors work with small groups of students outside the classroom. This study will replicate PKMT but systematically vary the delivery model in order to compare the relative efficacy of the pull-out model versus an in-class model where pre-kindergarten teachers implement the intervention in small groups during structured time

periods. The PKMT intervention components include curriculum materials (a scope and sequence, 20 scripted lessons with concrete manipulatives, and progress monitoring tools), a training process that includes four days of professional development workshops, and fidelity supports (a fidelity of implementation form and support visits by an early intervention specialist). The research team will conduct a randomized controlled trial, with classrooms assigned to either PKMT using a pull-out model, PKMT delivered in class, or a business-as-usual control condition. The team will examine the impact of PKMT on children's math knowledge after the intervention and at a 1-year follow up, compare the effects of the two delivery models, and examine potential moderators (attention and working memory) and mediators (dosage) of intervention impacts. The research team also will examine the cost and cost-effectiveness of the intervention and conduct an implementation study to better understand factors affecting intervention fidelity and dosage and the process for scaling a Tier 2 intervention. The project is expected to produce evidence of the impact of PKMT on the math outcomes of pre-kindergarten children with math difficulties and the relative efficacy of pull-out versus in-class delivery models. The project also will produce a final shareable dataset, peer-reviewed publications, presentations, and additional dissemination products for education stakeholders such as practitioners and policy makers.

Amount: \$3,600,000

Period of Performance: 7/1/2020–6/30/2025

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 Section 664(a), (b), (c), and (e) of IDEA. Section 664(a) of IDEA delegates the responsibility of carrying out Section 664 to IES, with the exception of Section 664(d) and (f). As Section 664(a) specifies, IES assesses the progress in the implementation of IDEA either directly or through grants, contracts, or cooperative agreements it awards to eligible entities on a competitive basis. This assessment 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 they did not receive early intervention services.

Section V of the 43rd Annual Report to Congress describes studies authorized by Section 664(a) and 664(e) of the law. As Section 664(e) of IDEA specifies, IES may support additional objective studies, evaluations, and assessments. This includes studies that (1) analyze the impacts and outcomes of State and local educational agencies through their reform activities to improve educational and transitional services and results 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.

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 Section 664(a), (b), (c), and (e) of IDEA. Section VI of this annual report describes studies that contribute to the national assessment of IDEA that Section 664(b) requires. At this time, work on Section 664(c), with its focus on a study of alternate achievement standards, is complete, and IES made no awards that focus on alternate achievement standards in Federal fiscal year (FFY) 2020. Therefore, unlike previous annual reports to Congress, the 43rd annual report does not address studies that primarily address students with disabilities who take alternate assessments. Section 664(e) of IDEA authorized and IES supported the following studies during FFY 2020 (i.e., October 1, 2019, through September 30, 2020).

Contract Number: 91990019C0002

Contractor: Westat

Project Director: Elizabeth Bissett

Description: *Design and Conduct of the Early Childhood Longitudinal Study, Kindergarten Class of 2022–23 (ECLS-K:2023).* The Early Childhood Longitudinal Study, Kindergarten Class of 2022–23 (ECLS-K:2023) is the fourth in a series of longitudinal studies of young children by the National Center for Education Statistics. The study will provide important information on children’s early learning and development, preschool/early care and education experiences, transition into kindergarten, and progress through the elementary grades. The study has planned data collection for the children’s preschool (spring 2022), kindergarten (fall 2022 and spring 2023), first-grade (spring 2024), third-grade (spring 2026), and fifth-grade (spring 2028) years. The study will collect data directly from the child (including direct assessments in reading and math as well as child questionnaires in the later rounds) and the child’s parents/guardians, teachers, and school administrators. The current contract includes design work for all study rounds and data collection work through the third-grade round. IDEA studies and evaluations funding (\$350,473) will support data collection from special education teachers on study children with an individualized education program. Information about the ECLS program studies is available at <https://nces.ed.gov/ecls> (accessed August 28, 2020).

Amount: \$96,608,037

Period of Performance: 1/4/2019–1/3/2029

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

Contractor: RTI International

Project Director: Deborah Herget

Description: *Middle Grades Longitudinal Study of 2017–18 (MGLS:2017).* The Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) is a 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. This study also will identify factors in their school, classroom, home, and out-of-home experiences that may help explain differences in achievement and development that can contribute to academic success and other outcomes both during the middle-grade years and beyond. The study will include information on a subpopulation of students with disabilities; however, the population will not necessarily be a representative sample of students with disabilities. The sixth-grade data collection for the Main Study took place from January through August 2018. A sample of about 14,000 students in sixth grade from about 570 schools participated along with their parents, math teachers, special education teachers, and school administrators. One follow-up data collection occurred in January through July 2020, when most students were in the eighth grade, regardless of whether they changed schools. While the COVID-19 pandemic interrupted data collection briefly in March 2020, all MGLS instruments were also available in online format by design, originally for use by students who moved, or certain students with disabilities. The research team extended access to the online format to all students when schools went online as a result of the pandemic. Data collection resumed in exclusively online format from April through July 2020, allowing the study to continue obtaining data from selected respondents. To the extent possible, the team included all students with disabilities, whom the team selected for the study, in the assessments. Students who were not able to take the assessments or survey remained in the study sample, and the study team asked their parents and teachers to provide information on the students’ educational experiences and proficiencies. The team field tested the instruments they used in this study several times over the years preceding the Base Year data collection in order to improve validity and reliability. Survey instruments include parent, mathematics teacher, special education teacher, and school administrator surveys along with a Facility Observation Checklist that helps describe the physical aspects of the school. Assessments include mathematics, reading, and executive function, as well as a survey component that asks students about such things as their peer relations, activities outside of school, technology use, aspirations, and socioemotional functioning. The study team took student height and weight measurements only when the session was administered in school. The plans to collect administrative

records in fall 2022 are on hold due to budget restrictions. Individuals with Disabilities Education Act studies and evaluations funding (\$3,661,467) supported a portion of the design work and is partly supporting MGLS:2017 data collection. Reports from this study will be available at <https://surveys.nces.ed.gov/MGLS/Home/About> (accessed August 28, 2020).

Amount: \$48,238,054

Period of Performance: 8/14/2015–8/13/2025

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*). Despite improvements over time, students with disabilities continue to face challenges in graduating and achieving other milestones toward independence after high school. The Individuals with Disabilities Education Act (IDEA) seeks to address these challenges by requiring schools to provide the supports students need to complete high school and pursue postsecondary education and work. This study will provide an updated national picture of students' paths through high school and beyond, as well as measure the progress youths with an individualized education program (IEP) have made since the most recent reauthorization of IDEA in 2004. The study will also provide the first direct comparisons of the in-school experiences and outcomes of high-school aged youths with and without an IEP. The study will address questions such as the following: How do the coursetaking paths of youths with disabilities compare to that of other youths? 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? Study plans include obtaining high school coursetaking and completion information from school district records (to be completed in 2021) and postsecondary enrollment information from the U.S. Department of Education's Federal Student Aid records and the National Student Clearinghouse (to be collected 2021–2022). The study is also seeking to obtain information on receipt of Federal benefits and employment from the Social Security Administration and the Department's Rehabilitative Services Administration. The study team will link the administrative data with the 2012–2013 survey data to examine key steps in high school course taking and completion as well as youths' experiences with college, training, and employment. The study reports will be announced on <https://ies.ed.gov/ncee/> (accessed August 28, 2020).

Amount: \$10,144,199

Period of Performance: 9/24/2015–3/24/2024

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) the responsibility for performing this national assessment of the implementation and effectiveness of IDEA and of the Federal, State, and local programs and services supported under the law, as Section 664(b) requires. IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purposes; (2) provide timely information to the President, Congress, the States, local agencies, 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 IDEA’s purposes more effectively.

The national assessment scope includes examining the implementation and impact of programs assisted under IDEA, the types of programs and services that have demonstrated the greatest likelihood of success, and the implementation and impact of professional development activities assisted under IDEA. The scope also includes examining the effectiveness of State and local agencies assisted under IDEA in achieving IDEA’s purpose by improving the achievement of students with disabilities relative to their peers, improving participation in the general education curriculum, improving transitions, placing and serving children with disabilities in the least restrictive environment appropriate, preventing school dropout, reducing inappropriate identification, improving parent participation, and resolving disagreements through alternative methods.

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) 2020 (i.e., October 1, 2019, through September 30, 2020).

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

Contractor: Mathematica Policy Research, University of North Carolina at Chapel Hill, University of Florida, Vanderbilt University, University of Denver, University of South Florida

Project Director: Cheri Vogel

Description: *Evaluation of Preschool Special Education Practices, Phase I.* Experiences in early childhood programs can help young children, including those with disabilities, develop skills important for classroom learning. However, many children need help to strengthen their social-emotional skills and facilitate their engagement in classroom activities. Currently, there is limited evidence on how to effectively integrate these kinds of supports into the general curriculum, particularly in classrooms where

children with disabilities are served alongside their peers as promoted by the Individuals with Disabilities Education Act (IDEA). This study will test the efficacy of a coordinated set of evidence-based strategies, with multiple levels of intensity depending on student needs. The approach includes programs for classroom-wide instruction of social and emotional skills and supports targeting children who demonstrate risk for social-emotional delays or persistent behavior challenges with the general preschool curriculum. The study will address questions such as the following: Are teachers able to successfully implement a new approach that integrates targeted instructional supports for children who demonstrate risk for social-emotional delays or persistent behavior challenges with instruction for all children? What are the impacts of this approach on the classroom environment and the social-emotional, behavioral, and language skills of children with and without disabilities in inclusive preschool classrooms? The study team randomly assigned 34 inclusive preschool classrooms in 29 schools from three districts to either receive training and coaching support to implement the study's program integration approach or continue with the teachers' regular program and practices. The addition and integration of the programs began in 2019, and the study team will collect data on participating preschool students for two school years. These data include documentation of training provided to teachers, classroom observations to assess how teachers are implementing program components, teacher surveys, and measures of children's social skills. If the efficacy study shows promise, a large-scale impact evaluation may be conducted in the future. The study has published data tables that highlight how educators structure preschool special education programs; where and when children with disabilities receive services; the extent to which children with disabilities are educated in schools and classrooms along with their peers; and the curricula, programs, strategies, and practices educators use to support instruction of preschool children with disabilities. The tables also provide information on district-required qualifications to teach preschool and the professional development available to preschool teachers. The data tables, published in August 2020, are available at <https://ies.ed.gov/ncee/pubs/2020003/pdf/2020003.pdf>. The report from this study will be announced on <https://ies.ed.gov/ncee/> (accessed August 27, 2020).

Amount: \$11,399,904

Period of Performance: 11/22/2013–11/21/2023

Contract Number: 91990019C0078

Contractor: American Institutes for Research, University of North Carolina at Charlotte, Social Policy Research Associates, Quality Information Partners

Project Director: Jessica Heppen

Description: *Evaluation of Transition Supports for Youth With Disabilities.* More than a decade after the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), students with disabilities continue to lag behind their peers in high school graduation, enrollment in postsecondary education, and employment. A central goal of IDEA is to help students with disabilities prepare for their transition from secondary school to further education, work, and independent living. To achieve this goal, IDEA requires the provision of transition services focused on improving students' academic and functional achievement in accordance with their individualized education programs. Although studies suggest the importance of certain types of preparations for students with disabilities, there is limited evidence about the effectiveness of those types of preparations or other strategies to promote post-high school outcomes. This study will address several questions: What is known about the effectiveness of transition strategies and for whom? What transition strategies are feasible to examine with an impact study? What are possible parameters for designing rigorous impact studies? The study will examine available evidence on the effectiveness of transition supports and interview transition stakeholders to identify promising transition strategies and methods for studying them. The U.S. Department of Education will make a decision in 2021 about conducting an impact study based on this work. The report from the study will be announced on <https://ies.ed.gov/ncee/> (accessed August 25, 2020).

Amount: \$4,819,204

Period of Performance: 9/24/2019–11/15/2022

Contract Number: ED-IES-14-C-0003

Contractor: MDRC, American Institutes for Research, Decision Information Resources, Harvard University

Project Director: Fred Doolittle

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

Students' early problem behaviors in school can be disruptive and even hinder their learning and long-term success. To prevent these incidences, schools across the country report adopting multi-tiered systems of support for behavior (MTSS-B). The MTSS-B approach seeks to change the school learning environment by consistently teaching and reinforcing good behavior for all students and then identifying and providing supplemental support to students who need it. Given the limited evidence on which MTSS-B strategies work most effectively, this study tested an intensive program of professional development and assistance to address the following questions: What are the impacts on student behavior and achievement for all students? What are these impacts for struggling students? What are schools' MTSS-B implementation experiences? Is any variation in impacts related to variation in these experiences? The research team competitively selected the professional development training program based on its common use and promise. Over two years, the program provided (1) training and assistance to school teams, (2) local coaches to support implementation, and (3) data systems to schools to help them track and analyze student behavior. For this effectiveness study, the team randomly selected 89 elementary schools either to participate in the training program or to continue with their usual strategies for supporting student behavior. Data collection for both groups of schools, during program implementation, included (1) teacher ratings of student behavior to identify struggling students and to estimate impacts on their outcomes including disruptive behavior, (2) student records to estimate impacts on these students' academic achievement, (3) staff surveys and observations of practice to provide information about behavior support and the extent of staff professional development, and (4) documentation of program implementation. The team continued to collect student achievement data and documentation of program implementation for an additional year to examine if and how the schools sustained MTSS-B implementation and a key outcome. The impact report will be announced on <https://ies.ed.gov/ncee/> (accessed August 25, 2020).

Amount: \$23,796,966

Period of Performance: 11/26/2013–8/25/2021

Contract Number: 91990018C0046

Contractor: American Institutes for Research, Instructional Research Group, School Readiness Consulting

Project Director: Anja Kurki

Description: *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School.*

With a third of U.S. students failing to develop foundational reading skills by 4th grade, the nation needs a renewed focus on this critical learning. Many elementary schools are seeking to move beyond basic good practice and adopt a more strategic approach to improve the quality of reading instruction and how they identify struggling students and provide them with extra help. These efforts, that schools often provide under the umbrella term multi-tiered systems of support for reading (MTSS-R), rely on outside training and technical assistance to strengthen core reading instruction for all students (Tier I) and the systematic and targeted use of supplemental supports for those who need it (Tier II). To expand the rigorous evidence about MTSS-R, this study evaluates the effectiveness of two promising strategies. The strategies differ in the way they help teachers with instruction of the core curriculum and in how closely that curriculum is linked to the supplemental support. They also differ on whether the supplemental support simply pre-teaches the core curriculum or uses an alternative curriculum with lessons tailored to student needs. The study will address the following key research questions for each professional development strategy: Do the training and technical assistance (TA) affect students' reading skills and achievement, both initially and over time? Do they help students' schools identified as struggling in reading make more significant gains? Do the effects differ across the two strategies? Are the

effects on reading related to schools' experiences implementing the MTSS-R strategies, including the extent to which they carry out the strategies as intended and their use of key instructional practices? In what ways do these strategies affect the identification of special education students? What are their outcomes? The research team will randomly assign approximately 150 schools to participate in one of the training and TA strategies or to continue with their usual reading instruction and supports. The study team will provide training and TA for teachers in grades 1 and 2 across three school years, 2021–2022 through 2023–2024. Data collection will include (1) study-administered assessments of students in grades 1 and 2 to identify struggling students and to estimate effects on their foundational reading skills, (2) student records to estimate longer-term effects on these students' reading achievement, (3) staff surveys and observations of Tier I and II practice to provide information about instructional practice and the extent of staff training and TA, and (4) documentation of program implementation. The first product for the study, a practitioner-oriented brief to provide implementation lessons learned, is expected in 2023 and will be announced on <http://ies.ed.gov/ncee/> (accessed August 25, 2020).

Amount: \$37,447,225

Period of Performance: 9/27/2018–11/30/2028

Contract Number: ED-IES-17-C-0069

Contractor: Mathematica Policy Research, National Center for Special Education in Charter Schools, Walsh Taylor Inc.

Project Director: Amy Johnson

Description: *The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019.* Federal policy has long played a key role in the education of the more than 1 in every 10 U.S. children who are identified with a disability, but the context for those policies has been shifting. Recent court decisions, regulations, and guidance, students' increasing language diversity, and environmental and health issues like the opioid crisis are expected to influence both the extent of supports needed and the ways practitioners and officials work to meet those needs through early intervention and special education. This study will provide a national picture of IDEA implementation 15 years after Congress last updated the law. It will describe how States and districts have adapted their policies and practices to the changing landscape, comparing data from 2019 to data from a similar study conducted in 2009. This new information will lay the groundwork for an upcoming reauthorization of IDEA. This study will address several questions: What are the State and local policies and practices related to identifying children with disabilities, promoting access to the general education curriculum, and providing services? What key resource decisions do States and districts make to support children with disabilities, including funding for various activities and the hiring and retention of personnel? How have key policies and practices changed over time? This implementation study is descriptive, and the study will provide its results in a series of topical reports. Data collection includes surveys of state administrators from all 50 States, the District of Columbia, and territories receiving IDEA funding, as well as surveys of a nationally representative sample of 688 school districts and 2,750 schools about the 2019–20 school year. The first report for the study is expected in 2022 and will be announced on <https://ies.ed.gov/ncee/> (accessed August 25, 2020).

Amount: \$4,776,993

Period of Performance: 9/28/2017–3/29/2024

Contract Number: ED-PEP-16-A-0005/91990019F0407

Contractor: SRI International; Augenblick, Palaich & Associates

Project Director: Ashley Campbell

Description: *Study of District and School Uses of Federal Education Funds.* Federal funds, which account for less than 10 percent of K-12 education spending nationally, can play an important role, particularly in communities that are lower income or have lower-performing schools. Although each Federal education program has unique goals and provisions, they often allow funds to be used for similar purposes and services or overlapping populations. Congress provided State and local educational agencies greater flexibility in their use of Federal funds through the 2015 reauthorization of the Elementary and

Secondary Education Act (ESEA). Congress also created the Coronavirus Aid, Relief, and Economic Security (CARES) Act to provide funding and flexibilities for States and districts to respond to the COVID-19 emergency in K-12 schools. Policy makers remain interested in how Federal dollars are spent. This study will examine how funds are distributed and used from the CARES Act as well as five major Federal education programs: Part A of Titles I, II, III, and IV of ESEA, and Title I, Part B, of the Individuals with Disabilities Education Act (IDEA). Together, the non-CARES Act programs account for about 80 percent of total funding for the U.S. Department of Education's elementary-secondary programs, or \$32 billion. This study will address several questions: To what extent are Federal funds reaching the districts and schools with the greatest needs? How much do the Federal programs in this study increase the level of per-pupil funding over what is provided through state and local sources? How does this vary across districts and schools? What does the money buy? To what extent do districts and schools use Federal funds for instructional staff, professional development, technology, student support services, and other resources? How does spending from Federal funds differ from State and local spending? How do local agencies use funding from different sources to support, for example, the education of students with disabilities? To what extent do districts make use of flexibilities provided through ESEA, IDEA, and the CARES Act? This descriptive study will collect detailed fiscal data from the data systems of a nationally representative sample of 400 school districts, including revenue, expenditure, and personnel and payroll data, for up to four consecutive school years: 2018–19, 2019–20, 2020–21, and 2021–22. In addition, the study will collect data on Federal funding allocations from States to school districts and from districts to schools and conduct interviews in a smaller set of districts to examine how districts will consider study design options for estimating the costs of serving students with special education needs. The study's first report is expected in 2022 and will be announced on <https://ies.ed.gov/ncee/> (accessed November 5, 2020).

Amount: \$3,862,795

Period of Performance: 9/27/2019–3/29/2024

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 2019

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	3,829	2.2	8,472	4.7	87,957	8.9
Alaska	923	3.1	2,474	7.9	16,999	11.0
Arizona	5,831	2.3	17,212	6.4	130,909	8.7
Arkansas	1,062	1.0	13,190	11.4	63,293	10.0
California	52,799	3.8	53,104	3.6	701,398	8.7
Colorado	8,489	4.3	15,029	7.3	94,247	8.2
Connecticut	5,746	5.4	10,243	9.0	74,767	10.5
Delaware	1,133	3.5	3,263	9.7	22,797	12.2
District of Columbia (DC)	979	3.5	2,146	8.4	12,781	11.1
Florida	19,186	2.8	42,980	6.2	377,535	9.9
Georgia	10,334	2.7	19,513	4.8	206,097	9.0
Hawaii	1,811	3.6	2,704	5.2	17,421	6.7
Idaho	2,143	3.2	4,106	5.6	31,740	7.9
Illinois	17,621	4.0	37,946	8.2	262,410	10.2
Indiana	11,923	4.8	19,622	7.6	162,513	11.2
Iowa	3,215	2.8	7,831	6.5	61,842	9.2
Kansas	5,564	5.1	12,678	11.0	64,881	10.1
Kentucky	5,411	3.3	18,546	11.1	89,929	9.9
Louisiana	5,514	3.1	10,921	5.9	78,200	8.2
Maine	1,011	2.7	4,004	10.1	31,016	13.2
Maryland	9,059	4.2	15,526	7.0	98,188	8.2
Massachusetts	22,541	10.6	18,906	8.7	160,728	12.1
Michigan	11,615	3.5	20,594	5.9	178,553	9.0
Minnesota	6,128	3.0	19,196	8.8	126,692	10.9
Mississippi	2,152	2.0	8,391	7.5	61,938	9.7
Missouri	7,154	3.3	17,743	7.8	114,895	9.2
Montana	838	2.4	1,709	4.4	17,936	8.6
Nebraska	2,116	2.7	6,731	8.3	46,043	10.8
Nevada	3,470	3.2	8,787	7.7	55,041	9.1
New Hampshire	2,105	5.7	3,809	9.6	26,591	10.6
New Jersey	15,132	5.0	21,580	6.8	225,113	12.9
New Mexico	6,254	8.9	6,280	8.2	47,867	10.8
New York	31,152	4.6	75,084	11.1	465,161	12.7
North Carolina	10,885	3.0	20,909	5.6	182,939	8.5
North Dakota	1,567	4.9	2,492	7.6	13,946	8.7
Ohio	11,995	2.9	27,487	6.5	247,780	10.5
Oklahoma	2,619	1.8	10,054	6.3	106,821	12.4
Oregon	4,338	3.3	12,456	8.7	79,037	10.0
Pennsylvania	23,827	5.8	38,616	9.0	300,667	12.2
Rhode Island	2,301	7.1	3,254	9.8	21,294	10.3
South Carolina	6,318	3.7	10,399	5.7	98,533	9.6

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 2019—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
South Dakota	1,092	3.0	3,039	8.2	19,136	10.0
Tennessee	8,307	3.4	14,958	6.0	116,450	8.6
Texas	29,227	2.5	59,592	4.8	528,725	8.0
Utah	4,689	3.2	11,199	7.3	76,769	9.3
Vermont	1,083	6.3	2,128	11.7	13,427	11.2
Virginia	10,835	3.6	19,653	6.4	159,828	9.4
Washington	10,002	3.7	18,256	6.5	134,239	9.1
West Virginia	3,931	7.2	5,142	8.8	42,136	12.6
Wisconsin	5,900	3.0	—	—	—	—
Wyoming	1,162	5.7	3,298	15.0	12,560	10.4
50 States and DC	424,318	3.7	793,252	6.7	6,367,765	9.7
BIE schools ^d	†	†	290	†	6,733	†
American Samoa	25	—	64 ^e	—	520	—
Guam	157	—	148 ^e	—	1,706	—
Northern Mariana Islands	75	—	117 ^e	—	875	—
Puerto Rico (PR)	2,555	3.9	12,181	14.9	91,137	15.2
Virgin Islands	104	—	104 ^e	—	999	—
50 States, DC, BIE, PR, and outlying areas ^f	427,234	—	806,156	—	6,469,735	—
Federated States of Micronesia	†	—	131 ^g	—	1,623	—
Republic of Palau	†	—	7 ^g	—	83	—
Republic of the Marshall Islands	†	—	25 ^g	—	620	—
50 States, DC, BIE, PR, outlying areas, and freely associated states ^h	—	—	806,319	—	6,472,061	—

— Data were not available.

† Not applicable.

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

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

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

^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, 2019. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. 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, 2010 to July 1, 2019, 2019. Data were accessed fall 2020. 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 2019

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	6	52	1,200	223	5	2,187	156
Alaska	237	25	25	67	12	465	92
Arizona	277	128	258	2,156	22	2,798	192
Arkansas	x	6	249	91	x	652	59
California	150	4,993	2,738	30,728	93	11,751	2,346
Colorado	39	248	323	2,404	22	5,124	304
Connecticut	6	183	637	2,055	13	2,707	145
Delaware	x	42	280	215	x	552	36
District of Columbia	0	x	501	171	x	218	73
Florida	45	406	3,793	7,663	16	6,645	618
Georgia	12	358	3,404	1,628	13	4,695	224
Hawaii	x	478	x	228	150	247	664
Idaho	x	22	32	291	x	1,682	99
Illinois	12	528	2,414	4,900	6	9,296	465
Indiana	7	311	1,183	1,140	6	8,354	922
Iowa	18	79	219	396	7	2,295	201
Kansas	x	142	356	1,089	x	3,642	309
Kentucky	3	73	464	400	14	4,155	302
Louisiana	15	57	2,299	356	3	2,513	271
Maine	x	21	43	24	x	871	47
Maryland	8	465	2,743	1,680	5	3,616	542
Massachusetts	49	1,431	2,118	5,722	33	12,382	806
Michigan	70	317	1,906	779	8	8,221	314
Minnesota	123	346	615	617	7	4,135	285
Mississippi	x	14	919	79	x	1,040	94
Missouri	14	142	1,165	495	18	4,973	347
Montana	114	9	x	43	x	632	32
Nebraska	x	51	96	370	x	1,526	42
Nevada	15	166	337	1,357	17	1,308	270
New Hampshire	x	44	30	93	x	1,812	123
New Jersey	14	1,075	1,693	5,710	13	6,048	579
New Mexico	357	x	119	4,365	x	1,222	115
New York	93	2,096	3,641	7,891	284	16,743	404
North Carolina	135	294	2,639	1,996	8	5,510	303
North Dakota	157	14	63	68	3	1,076	186
Ohio	23	314	1,769	869	11	8,424	585
Oklahoma	201	67	210	63	10	1,810	258
Oregon	42	130	108	978	14	2,807	259
Pennsylvania	39	731	3,179	3,503	12	14,230	2,133
Rhode Island	x	56	153	698	x	1,294	87
South Carolina	13	60	1,754	550	9	3,241	691
South Dakota	160	16	16	73	5	758	64

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 2019—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
Tennessee	13	195	1,508	799	18	5,418	356
Texas	31	689	2,362	15,687	22	10,213	223
Utah	35	69	49	995	51	3,347	143
Vermont	x	13	23	x	0	962	72
Virginia	10	579	2,042	1,291	13	5,920	980
Washington	144	737	487	2,273	90	5,442	829
West Virginia	4	30	112	44	5	3,534	202
Wisconsin	61	126	732	922	3	3,882	174
Wyoming	45	16	22	168	x	897	x
American Samoa	0	x	0	0	20	0	x
Guam	0	x	0	0	101	x	34
Northern Mariana Islands	0	23	0	0	39	0	13
Puerto Rico	0	0	0	2,555	0	0	0
Virgin Islands	0	x	69	x	0	x	13

x Data were 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, 2019. Data were accessed fall 2020. 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 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2019

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	34	127	2,394	498	16	5,220	183
Alaska	556	93	83	274	65	971	432
Arizona ^{††}	475	239	414	4,388	30	4,539	467
Arkansas ^{††}	44	75	2,777	938	18	6,091	201
California ^{††}	164	4,017	1,800	22,034	114	8,318	14,135
Colorado	106	393	571	5,293	27	7,897	742
Connecticut ^{††}	7	283	724	2,067	5	3,058	262
Delaware	14	138	792	473	5	1,707	134
District of Columbia	x	28	1,403	455	x	204	49
Florida	75	837	9,590	14,253	47	16,455	1,723
Georgia ^{††}	17	419	3,657	1,807	11	4,858	502
Hawaii	x	518	x	557	583	439	548
Idaho	58	36	24	762	17	3,091	118
Illinois	122	1,722	4,754	9,507	32	20,049	1,760
Indiana	24	404	1,820	2,163	10	14,171	1,030
Iowa	38	157	573	736	16	5,893	418
Kansas ^{††}	70	167	462	1,600	18	6,350	424
Kentucky	18	201	1,405	1,126	14	14,956	826
Louisiana	64	121	4,479	661	14	5,254	328
Maine ^{††}	26	33	100	41	20	2,081	96
Maryland	45	943	5,061	2,912	14	5,818	733
Massachusetts	38	1,287	1,838	4,546	21	10,378	798
Michigan	178	551	2,471	1,676	23	14,703	992
Minnesota	488	970	1,958	2,138	25	12,442	1,175
Mississippi	17	68	3,294	218	6	4,494	294
Missouri ^{††}	37	202	1,382	781	28	9,642	534
Montana ^{††}	104	9	6	59	3	814	52
Nebraska	113	197	379	1,200	13	4,558	271
Nevada	79	329	1,037	3,704	65	2,874	699
New Hampshire	x	91	85	295	x	3,190	135
New Jersey ^{††}	31	1,350	1,658	5,033	35	6,310	434
New Mexico ^{††}	260	x	46	2,170	x	1,228	92
New York	478	4,386	9,997	20,901	108	36,512	2,702
North Carolina	418	548	4,915	3,682	34	10,401	911
North Dakota	288	33	138	177	11	1,742	103
Ohio	37	639	3,195	1,676	21	20,213	1,706
Oklahoma	1,824	149	515	1,244	19	5,152	1,151
Oregon ^{††}	93	265	206	2,180	40	5,748	477
Pennsylvania ^{††}	40	1,053	4,560	4,351	18	18,532	1,979
Rhode Island ^{††}	22	49	150	486	7	1,499	137
South Carolina	25	123	3,225	1,180	14	5,309	523
South Dakota	571	41	98	195	3	1,949	182

See notes at end of exhibit.

Exhibit A-3. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2019—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
Tennessee	29	296	2,621	1,377	15	10,108	512
Texas ^{††}	134	1,492	3,622	18,405	41	10,352	1,066
Utah ^{††}	92	91	88	1,269	92	6,079	178
Vermont	x	32	60	20	x	1,979	34
Virginia	47	1,062	3,917	3,089	25	10,393	1,120
Washington	256	1,006	862	4,744	129	9,454	1,805
West Virginia	3	19	183	79	4	4,667	187
Wisconsin	—	—	—	—	—	—	—
Wyoming ^{††}	134	23	44	313	x	1,857	x
BIE schools ^{††a}	9	0	0	0	0	0	0
American Samoa	0	0	0	0	64	0	0
Guam	0	30	0	x	114	0	x
Northern Mariana Islands ^{††}	0	19	0	0	41	0	18
Puerto Rico ^{††}	x	x	x	8,193	0	x	0
Virgin Islands ^{††}	0	0	68	x	0	x	0
Federated States of Micronesia	0	0	0	0	131	0	0
Republic of Palau ^{††}	0	0	0	0	6	0	0
Republic of the Marshall Islands	0	0	0	0	25	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

^{††}State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do not include 5-year-olds who are in kindergarten.

^aAlthough the Bureau of Indian Education (BIE) does 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2019

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	720	600	32,213	6,121	65	46,191	2,047
Alaska	4,581	619	523	1,362	457	6,990	2,467
Arizona ^{††}	7,779	1,735	8,782	63,669	377	49,658	5,569
Arkansas ^{††}	432	550	15,163	7,782	408	39,899	2,105
California ^{††}	4,784	41,872	55,433	408,100	2,437	154,843	36,451
Colorado	962	1,610	5,340	36,069	165	45,995	4,106
Connecticut ^{††}	202	1,801	12,450	24,637	65	36,630	2,819
Delaware	71	337	8,626	3,740	20	9,048	955
District of Columbia	x	75	9,926	1,855	x	686	204
Florida	1,125	4,988	95,412	121,366	473	140,379	13,792
Georgia ^{††}	406	4,284	85,058	32,953	155	83,294	8,189
Hawaii	50	2,953	310	3,287	6,228	2,099	2,494
Idaho	684	259	438	6,783	84	22,485	1,007
Illinois	670	6,391	53,959	70,316	232	120,653	10,189
Indiana	336	1,705	22,223	17,326	93	112,091	8,739
Iowa	370	797	6,301	7,502	179	43,407	3,286
Kansas ^{††}	683	993	5,992	12,883	119	43,580	4,218
Kentucky	120	762	10,022	5,357	76	69,773	3,819
Louisiana	467	604	38,208	4,003	47	32,873	1,998
Maine ^{††}	423	267	1,156	907	33	28,860	977
Maryland	257	2,991	40,262	16,203	103	34,000	4,372
Massachusetts	436	5,258	17,013	39,412	112	92,152	6,345
Michigan	1,487	2,660	36,151	14,530	130	115,137	8,458
Minnesota	3,629	5,351	15,371	14,573	97	79,175	8,496
Mississippi	153	332	29,793	1,846	28	28,055	1,731
Missouri ^{††}	539	1,316	21,239	7,208	201	84,007	5,522
Montana ^{††}	2,668	81	195	1,104	34	13,694	822
Nebraska	864	757	3,992	9,034	45	28,998	2,353
Nevada	694	1,396	8,272	22,767	573	17,769	3,570
New Hampshire	82	383	577	2,029	22	22,733	765
New Jersey ^{††}	309	10,382	38,105	66,403	304	111,439	4,900
New Mexico ^{††}	5,402	230	1,071	32,068	46	10,432	1,081
New York	3,513	20,154	95,043	149,821	838	181,681	14,111
North Carolina	2,562	2,690	56,633	30,756	194	81,009	9,095
North Dakota	1,451	109	799	1,031	23	9,865	668
Ohio	359	2,564	50,470	15,202	196	164,725	14,264
Oklahoma	16,180	910	10,717	16,310	231	51,588	10,885
Oregon ^{††}	1,448	1,701	2,482	20,814	451	50,338	5,250
Pennsylvania ^{††}	593	5,321	53,418	42,025	191	191,785	15,417
Rhode Island ^{††}	265	419	2,121	6,182	31	12,163	1,017
South Carolina	362	723	38,981	9,095	102	44,729	4,541
South Dakota	2,858	209	662	1,439	13	12,852	1,103

See notes at end of exhibit.

Exhibit A-4. Number of students ages 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2019—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
Tennessee	239	1,225	27,468	10,328	81	73,398	3,711
Texas ^{††}	2,199	12,426	85,310	284,981	700	153,511	14,078
Utah ^{††}	1,388	792	1,573	16,805	994	56,150	2,377
Vermont	39	145	425	200	15	12,318	285
Virginia	519	5,701	42,738	25,508	228	76,027	9,107
Washington	2,585	5,246	7,571	35,020	1,238	70,860	11,719
West Virginia	48	91	1,937	732	12	37,890	1,426
Wisconsin	—	—	—	—	—	—	—
Wyoming ^{††}	612	87	147	1,757	27	10,062	767
BIE schools ^{††a}	7,014	0	0	0	0	0	0
American Samoa	0	x	x	0	514	x	x
Guam	x	248	x	4	1,429	8	14
Northern Mariana Islands ^{††}	0	233	0	0	557	x	x
Puerto Rico ^{††}	32	15	x	94,924	x	124	0
Virgin Islands ^{††}	0	x	775	215	x	18	x
Federated States of Micronesia	0	0	0	0	1,623	0	0
Republic of Palau ^{††}	0	x	0	0	81	x	0
Republic of the Marshall Islands	0	0	0	0	620	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

^{††}State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State include 5-year-olds who are in kindergarten.

^aBureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 the statute, use of this category is optional. Only children and students 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 educational 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, 2010 through 2019. 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 2019.

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, that was reported under the category of *developmental delay*, by year: Fall 2010 through fall 2019

Year	Number of States ^a	Percentage of resident population served ^b
2010	49	2.84
2011	49	2.89
2012	48	2.98
2013	48	2.94
2014	50	2.99
2015	50	3.06
2016	48	3.17
2017	47	3.28
2018	48	3.41
2019	48	3.54

^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, the BIE, 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, who were 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 and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3. Although the BIE does 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 who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2010, 2012, and 2014, data for Wyoming were not available. For 2011 and 2014, data for the BIE were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa 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, 2010 to July 1, 2019, 2010–19. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2010, 2012, and 2014, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2010–11 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. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. 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, that was reported under the category of *developmental delay*, by year: Fall 2010 through fall 2019

Year	Number of States ^a	Percentage of resident population served ^b
2010	35	1.33
2011	35	1.41
2012	36	1.49
2013	36	1.56
2014	36	1.65
2015	37	1.74
2016	36	1.87
2017	35	1.96
2018	38	1.97
2019	40	2.04

^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, the BIE, 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, who were 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 and students ages 3 through 9 and is not applicable to students 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 #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2010–19. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2010 and 2011, data for PR were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2014, data for the BIE were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin 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, 2010 to July 1, 2019, 2010–19. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2010 and 2011, data for PR were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 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. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. 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 2019

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	Yes	No
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools	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	Yes
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	Yes
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 Mariana Islands	Yes	Yes
Ohio	Yes	No
Oklahoma	Yes	Yes
Oregon	Yes	Yes

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 2019—
Continued**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Pennsylvania	Yes	Yes
Puerto Rico	No	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
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	—	—
Wyoming	Yes	Yes

— Data were not available.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 (MOE) Reduction* and Coordinated Early Intervening Services

IDEA, Part B *Maintenance of Effort (MOE) 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 educational 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 reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of funds 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 Code of Federal Regulations (C.F.R.) § 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 2018–19.

Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs or ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2018–19

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
Alabama	0	0	0.0
Alaska	1,214	1	1.9
American Samoa	0	0	0.0
Arizona	9,045	10	1.4
Arkansas	442	10	3.3
BIE schools	1,081	23	14.4
California	213	3	0.2
Colorado	52	1	1.5
Connecticut	303	6	3.7
Delaware	9,552	4	9.1
District of Columbia	16,498	5	7.9
Federated States of Micronesia	0	0	0.0
Florida	22,575	13	16.9
Georgia	1,784	3	1.4
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	11	2	1.3
Illinois	43,466	89	10.3
Indiana	12,939	17	4.2
Iowa	3,739	12	3.5
Kansas	0	0	0.0
Kentucky	495	1	0.6
Louisiana	56,080	120	55.0
Maine	0	0	0.0
Maryland	0	0	0.0
Massachusetts	442	3	0.7
Michigan	3,013	21	3.7
Minnesota	5,548	86	29.0
Mississippi	3,137	14	9.4
Missouri	85	5	0.9
Montana	0	0	0.0
Nebraska	40,153	3	1.2
Nevada	4,430	2	11.1
New Hampshire	21	3	1.7
New Jersey	6,546	12	1.8
New Mexico	1,568	3	2.0
New York	5,633	27	3.9
North Carolina	30,573	22	6.9

See notes at end of exhibit.

Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs or ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2018–19—Continued

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
North Dakota	431	2	6.1
Northern Mariana Islands	0	0	0.0
Ohio	10,472	39	3.9
Oklahoma	2,426	8	1.5
Oregon	4,922	9	4.6
Pennsylvania	17,351	2	0.3
Puerto Rico	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	14,235	34	54.8
South Carolina	5,343	6	6.9
South Dakota	786	4	2.7
Tennessee	409	3	2.1
Texas	21,187	68	5.6
Utah	1,991	9	5.8
Vermont	394	4	6.6
Virgin Islands	367	2	100.0
Virginia	16,986	5	3.6
Washington	24	2	0.7
West Virginia	0	0	0.0
Wisconsin	37,420	74	16.3
Wyoming	14,159	31	63.3
50 States, DC, BIE schools, PR, outlying areas, and freely associated states	429,541	823	5.2

^aPercentage was calculated by dividing the number of LEAs and ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for CEIS due to significant disproportionality in school year 2018–19 and the number of LEAs and ESAs that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by the total number of LEAs and ESAs in school year 2018–19, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2019. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. 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 LEAs or ESAs that met the IDEA, Part B, requirements under 34 C.F.R. § 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), by State: School year 2018–19

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage ^a
Alabama	11	7.9
Alaska	0	0.0
American Samoa	0	0.0
Arizona	59	8.2
Arkansas	0	0.0
BIE	0	0.0
California	0	0.0
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	0	0.0
Georgia	0	0.0
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	0	0.0
Indiana	43	10.5
Iowa	0	0.0
Kansas	0	0.0
Kentucky	0	0.0
Louisiana	0	0.0
Maine	0	0.0
Maryland	0	0.0
Massachusetts	0	0.0
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	9	1.7
Montana	0	0.0
Nebraska	38	15.6
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	0	0.0
New York	0	0.0
North Carolina	0	0.0

See notes at end of exhibit.

Exhibit C-2. Number and percentage of LEAs or ESAs that met the IDEA, Part B, requirements under 34 C.F.R. § 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), by State: School year 2018–19—Continued

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage ^a
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	11	1.1
Oklahoma	0	0.0
Oregon	0	0.0
Pennsylvania	35	5.2
Puerto Rico	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	3	0.2
Utah	0	0.0
Vermont	0	0.0
Virgin Islands	0	0.0
Virginia	1	0.7
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	—	—
Wyoming	0	0.0
50 States, DC, BIE, PR, outlying areas, and freely associated states	214	1.4

— Data were not available.

^aPercentage was calculated by dividing the number of LEAs and ESAs that met the IDEA, Part B, requirements and had an increase in IDEA Section 611 allocations and took the *MOE reduction* in school year 2018–19, by the total number of LEAs and ESAs, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2019. Data were accessed fall 2020. 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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