

**U.S. Department of Education**

**37th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2015***

## **Discrimination Prohibited**

Sec. 504(a) of the *Rehabilitation Act of 1973* states that “No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.”

Sec. 601 of the *Civil Rights Act of 1964* states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

37th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2015*

*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

This report was produced under U.S. Department of Education Contract No. ED-OSE-12-C-0031 with New Editions Consulting, Inc. Richelle Davis served as the contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. For the reader's convenience, this publication contains information about and from outside organizations, including hyperlinks and URLs. Inclusion of such information does not constitute an endorsement by the Department.

**U.S. Department of Education**

Arne Duncan  
*Secretary*

**Office of Special Education and Rehabilitative Services (OSERS)**

Michael Yudin  
*Assistant Secretary*

**Office of Special Education Programs (OSEP)**

Melody Musgrove  
*Director*

December 2015

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this report is not necessary, the citation should be U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *37th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2015*, Washington, D.C. 2015.

This report is available on the Department's website at: <http://www.ed.gov/about/reports/annual/osep>.

To order copies of this report,

**Write** to: ED PUBS, Education Publications Center, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304.

Or **fax** your request to: 703-605-6794.

Or **email** your request to: [edpubs@edpubs.ed.gov](mailto:edpubs@edpubs.ed.gov).

Or **call in** your request toll-free to: 1-877-433-7827 (1-877-4-ED-PUBS). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY) should call 1-877-576-7734. If 877 service is not available in your area, call 1-800-872-5327 (1-800-USA-LEARN).

Or **order online** at: [www.edpubs.gov](http://www.edpubs.gov)

**Availability of Alternate Formats**

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202-260-0852 or by contacting the 504 coordinator via email at [om\\_eeos@ed.gov](mailto:om_eeos@ed.gov).

**Notice to Limited English Proficient Persons**

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-437-0833), or email us at: [Ed.Language.Assistance@ed.gov](mailto:Ed.Language.Assistance@ed.gov). Or write to: U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC 20202.

**Content Contact:**

Richelle Davis  
Phone: 202-245-7401  
Email: [richelle.davis@ed.gov](mailto:richelle.davis@ed.gov)

# Contents

	Page
<b>List of Exhibits</b> .....	vi
<b>Preface</b> .....	xv
<b>Key Findings at the National Level</b> .....	xxi
<b>Data Sources Used in This Report</b> .....	1
<b>Section I. Summary and Analysis of <i>IDEA</i> Section 618 Data at the National Level</b> .....	7
<b>Infants and Toddlers Served Under <i>IDEA</i>, Part C</b> .....	9
Numbers and Percentages of Infants and Toddlers Birth Through Age 2 Served Under <i>IDEA</i> , Part C .....	10
Primary Early Intervention Service Settings for Infants and Toddlers Birth Through Age 2 Served Under <i>IDEA</i> , Part C .....	14
Part C Exiting Status for Children Served Under <i>IDEA</i> , Part C .....	16
Dispute Resolution for Infants and Toddlers Served Under <i>IDEA</i> , Part C .....	19
<b>Children Ages 3 Through 5 Served Under <i>IDEA</i>, Part B</b> .....	24
Numbers and Percentages of Children Ages 3 Through 5 Served Under <i>IDEA</i> , Part B.....	25
Educational Environments for Children Ages 3 Through 5 Served Under <i>IDEA</i> , Part B .....	28
Special Education Teachers and Paraprofessionals Employed to Serve Children Ages 3 Through 5 Under <i>IDEA</i> , Part B .....	31
<b>Students Ages 6 Through 21 Served Under <i>IDEA</i>, Part B</b> .....	33
Numbers and Percentages of Students Ages 6 Through 21 Served Under <i>IDEA</i> , Part B.....	34
Educational Environments for Students Ages 6 Through 21 Served Under <i>IDEA</i> , Part B.....	45
Part B Participation and Performance on State Assessments.....	51
Part B Exiting.....	58
Special Education Teachers and Paraprofessionals Employed to Serve Students Ages 6 Through 21 Under <i>IDEA</i> , Part B .....	64
<b>Children and Students Ages 3 Through 21 Served Under <i>IDEA</i>, Part B</b> .....	66
Personnel Employed to Provide Related Services for Children and Students Ages 3 Through 21 Served Under <i>IDEA</i> , Part B .....	66
Disciplinary Removals of Children and Students From Their Educational Placements.....	68
Dispute Resolution for Children and Students Served Under <i>IDEA</i> , Part B.....	72
Coordinated Early Intervening Services .....	76

## Contents (continued)

	Page
<b>Section II. Summary and Analysis of <i>IDEA</i> Section 618 Data at the State Level</b> .....	79
<b>Introduction</b> .....	81
<b>Notes Concerning the Exhibits in Section II</b> .....	82
<b>Infants and Toddlers Birth Through Age 2 Served Under <i>IDEA</i>, Part C</b> .....	84
Part C Child Count .....	84
Part C Primary Early Intervention Service Settings .....	91
Part C Exiting .....	94
Part C Dispute Resolution .....	98
<b>Children Ages 3 Through 5 Served Under <i>IDEA</i>, Part B</b> .....	102
Part B Child Count .....	102
Part B Educational Environments .....	108
Part B Personnel .....	116
<b>Students Ages 6 Through 21 Served Under <i>IDEA</i>, Part B</b> .....	119
Part B Child Count .....	119
Part B Educational Environments .....	134
Part B Participation on State Assessments .....	146
Part B Exiting .....	154
Part B Personnel .....	161
<b>Children and Students Ages 3 Through 21 Served Under <i>IDEA</i>, Part B</b> .....	164
Part B Discipline .....	164
Part B Dispute Resolution .....	173
<b>Section III. Findings and Determinations Resulting From Reviews of State Implementation of <i>IDEA</i></b> .....	179
<b>Findings and Determinations Resulting From Reviews of State Implementation of <i>IDEA</i></b> .....	181
The SPP and APR .....	181
Indicators .....	182
The Determination Process .....	187
Enforcement .....	192
Determination Status .....	192
Status of Selected Indicators .....	196
Early Childhood Transition: Part B Indicator 12 .....	197
Early Childhood Transition: Part C Indicator 8 .....	198
General Supervision: Part B Indicator 15 .....	199

## Contents (continued)

	Page
General Supervision: Part C Indicator 9 .....	201
<b>Section IV. Summary of Research Conducted Under Part E of the <i>Education Sciences Reform Act of 2002</i></b> .....	<b>205</b>
<b>Section V. Summary of Studies and Evaluations Under Section 664 of <i>IDEA</i></b> .....	<b>209</b>
<b>Section VI. Extent and Progress of the Assessment of National Activities</b> .....	<b>215</b>
<b>Appendix A. Infants, Toddlers, Children, and Students Served Under <i>IDEA</i>, by Age Group and State</b> .....	<b>221</b>
<b>Appendix B. <i>Developmental Delay</i> Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under <i>IDEA</i>, Part B</b> .....	<b>233</b>
<b>Appendix C. <i>IDEA</i> Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services</b> .....	<b>241</b>

## Exhibits

	Page
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 2004 through fall 2013 ..... 10
Exhibit 2	Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2004 through fall 2013 ..... 11
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 2013 ..... 12
Exhibit 4	Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2013 ..... 14
Exhibit 5	Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2013 ..... 15
Exhibit 6	Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by exiting status: 2012–13 ..... 16
Exhibit 7	Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2012–13..... 18
Exhibit 8	Percentage of <i>written, signed complaints</i> for infants and toddlers served under IDEA, Part C, by complaint status: 2012–13..... 20
Exhibit 9	Percentage of <i>due process complaints</i> for infants and toddlers served under IDEA, Part C, by complaint status: 2012–13..... 21
Exhibit 10	Percentage of <i>mediation requests</i> for infants and toddlers served under IDEA, Part C, by request status: 2012–13..... 22
Exhibit 11	Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served, by year: Fall 2004 through fall 2013 ..... 25
Exhibit 12	Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2013 ..... 26
Exhibit 13	Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 3 through 5 served under IDEA, Part B, by race/ethnicity: Fall 2013 ..... 27
Exhibit 14	Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2013..... 28



## Exhibits (continued)

	Page
Exhibit 15	Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2013 ..... 30
Exhibit 16	Number of full-time equivalent (FTE) <i>special education teachers</i> and number and percentage of FTE highly qualified <i>special education teachers</i> employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2012 ..... 31
Exhibit 17	Number of full-time equivalent (FTE) <i>special education paraprofessionals</i> and number and percentage of FTE qualified <i>special education paraprofessionals</i> employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2012 ..... 32
Exhibit 18	Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 2004 through fall 2013 ..... 34
Exhibit 19	Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2004 through fall 2013 ..... 35
Exhibit 20	Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2013 ..... 36
Exhibit 21	Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2004 through fall 2013 ..... 37
Exhibit 22	Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of <i>autism</i> , by year and age group: Fall 2004 through fall 2013 ..... 38
Exhibit 23	Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of <i>other health impairments</i> , by year and age group: Fall 2004 through fall 2013 ..... 39
Exhibit 24	Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of <i>specific learning disabilities</i> , by year and age group: Fall 2004 through fall 2013 ..... 40
Exhibit 25	Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 6 through 21 served under IDEA, Part B, by race/ethnicity: Fall 2013 ..... 41
Exhibit 26	Risk ratio for students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups by disability category: Fall 2013 ..... 42
Exhibit 27	Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2013 ..... 44

## Exhibits (continued)

	Page
Exhibit 28	Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2013..... 45
Exhibit 29	Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2004 through fall 2013 ..... 46
Exhibit 30	Percentage of students ages 6 through 21 served under IDEA, Part B, within disability category, by educational environment: Fall 2013 ..... 48
Exhibit 31	Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2013 ..... 49
Exhibit 32	Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math and reading assessments, by assessment type: School year 2012–13 ..... 51
Exhibit 33	Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as nonparticipants in state math and reading assessments, by nonparticipant category: School year 2012–13 ..... 53
Exhibit 34	Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and reading and median percentages of those students who were proficient, by assessment type: School year 2012–13 ..... 55
Exhibit 35	Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2012–13 ..... 58
Exhibit 36	Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who <i>graduated with a regular high school diploma</i> or <i>dropped out</i> of school, by year: 2003–04 through 2012–13 ..... 59
Exhibit 37	Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who <i>graduated with a regular high school diploma</i> , by year and disability category: 2003–04 through 2012–13 ..... 61
Exhibit 38	Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who <i>dropped out</i> of school, by year and disability category: 2003–04 through 2012–13 ..... 63
Exhibit 39	Number of full-time equivalent (FTE) <i>special education teachers</i> and number and percentage of FTE highly qualified <i>special education teachers</i> employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2012 ..... 64

## Exhibits (continued)

	Page	
Exhibit 40	Number of full-time equivalent (FTE) <i>special education paraprofessionals</i> and number and percentage of FTE qualified <i>special education paraprofessionals</i> employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2012.....	65
Exhibit 41	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 2012 .....	66
Exhibit 42	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 2012–13 .....	68
Exhibit 43	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 2012–13 .....	70
Exhibit 44	Percentage of <i>written, signed complaints</i> for children and students served under IDEA, Part B, by complaint status: 2012–13.....	73
Exhibit 45	Percentage of <i>due process complaints</i> for children and students served under IDEA, Part B, by complaint status: 2012–13.....	74
Exhibit 46	Percentage of <i>mediation requests</i> for children and students served under IDEA, Part B, by request status: 2012–13.....	75
Exhibit 47	Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2012 who received coordinated early intervening services (CEIS) in school years 2010–11, 2011–12, or 2012–13: Fall 2013.....	77
Exhibit 48	Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2013 .....	84
Exhibit 49	Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2013.....	87
Exhibit 50	Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2013 .....	91
Exhibit 51	Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2012–13.....	94

## Exhibits (continued)

	Page
Exhibit 52	Number of <i>written, signed complaints; due process complaints; and mediation requests</i> for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2012–13 ..... 99
Exhibit 53	Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013 ..... 102
Exhibit 54	Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013..... 105
Exhibit 55	Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2013..... 108
Exhibit 56	Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013..... 112
Exhibit 57	Number of full-time equivalent (FTE) <i>special education teachers</i> employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2012..... 116
Exhibit 58	Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013 ..... 119
Exhibit 59	Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013 ..... 122
Exhibit 60	Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of <i>autism</i> , by year and state: Fall 2008 and fall 2013..... 125
Exhibit 61	Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of <i>other health impairments</i> , by year and state: Fall 2008 and fall 2013 ..... 128
Exhibit 62	Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of <i>specific learning disabilities</i> , by year and state: Fall 2008 and fall 2013 ..... 131
Exhibit 63	Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2013..... 134
Exhibit 64	Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013..... 137
Exhibit 65	Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of <i>emotional disturbance</i> , by educational environment and state: Fall 2013..... 140

## Exhibits (continued)

	Page
Exhibit 66	Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of <i>intellectual disabilities</i> , by educational environment and state: Fall 2013 ..... 143
Exhibit 67	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 2012–13 ..... 146
Exhibit 68	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 2012–13 ..... 150
Exhibit 69	Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who <i>graduated with a regular high school diploma</i> or <i>dropped out</i> of school, by year and state: 2008–09 and 2012–13 ..... 154
Exhibit 70	Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2012–13 ..... 158
Exhibit 71	Number of full-time equivalent (FTE) <i>special education teachers</i> employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2012 ..... 161
Exhibit 72	Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13 ..... 164
Exhibit 73	Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13 ..... 167
Exhibit 74	Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of <i>emotional disturbance</i> and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of <i>emotional disturbance</i> , by state: School year 2012–13 ..... 170
Exhibit 75	Numbers of <i>written, signed complaints</i> ; <i>due process complaints</i> ; and <i>mediation requests</i> for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2012–13 ..... 173

## Exhibits (continued)

	Page
Exhibit 76	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: 2012–13 ..... 176
Exhibit 77	Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2012 ..... 183
Exhibit 78	Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2012 ..... 186
Exhibit 79	Process for determining the extent to which each state met IDEA, Part B and Part C, requirements: Federal fiscal year 2012 ..... 188
Exhibit 80	States determined to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2012 ..... 193
Exhibit 81	States determined to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2012 ..... 194
Exhibit 82	Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2011 and 2012 ..... 195
Exhibit 83	Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2011 and 2012 ..... 196
Exhibit 84	Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had individualized education programs (IEPs) developed and implemented by their third birthday: Federal fiscal year 2012 ..... 197
Exhibit 85	Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2012 ..... 199
Exhibit 86	Number of states, by percentage of IDEA, Part B, noncompliance findings corrected within one year of identification: Federal fiscal year 2012 ..... 200
Exhibit 87	Number of states, by change in performance status on IDEA, Part B, Indicator 15: Federal fiscal year 2012 ..... 201
Exhibit 88	Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2012 ..... 202
Exhibit 89	Number of states, by change in performance status on IDEA, Part C, Indicator 9: Federal fiscal year 2012 ..... 203

## Exhibits (continued)

	Page
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 2013 ..... 223
Exhibit A-2	Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2013 ..... 226
Exhibit A-3	Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2013 ..... 228
Exhibit A-4	Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2013 ..... 230
Exhibit B-1	Number of states reporting children ages 3 through 5 served under IDEA, Part B, under the category of <i>developmental delay</i> and percentage of the population ages 3 through 5 served under IDEA, Part B, reported under the category of <i>developmental delay</i> , by year: Fall 2004 through fall 2013..... 236
Exhibit B-2	Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of <i>developmental delay</i> and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of <i>developmental delay</i> , by year: Fall 2004 through fall 2013..... 237
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 <i>developmental delay</i> , by state: Fall 2013 ..... 238
Exhibit C-1	Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2012–13 ..... 244
Exhibit C-2	Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in 611 allocations, and took the <i>maintenance of effort (MOE) reduction</i> pursuant to IDEA section 613(a)(2)(C) in school year 2012–13 by state..... 246





## Preface

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

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* (P.L. 108-446), which was signed into law in the same month. The provisions of *IDEA* became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher”<sup>\*</sup> that took effect upon the signing of the act. With reauthorization of *IDEA*, the nation reaffirmed its commitment to improving the early intervention and educational results and functional outcomes for infants, toddlers, children, and youths with disabilities (collectively this group may be referred to in this report as children with disabilities).

The *37th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2015*<sup>†</sup> describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for all children with disabilities and early intervention services to infants and toddlers with disabilities and their families, (2) ensuring that the rights of these children with disabilities and their parents are protected, (3) assisting states and localities in providing for the education of all children with disabilities, and (4) assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C or B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout

---

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

† The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current findings are based on data collected from July 2012 through December 2013. These data have been available to the public prior to their presentation in this report. Subsequent references to this report and previously published annual reports will be abbreviated: they will not include “on the Implementation of *Individuals with Disabilities Education Act*.”

this report, infants and toddlers served under *IDEA*, Part C, children served under *IDEA*, Part B, and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under *IDEA*, Part C or Part B. “Special education services,” which is referenced throughout this report, is a term that is synonymous with services provided under *IDEA*, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under *IDEA*, Part C.

This *37th Annual Report to Congress, 2015* follows the *36th Annual Report to Congress, 2014* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *36th Annual Report to Congress, 2014*, the *37th Annual Report to Congress, 2015* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are: (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;<sup>‡</sup> (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation.

The content of this report differs from that of the *36th Annual Report to Congress, 2014* in the following ways: (1) the most recent data presented in this report represent the reporting periods associated with fall 2013 or school year 2012–13; (2) where data are presented for a 10-year period, the oldest data are associated with fall 2004; (3) this report directs the reader to <http://www2.ed.gov/about/reports/annual/osep/index.html> for a more complete and detailed description of the manner in which states differed in the reporting of data; and (4) this report includes an exhibit that presents the risk ratios for students ages 6 through 21 served under *IDEA*, Part B, within racial/ethnic groups by disability category. Unlike the *36th Annual Report to Congress, 2014*, this report does not include an appendix that identifies the states that reported children and students ages 3 through 21 with *multiple disabilities* in different disability categories in the most recent data collections regarding child count and educational environments, exiting, and discipline. This information as well as other information concerning how states collected and reported data differently from the OSEP data formats and

---

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

instructions are available in the Data Documentation File and Data Notes documents on <http://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html>.

A summary of the six sections and three appendices that make up the *37th Annual Report to Congress, 2015* follows.

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

Section I contains national data pertinent to Parts C and B of *IDEA*. It contains four subsections. The four subsections focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. The exhibits provide information about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in and performance on state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, the Commonwealth of Puerto Rico (Puerto Rico herein), and the four outlying areas of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands (the Northern Mariana Islands herein), and the Virgin Islands. In addition, the exhibits that concern special education and related services provided under *IDEA*, Part B, include data for Bureau of Indian Education (BIE) schools operated or funded by the U.S. Department of the Interior, and the three freely associated states: the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

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

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

and related services for the children and students. The data presented in exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, BIE schools, and Puerto Rico.

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

Sections 616(d) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of *IDEA*. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP) and Annual Performance Report (APR). Based on the information provided by the state in the SPP and APR, information obtained through monitoring reviews, and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2014, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2012 to 60 state education agencies (SEAs) for Part B and to 56 state lead agencies for Part C. Section III presents the results of the determinations.

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

When Congress reauthorized *IDEA* in December 2004, it amended the *Education Sciences Reform Act of 2002* (P.L. 107-279) by adding a new Part E to that act. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

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

Section IV of this report describes the research projects funded by grants made during FFY 2014 (October 1, 2013, through September 30, 2014) by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

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

In the December 2004 reauthorization of *IDEA*, Congress required the secretary to delegate to the director of IES responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. As specified in section 664(a) of *IDEA*, IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) FAPE to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies that will inform efforts to ensure accountability for students who are held to alternate achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES during FFY 2014 (October 1, 2013, through September 30, 2014).

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

Under section 664(b) of *IDEA* (as amended in 2004), the secretary is responsible for carrying out a “national assessment” of activities supported by federal funds under *IDEA*. As delegated by the secretary, IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law’s purpose; (2) provide timely information to the president, Congress, the states, local education agencies (LEAs), and the public on how to implement *IDEA* more effectively; and (3) provide the president and Congress with information that will be useful in developing legislation to achieve the purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs assisted under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies funded in FFY 2014 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 2013 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); children ages 3 through 5 served under *IDEA*, Part B; and students ages 6

through 21 served under *IDEA*, Part B, in 2013 in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). It also presents the number of children served in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states by race/ethnicity.

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

Appendix B presents information about the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*.<sup>§</sup> 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, 2004 through 2013. Exhibit B-3 identifies whether each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states reported any children ages 3 through 5 or any students ages 6 through 9 under the *developmental delay* category in 2013.

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

Appendix C presents state-level information on the number of students who received coordinated early intervening services (CEIS) and number and percentage of LEAs and educational service agencies (ESAs) that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS. In addition, state-level data are presented on the number and percentage of LEAs and ESAs that met the *IDEA*, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) section 300.600(a)(2) and had an increase in *IDEA* Part B section 611 allocations and took the *maintenance of effort (MOE) reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2012–13.

---

<sup>§</sup> 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 *37th Annual Report to Congress, 2015* showcases data collected from states. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA*, Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

### Infants and Toddlers Served Under *IDEA*, Part C

- In 2013, there were 339,071 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 335,023 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Exhibit 1).
- From 2004 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.4 percent to 2.8 percent. The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2004 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent. The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2004 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent. From 2004 through 2013, approximately 1 percent of the infants and toddlers under 1 year old in the resident population were served under Part C (Exhibit 2).
- American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White infants and toddlers had risk ratios of 1.1, 1.1, and 1.2, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Asian and Black or African American infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, and 0.7, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Hispanic/Latino infants and toddlers, with a risk ratio of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 3).
- In 2013, 88.7 percent of infants and toddlers served under Part C received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 6.9 percent of those served under Part C. Consequently, 96.6 percent of infants and toddlers served under *IDEA*, Part C, in 2013 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 4).

- In 2013, *home* was the primary early intervention service setting for more than 86 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native children (10.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander children (6.1 percent) (Exhibit 5).
- Of the Part C exiting statuses in 2012–13, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (37.7 percent). An additional 3.2 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status, as it accounted for 14.3 percent of the infants and toddlers. *Withdrawn by parent (or guardian)* and *Part B eligibility not determined* accounted for 11.9 percent and 11 percent, respectively (Exhibit 6).
- In 2012–13, 61 percent of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.2 percent of these children were found to be eligible for Part B but continued to receive services under Part C. Slightly more than one-sixth of the children served under *IDEA*, Part C, who had reached age 3 (17.7 percent) exited Part C without having their eligibility for Part B determined. The remaining 16.1 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (11.1 percent) and those who exited with no referrals (5.0 percent) (Exhibit 7).
- During 2012–13, a total of 121 *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 102 (84.3 percent) of the complaints, while 17 (14.0 percent) of the complaints were withdrawn or dismissed. Only two (1.7 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period (Exhibit 8).
- A total of 117 *due process complaints* were received during 2012–13 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. For 96 (82.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 12 (10.3 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining nine complaints (7.7 percent), a hearing was still pending as of the end of the reporting period (Exhibit 9).
- During 2012–13, a total of 225 *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 121 (53.4 percent) of the *mediation requests* received. The mediation that was held in 22 (9.8 percent) of these cases was related to a *due process complaint*, while the session held in 99 (44.0 percent) of these cases was not related to a *due process complaint*. Of the 104 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 94 had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining 10 were still pending at the end of the reporting period (Exhibit 10).



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

- In 2013, 745,336 children ages 3 through 5 were served under Part B. Of these children, 729,703 were served in the states for which data were available, the District of Columbia, and Bureau of Indian Education (BIE) schools. This number represented 6 percent of the resident population ages 3 through 5. Between 2004 and 2013, the number of children ages 3 through 5 served under *IDEA*, Part B, in the states for which data were available increased from 701,949 to 745,336. This addition of 43,387 children represented a 6.2 percent increase in the number of children served. In 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, was 5.9 percent. The percentage remained at 5.9 through 2006 but fell to 5.8 percent in 2007. In 2009, the percentage reached 5.9 percent again, and it remained there until 2012, when the percentage reached 6 percent (Exhibit 11).
- In 2013, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (44.2 percent). The next most common disability category was *developmental delay* (37.1 percent), followed by *autism* (8.4 percent). The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 10.3 percent of children served under *IDEA*, Part B (Exhibit 12).
- In 2013, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children, ages 3 through 5, had risk ratios above 1.0 (i.e., 1.3, 1.4, and 1.2, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined. Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined. Asian and Hispanic/Latino children and children associated with two or more racial/ethnic groups, with risk ratios of less than 1.0 (i.e., 0.7, 0.9, and 0.8, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined (Exhibit 13).
- In 2013, a total of 65.9 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school. Of the four categories representing children who attended a *regular early childhood program*, the category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 38.1 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category. A *separate class* accounted for almost one-fourth (23.3 percent) of children ages 3 through 5 served under *IDEA*, Part B, making it the second most prevalent educational environment. Collectively, the environments of *separate school*, *residential facility*, and *home* (which are represented by the category “Other environments”), accounted for only 4.8 percent of the children ages 3 through 5 served under *IDEA*, Part B. The educational environment for the remaining students, representing only 6.1 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location* or some other location (Exhibit 14).
- In 2013, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group. The category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest

percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover for every racial/ethnic group, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 44.8 percent of American Indian or Alaska Native children, 32.3 percent of Asian children, 39.3 percent of Black or African American children, 41.3 percent of Hispanic/Latino children, 37.7 percent of Native Hawaiian or Other Pacific Islander children, 36.6 percent of White children, and 36.6 percent of the children reported as two or more races. A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group (Exhibit 15).

- In 2012, a total of 38,691, or 96.2 percent, of the 40,231 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified (Exhibit 16).
- In 2012, a total of 43,476, or 96.3 percent, of the 45,133 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were qualified (Exhibit 17).

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

- In 2013, a total of 5,847,624 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,734,391 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.5 percent of the resident population ages 6 through 21. The total number of students ages 6 through 21 served under *IDEA*, Part B, in 2004 was 6,118,437. In each year between 2004 through 2011, the number of students served was less than in the previous year. However, more students were served under Part B in 2012 than in 2011; and more students were served under Part B in 2013 than in 2012. In 2004, 9.1 percent of the resident population ages 6 through 21 were served under Part B. Between 2004 and 2010, the percentage of the population served decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent (Exhibit 18).
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was 9.1 percent in 2004. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010. The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in 2004 was 9.1 percent. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010. The percentage remained at 8.4 percent until 2013, when it increased to 8.5 percent. Between 2004 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased gradually from 11.4 percent to 10.6 percent. The percentage increased in both 2012 and 2013, when it reached 10.9 percent. The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.6 percent to 10.8 percent between 2004 and 2013. In contrast, the percentage of the population ages 18 through 21 served under Part B, increased or stayed the same in each successive year from 2004 through 2009, when it peaked at 2 percent. The percentage did not change after 2009 (Exhibit 19).
- In 2013, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (39.5 percent). The next most common disability category was *speech or language impairments* (17.9 percent), followed by *other health impairments* (13.8 percent), *autism* (8.2 percent), *intellectual disabilities* (7.1 percent), and *emotional disturbance* (6.0 percent). Students ages 6 through 21 in “Other disabilities

combined” accounted for the remaining 7.4 percent of students served under *IDEA*, Part B (Exhibit 20).

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under each of three disability categories changed by more than two-tenths of a percentage point between 2004 and 2013. The percentages of the population reported under *autism* and *other health impairments* increased by 0.5 of a percentage point and 0.4 of a percentage point, respectively, while the percentage of the population reported under *specific learning disabilities* decreased by 0.8 of a percentage point (Exhibit 21).
- Between 2004 and 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased steadily from 0.2 percent to 0.7 percent. Between 2004 and 2013, 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 145 percent, 242 percent, and 258 percent larger in 2013 than in 2004, respectively (Exhibit 22).
- From 2004 through 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* increased from 0.8 percent to 1.2 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairments* were 45 percent, 624 percent, and 104 percent larger in 2013 than in 2004, respectively (Exhibit 23).
- From 2004 through 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* decreased from 4.2 percent to 3.4 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* were 20 percent, 19 percent, and 8 percent smaller in 2013 than in 2004, respectively (Exhibit 24).
- In 2013, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.6, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined. Asian and White children ages 6 through 21 as well as children ages 6 through 21 associated with two or more racial/ethnic groups, with risk ratios of less than 1.0 (i.e., 0.5, 0.9, and 0.8, respectively), were less likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined. Hispanic/Latino children ages 6 through 21, with a risk ratio of 1.0, were as likely to be served under Part B as children ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 25).
- American Indian or Alaska Native students ages 6 through 21 were 3.8 times more likely to be served under *IDEA*, Part B, for *developmental delay* than students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for all disability categories except *autism* (0.88) and *orthopedic impairments* (0.95). Asian students ages 6 through 21 were 1.15 and 1.21 times more likely to be served under *IDEA*, Part B, for *autism* and *hearing impairments*,

respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was smaller than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for each of the other disability categories. Black or African American students ages 6 through 21 were 2.14 and 2.26 times more likely to be served under *IDEA*, Part B, for *emotional disturbance* and *intellectual disabilities*, respectively, than were the students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Black or African American students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every disability category except *autism* (0.97), *deaf-blindness* (0.75), and *orthopedic impairments* (0.83). Hispanic or Latino students ages 6 through 21 were 1.34, 1.21, and 1.29 times more likely to be served under *IDEA*, Part B, for *hearing impairments*, *specific learning disabilities*, and *orthopedic impairments*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. Native Hawaiian or Other Pacific Islander students ages 6 through 21 were 4.15, 2.52, and 2.81 times more likely to be served under *IDEA*, Part B, for *deaf-blindness*, *developmental delay*, and *hearing impairments*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well. White students ages 6 through 21 were 1.21, 1.31, and 1.31 times more likely to be served under *IDEA*, Part B, for *autism*, *other health impairments*, and *traumatic brain injury*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. Students ages 6 through 21 associated with two or more races were 1.15 and 1.11 times more likely to be served under *IDEA*, Part B, for *developmental delay* and *emotional disturbance*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for students associated with two or more races ages 6 through 21 was smaller than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category (Exhibit 26).

- For the students ages 6 through 21 served under *IDEA*, Part B, in 2013, *specific learning disabilities* was the most prevalent disability category for every racial/ethnic group. In particular, this disability category accounted for 45.2 percent of American Indian or Alaska Native students, 26.1 percent of Asian students, 41.5 percent of Black or African American students, 47.9 percent of Hispanic/Latino students, 49.3 percent of Native Hawaiian or Other Pacific Islander students, 35.4 percent of White students, and 34.9 percent of the children associated with two or more racial/ethnic groups (Exhibit 27).
- In 2013, a total of 95 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. More than 60 percent of students ages 6 through 21 served under *IDEA*, Part B, (62.1 percent) were educated *inside the regular class 80% or more of the day*. A total of 19.2 percent of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 13.7 percent were educated *inside the regular class less than 40% of the day*. Only 5 percent of students served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 28).
- From 2004 through 2013, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 51.8 percent to 62.1 percent. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 26.4 percent in 2004 to 19.2 percent in 2013. Similarly, the percentage of

these students educated *inside the regular class less than 40% of the day* decreased from 17.8 percent to 13.7 percent between these years. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” increased from 4 percent in 2004 to 5 percent in 2013. However, it had accounted for as much as 5.3 percent in 2007 and 2009 (Exhibit 29).

- In 2013, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category. More than 8 in 10 students reported under the category of *speech or language impairments* (87.1 percent) were educated *inside the regular class 80% or more of the day*. Only 16.7 percent of students reported under the category of *intellectual disabilities* and 13.4 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*. Almost one-half of students reported under the category of *intellectual disabilities* (49.1 percent) and students reported under the category of *multiple disabilities* (46.2 percent) were educated *inside the regular class less than 40% of the day*. In 2013, larger percentages of students reported under the categories of *deaf-blindness* (29.5 percent) and *multiple disabilities* (24.1 percent) than students reported under other disability categories were educated in “Other environments” (Exhibit 30).
- In 2013, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 49 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 49.7 percent to 65.1 percent. The category *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for between 16.8 and 30.3 percent of the students within each racial/ethnic group. In contrast, less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 5.9 percent of the students within each racial/ethnic group (Exhibit 31).
- In school year 2012–13, between 38.3 and 51.2 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 24.8 and 38.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in math. Of all students who participated in some type of alternate assessment in math in school year 2012–13, larger percentages of these students in each of grades 3 through 8 and high school took an *alternate assessment based on modified academic achievement standards* than the other two types of alternate tests. (Exhibit 32).
- In school year 2012–13, between 39.3 and 46.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 29.3 and 37.7 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 without accommodations* in reading. Of the students in each of grades 3 through 8 who participated in some type of alternate assessment in reading in school year 2012–13, a larger percentage took an *alternate assessment based on modified academic achievement standards*. In contrast, a larger percentage of the students in high

school who participated in some type of alternate assessment in reading took an *alternate assessment based on alternate academic achievement standards* (Exhibit 32).

- No more than 2.23 percent of students served under *IDEA*, Part B, who were expected to take a math assessment in each of grades 3 through 8 in school year 2012–13 were classified as nonparticipants. Similarly, no more than 2.07 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment in each of grades 3 through 8 in school year 2012–13 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2012–13 were classified as nonparticipants for both the math assessment (5.43 percent) and the reading assessment (5.38 percent). Of the three nonparticipant categories, *students who did not take any assessment* accounted for more of the nonparticipants in each grade in both math and reading. However, the percentage only exceeded 2 percent for high school students expected to be assessed in math (4.54 percent) and high school students expected to be assessed in reading (4.16 percent) (Exhibit 33).
- In school year 2012–13, between 49 and 52 of the 59 jurisdictions (i.e., the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentage of students served under *IDEA*, Part B, in grade 3 and in grade 4 who were found to be proficient with these math tests was 39.9 percent and 40.2 percent, respectively. The median percentage of students in grade 5 through high school who were found to be proficient with these tests was in a range from 19 percent to 31.3 percent. An *alternate assessment based on grade-level academic achievement standards* for math was administered by one jurisdiction to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. An *alternate assessment based on modified academic achievement standards* for math was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by 12 or 13 jurisdictions. The median percentage of students served under *IDEA*, Part B, in each of grades 3 through 6 who were found to be proficient with these math tests was in a range from 49.9 percent to 58.5 percent. The median percentage of students in each of grades 7 through high school who were found to be proficient with these tests was in a range from 31.5 percent to 43.9 percent. Non-suppressed data were available for 51 to 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these math tests was in a range from 70.9 percent to 73.4 percent (Exhibit 34).
- In school year 2012–13, between 50 and 52 of the 59 jurisdictions (i.e., the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentages of these students who were found to be proficient with these reading tests ranged from 25.4 percent to 37.3 percent. An *alternate assessment based on grade-level academic achievement standards* for reading was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by three states. The median percentages of students served under *IDEA*, Part B, in grade 5 who were found to be proficient with this type of reading tests was 85.8 percent. The median percentage of students in each of grades 3, 4, and 6 through 8 who were found to be proficient was in a range from 20.6 percent to 45.8

percent. Zero percent of the students who were in high school were found to be proficient with this type of test. An *alternate assessment based on modified academic achievement standards* for reading was administered by 12 or 13 jurisdictions to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests was in a range from 43.8 percent to 59.8 percent. Non-suppressed data were available for 52 or 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests was in a range from 70.6 percent to 74 percent (Exhibit 34).

- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2012–13 (41.8 percent), followed by *moved, known to be continuing* in education (26.4 percent) and *dropped out* (12.1 percent) (Exhibit 35).
- In 2012–13, a total of 65.1 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 18.8 percent *dropped out*. From 2003–04 through 2012–13, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 54.5 percent to 65.1 percent. From 2003–04 through 2012–13, the percentage of students who exited special education and school by having *dropped out* decreased from 31.1 percent to 18.8 percent (Exhibit 36).
- From 2003–04 through 2012–13, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories. Increases larger than 10 percent were associated with the following four disability categories: *emotional disturbance* (15.4 percentage point increase), *speech or language impairments* (14.9 percentage point increase), *other health impairments* (10.6 percentage point increase), and *specific learning disabilities* (10.5 percentage point increase). In every year from 2003–04 through 2012–13, except 2006–07, the disability category of *visual impairments* was associated with the largest graduation percentage. Moreover, while the students who exited special education and school reported under the category of *emotional disturbance* had the smallest graduation percentages in 2003–04, the students reported under the category of *intellectual disabilities* had the smallest graduation percentages from 2004–05 through 2012–13 (Exhibit 37).
- From 2003–04 through 2012–13, the dropout percentage decreased for students in each disability category who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (-16.9 percentage point decrease) and *speech or language impairments* (-14.9 percentage point decrease). In each year from 2003–04 through 2012–13, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact in each year, the dropout percentage was no less than 35 percent, which was substantially larger than the dropout percentage for any other disability category (Exhibit 38).
- In 2012, a total of 336,656, or 95.2 percent, of the 353,655 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified (Exhibit 39).

- In 2012, a total of 407,978, or 97.1 percent, of the 420,016 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Exhibit 40).

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

- In 2012, a total of 97.8 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified. Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (89.9 percent), while nearly all *audiologists* (99.2 percent) were fully certified (Exhibit 41).
- During school year 2012–13, 9,772 children and students ages 3 through 21 served under *IDEA*, Part B, in the states for which data were available were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury. In total, there were 6,555,588 children and students ages 3 through 21 served under Part B in 2012 in the states for which discipline data were available. Consequently, only 15 children and students were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury for every 10,000 children and students who were served under Part B in 2012. Only 315 children and students ages 3 through 21 served under *IDEA*, Part B, or less than 5 for every 100,000 children and students served in 2012 in the states for which data were available, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2012–13. There were 58,289 children and students ages 3 through 21 served under *IDEA*, Part B, or 89 for every 10,000 children and students served in 2012 in the states for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2012–13. There were 27,644 children and students ages 3 through 21 served under *IDEA*, Part B, or 42 for every 10,000 children and students served in 2012 in the states for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2012–13 (Exhibit 42).
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 49 children and students removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 24 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 2012, no more than 2 children and students were removed by a hearing officer for likely injury during school year 2012–13. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 385 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 156 per 10,000 children and students. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 136 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 75 per 10,000 children and students (Exhibit 43).



- During 2012–13, a total of 5,076 *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 3,198 (63.0 percent) of the complaints, while 1,728 (34.0 percent) of the complaints were withdrawn or dismissed. A total of 150 (3.0 percent) of the complaints that were received during the 2012–13 reporting period were pending or unresolved by the end of the period (Exhibit 44).
- A total of 16,980 *due process complaints* were received during 2012–13 through the dispute resolution process for children and students served under *IDEA*, Part B. For 11,164 (65.8 percent) of the *due process complaints* received during the 2012–13 reporting period, a resolution was achieved without a hearing. For 2,543 (15.0 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 3,273 (19.3 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 45).
- During 2012–13, a total of 9,680 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,437 (35.5 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,763 (28.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 978 requests (10.1 percent), a mediation session was still pending as of the end of the 2012–13 reporting period. The remaining 2,502 *mediation requests* (25.8 percent) were withdrawn or otherwise not to be held by the end of the reporting period (Exhibit 46).
- A total of 153,589 or 2.3 percent of the 6,592,960 children and students ages 3 through 21 served under Part B in 2013 by the states for which data were available, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services in school years 2010–11, 2011–12, or 2012–13 (Exhibit 47).



## Data Sources Used in This Report

This *37th Annual Report to Congress, 2015* contains data obtained from the U.S. Department of Education's (Department's) *EDFacts* Data Warehouse (EDW). Other data sources used in this report include the Department's Institute of Education Sciences (IES), the Office of Special Education Program's (OSEP's) Regional Resource Center Program, and the U.S. Census Bureau. Brief descriptions of these data sources<sup>1</sup> follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was accessed in fall 2014.

### **EDFacts Data Warehouse**

#### *Data Collections*

The text and exhibits contained in the *37th Annual Report to Congress, 2015* were developed primarily from data in the Department's EDW. EDW is a repository for performance data collected across offices in the Department. It contains all of the data states are required to collect under section 618 of the *Individuals with Disabilities Education Act (IDEA)*. The state data that are in EDW are obtained each year through a set of data collections that were approved by the Office of Management and Budget (OMB). Each data collection concerns a distinct domain of information. The data collections for the data that are primarily featured in this report concern:

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

---

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

In addition, this report presents some data on *IDEA*, Part B, maintenance of effort (MOE) reductions and coordinated early 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	Child count	State-designated date between Oct. 1, 2013, and Dec. 1, 2013	April 2, 2014
	Program settings	State-designated date between Oct. 1, 2013, and Dec. 1, 2013	April 2, 2014
	Exiting	Cumulative for state-determined 12-month reporting period, 2012–13	Nov. 6, 2013
	Dispute resolution	Cumulative for July 1, 2012–June 30, 2013	Nov. 6, 2013
Part B	Child count	State-designated date between Oct. 1, 2013, and Dec. 1, 2013	April 2, 2014
	Educational environments	State-designated date between Oct. 1, 2013, and Dec. 1, 2013	April 2, 2014
	Assessment	State determined testing date for school year 2012–13	Dec. 19, 2013
	Exiting	Cumulative for July 1, 2012–June 30, 2013	Nov. 6, 2013
	Personnel	State-designated date between Oct. 1, 2012, and Dec. 1, 2012	Nov. 6, 2013
	Discipline	Cumulative for school year 2012–13	Nov. 6, 2013
	Dispute resolution	Cumulative for July 1, 2012–June 30, 2013	Nov. 6, 2013
MOE reduction and CEIS	FFYs 2011 and 2012 and school years 2010–11, 2011–12, and 2012–13	May 7, 2014	

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

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

Most of Part C and Part B data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. For example, an exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, or students ages 6 through 21. The titles of exhibits identify the group(s) represented by the data. In addition, the titles of exhibits are worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits contain data that were collected by states at a particular point in time (e.g., Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years considered. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2012–13).

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

The most recent data examined in the *37th Annual Report to Congress, 2015* were submitted directly by all states to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools.

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

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (i.e., fall 2013; school year 2012–13). However, some exhibits present data for multiple years. The data presented for the most current reporting period were accessed from files prepared as of fall 2014. The data for fall 2012 and for school year 2011–12 were prepared as of fall 2013. The data for previous time periods were derived from files that were prepared at different points in time, but in no instance less than one year after the date of the original submission by the state to ensure that the state had a chance to update the data. The use of files with updated data allowed for the possibility that problematic data in the files originally submitted by states that may not have had a notable impact on the statistics for the nation as a whole, but might have incorrectly distinguished a state, were detected and corrected. The source notes for the exhibits in this report indicate the date on which each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which the file was created and, if appropriate, the dates on which the data were revised and updated. This approach ensures that the data presented in the report are available, and the source notes present the necessary information about the data as succinctly as possible. Additional tables and data related to the Part C and Part B data collections are available at <http://www.tadnet.org/>.

Many of the data categories associated with the domains of information considered in this report comprise a set of subcategories. Some of these subcategories require detailed descriptors.<sup>2</sup> These descriptors are italicized within exhibit titles, text, and notes to clarify that the reference is to an actual subcategory or classification.

#### *Changes in Data Categories and Subcategories*

The most current Part C and Part B data examined in this report were collected using the same categories and corresponding subcategories that were used to collect the most current data examined in the *36th Annual Report to Congress, 2014*.

---

<sup>2</sup> In regard to the subcategories of data for Part B, please note that *Rosa's Law* (P.L. 111-256, enacted on Oct. 5, 2010), amended *IDEA* and other federal laws to replace the term “mental retardation” with the term “intellectual disabilities.” Therefore, the U.S. Department of Education refers to the disability subcategory “intellectual disabilities” rather than “mental retardation” in this report.

## **Institute of Education Sciences**

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

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

## **Regional Resource Center Program**

During the federal fiscal year (FFY) 2012 Annual Performance Report (APR) reporting period, the Regional Resource Center Program (RRCP) was composed of six regional program centers funded by OSEP to assist state education agencies (SEAs) in the systemic improvement of education programs, practices, and policies that affect children and youths with disabilities. Services offered by the RRCP included consultation, information services, specially designed technical assistance, training, and product development. In particular, to assist states with the preparation and timely completion of the State Performance Plan (SPP) and APR that OSEP requires to determine state progress in meeting specific *IDEA* requirements, the RRCP disseminated OSEP guidance and provided technical assistance related to SPP/APR indicators and determinations via an OSEP-funded *IDEA* technical assistance and guidance website (<https://osep.grads360.org/#program>). In this report, data from summaries of state determinations and data from SPP/APR indicator analyses were obtained from this website.

## **U.S. Census Bureau**

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county. These estimates exclude (1) residents of outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands, as well as the freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands; (2) members of the Armed Forces on active duty stationed outside the United States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates

are produced by age, sex, race, and Hispanic origin. The state population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. More information about how population estimates are used and produced is available at: <http://www.census.gov/popest/data/intercensal/index.html>.

In this report, annual resident population estimates for the 50 states and the District of Columbia were used to determine the percentages of the resident population served under *IDEA*, Part C and Part B, and to develop comparisons and conduct data analyses. When available, annual resident population estimates for Puerto Rico were also used.

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

The population data estimates from 2010 through 2015 used in this report are available at <http://www2.ed.gov/about/reports/annual/osep/index.html>. 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 *IDEA*. Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available for all infants and toddlers with disabilities and their families.

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

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

---

<sup>3</sup> Most of the Part C data concern infants and toddlers birth through age 2 as Part C is designed primarily to serve them. Nevertheless, a small number of children age 3 and older do participate in Part C. For example, in 2012, 1,047 children age 3 or older participated in Part C.

Bureau of Indian Education (BIE),<sup>4</sup> 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 2004 through fall 2013

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 states and DC	Percentage <sup>a</sup> 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		
2004	284,536	280,957	11,901,056	2.4
2005	299,048	294,714	11,944,057	2.5
2006	304,510	299,848	12,001,981	2.5
2007	321,925	316,761	12,123,691	2.6
2008	342,985	337,706	12,237,637	2.8
2009	348,604	343,203	12,185,386	2.8
2010	342,821	337,185	11,990,542	2.8
2011	336,895	331,636	11,937,319	2.8
2012	333,982	329,859	11,904,557	2.8
2013	339,071	335,023	11,886,860	2.8

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the year by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2004–13. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

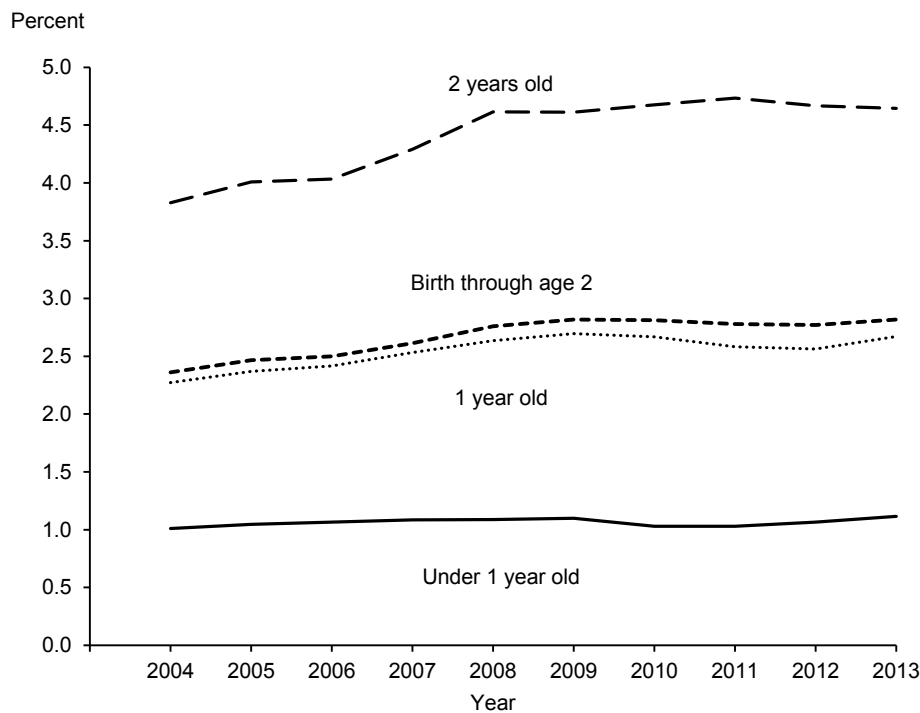
- In 2013, there were 339,071 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 335,023 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.

<sup>4</sup> The BIE receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years (or biennially) under *IDEA* section 643(b)(5) on the number of children contacted and served under *IDEA*, Part C, and reports annually under 34 C.F.R. section 303.731(e)(3) on the amount and dates of each payment distributed to tribal entities and the names of the tribal entities. Beginning with the biennial report submitted after July 1, 2012, under 34 C.F.R. section 303.731(e)(1) and (2), tribal entities must submit to BIE (and BIE provides to the Department) as part of its report under *IDEA* section 643(b)(5) on the number of children contacted and served under *IDEA* Part C an assurance that the tribal entities have provided child find information to the state lead agency in the state where the children reside to ensure an unduplicated child count.

- Between 2004 and 2013, the total number of infants and toddlers served under *IDEA*, Part C, increased from 284,536 to 339,071. This addition of 54,535 infants and toddlers represented a 19.2 percent increase in the number of infants and toddlers served.
- In 2004, 2.4 percent of the population of infants and toddlers birth through age 2 in the 50 states and the District of Columbia were served under Part C. By 2008 and in each year thereafter through 2013, 2.8 percent of this population were served under Part C.

*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 2004 through fall 2013**



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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2004–13. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. These data are for the 50 states and DC. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- From 2004 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.4 percent to 2.8 percent.
- The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2004 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2004 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent.
- From 2004 through 2013, approximately 1 percent of the infants and toddlers under 1 year old in the resident population were served under Part C.

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

**Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2013**

Race/ethnicity	Child count <sup>a</sup> in the 50 states and DC	Resident population birth through age 2 in the 50 states and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	335,023	11,886,860	2.8	†	†
American Indian or Alaska Native	3,095	100,846	3.1	2.8	1.1
Asian	12,296	555,371	2.2	2.8	0.8
Black or African American	43,886	1,639,401	2.7	2.8	0.9
Hispanic/Latino	84,082	3,070,124	2.7	2.8	1.0
Native Hawaiian or Other Pacific Islander	744	23,845	3.1	2.8	1.1
White	179,710	5,932,170	3.0	2.6	1.2
Two or more races	11,211	565,103	2.0	2.9	0.7

† Not applicable.

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group(s). As race/ethnicity was suppressed for 128 infants and toddlers served under Part C in seven individual states, the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Percentage 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.

- American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White infants and toddlers had risk ratios of 1.1, 1.1, and 1.2, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Asian and Black or African American infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.8, 0.9, and 0.7, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Hispanic/Latino infants and toddlers, with a risk ratio of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

<sup>c</sup>Risk 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.

<sup>d</sup>Risk 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.

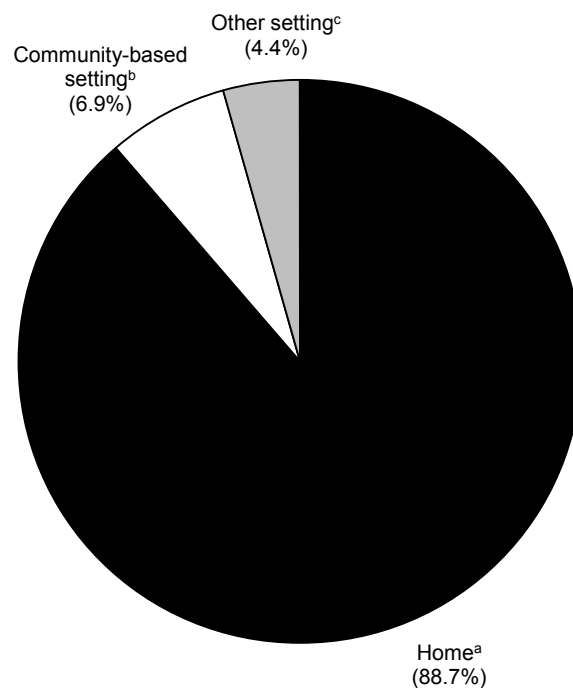
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: "*IDEA* Part C Child Count and Settings Collection," 2013. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2013," 2013. These data are for the 50 states and DC. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

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

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

**Exhibit 4. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2013**



<sup>a</sup>*Home* refers to the principal residence of the eligible child’s family or caregivers.

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

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

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

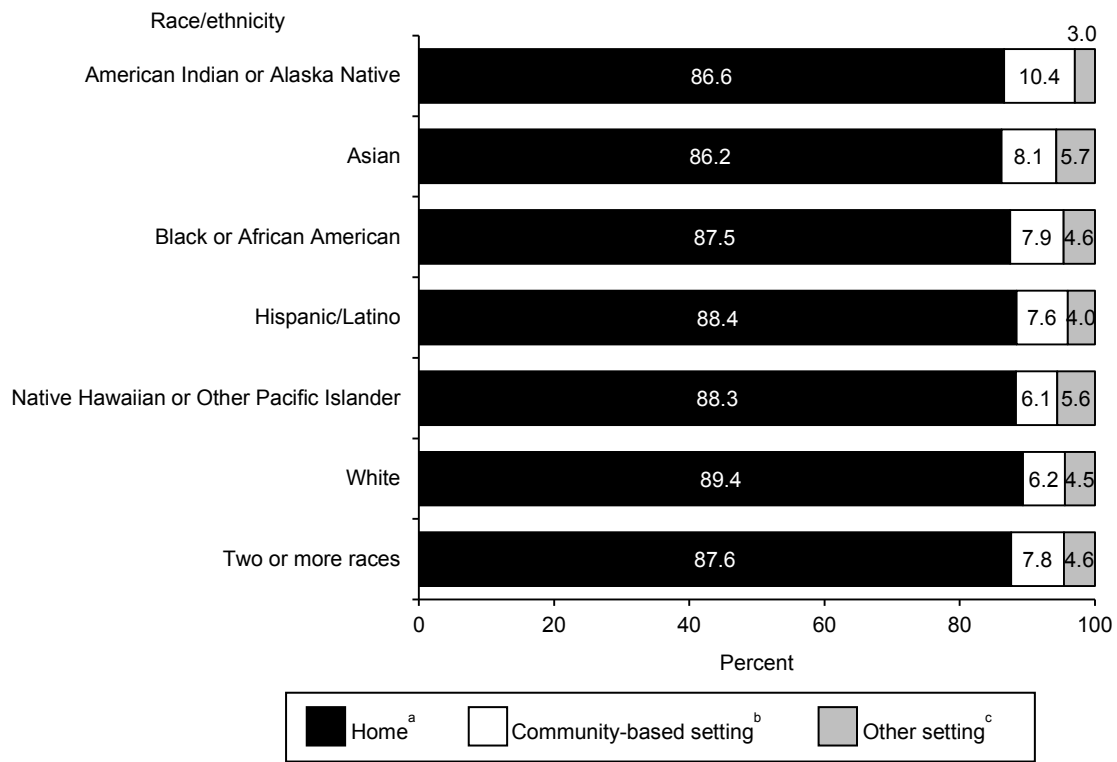
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2013. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



- In 2013, 88.7 percent of infants and toddlers served under Part C received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 6.9 percent of those served under Part C. Consequently, 95.6 percent of infants and toddlers served under *IDEA*, Part C, in 2013 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

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

**Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2013**



<sup>a</sup>Home refers to the principal residence of the eligible infant’s or toddler’s family or caregivers.

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

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

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

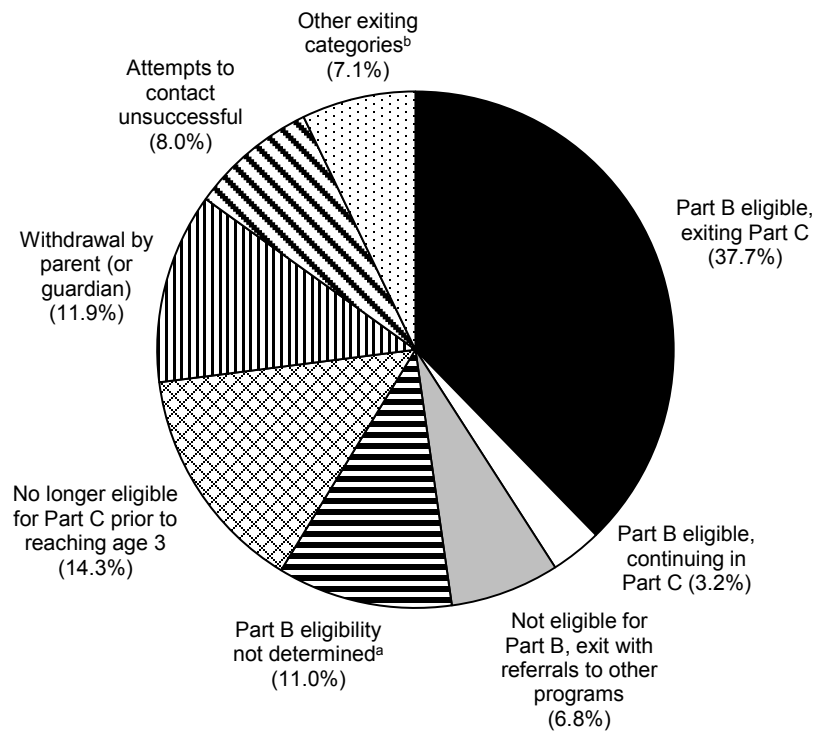
SOURCE: U.S. Department of Education, ED*Facts Metadata and Process System (EMAPS)*, OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2013. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, *home* was the primary early intervention service setting for more than 86 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native children (10.4 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander children (6.1 percent).

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

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

**Exhibit 6. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2012–13**



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

<sup>b</sup>“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.1 percent); *deceased* (0.3 percent); and *moved out of state* (3.7 percent).

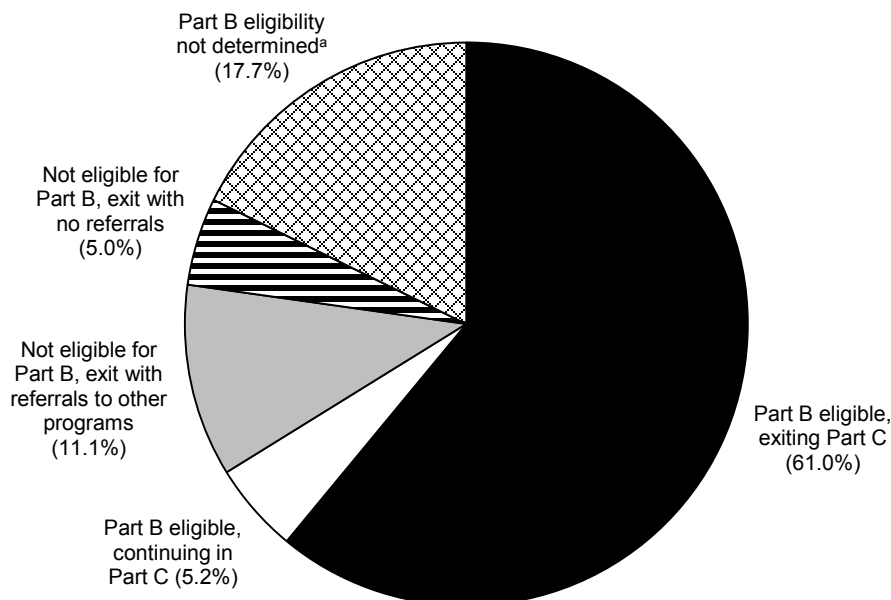
NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories, then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

- Of the Part C exiting statuses in 2012–13, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (37.7 percent). An additional 3.2 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status, as it accounted for 14.3 percent of the infants and toddlers.
- *Withdrawal by parent (or guardian) and Part B eligibility not determined* accounted for 11.9 percent and 11 percent, respectively.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA Part C Exiting Collection*,” 2012–13. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

**Exhibit 7. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2012–13**



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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA Part C Exiting Collection*,” 2012–13. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, 61 percent of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.2 percent of these children were found to be eligible for Part B but continued to receive services under Part C.
- Slightly more than one-sixth of the children served under *IDEA*, Part C, who had reached age 3 (17.7 percent) exited Part C without having their eligibility for Part B determined.

- The remaining 16.1 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (11.1 percent) and those who exited with no referrals (5.0 percent).

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

To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part C requirement by a local early intervention service provider or the state lead agency. A second option available to parents and public agencies is a *due process complaint*. By filing a *due process complaint*, a parent may request a due process hearing<sup>5</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child’s family. Mediation is a third option available through which parents and early intervention service providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

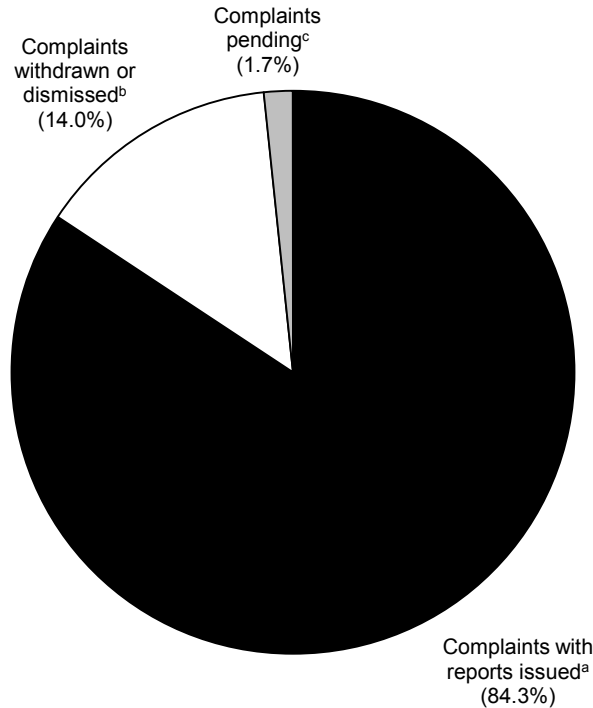
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define “infants and toddlers” as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B) and 34 C.F.R. 303.21(c)] and serve them under Part C [see *IDEA*, section 635(c) and 34 C.F.R. 303.211] until the beginning of the school year following the child’s third or fourth birthday or until the child is eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with these three state-level dispute resolution mechanisms under Part C during the 12 months during which the data were collected.

---

<sup>5</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to, children referred to *IDEA*, Part C.

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

**Exhibit 8. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2012–13**



<sup>a</sup>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*.

<sup>b</sup>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 a complaint dismissed by the state lead agency for any reason, including that the complaint did not include all of the required content.

<sup>c</sup>A *complaint pending* is a *written, signed complaint* that is either still under investigation or the state lead agency's written decision has not been issued.

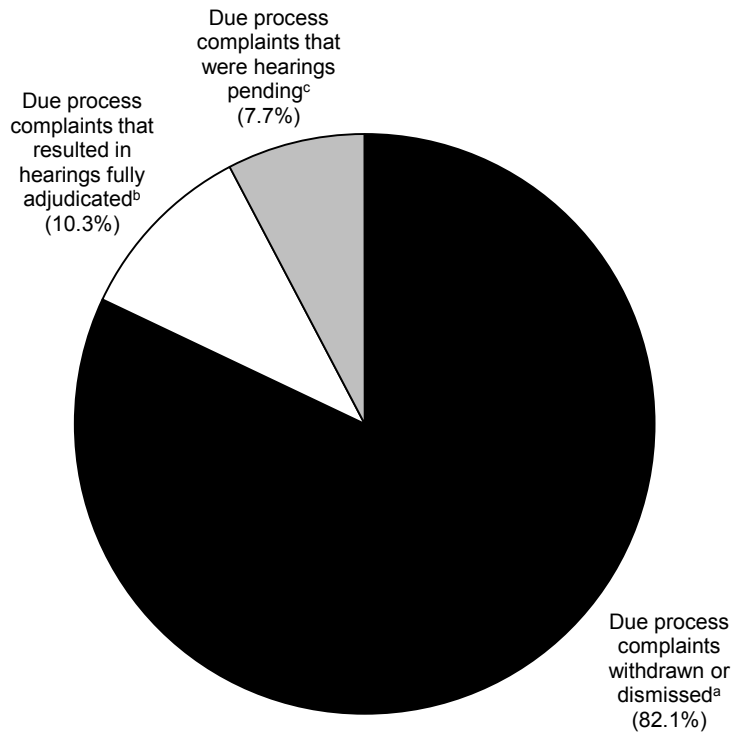
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA* or 34 C.F.R. 303, including cases in which some required content is absent from the document. Only 22 states reported one or more *written, signed complaints*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 121 *written, signed complaints*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: "*IDEA* Part C Dispute Resolution Survey," 2012–13. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- During 2012–13, a total of 121 *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 102 (84.3 percent) of the complaints, while 17 (14.0 percent) of the complaints were withdrawn or dismissed. Only two (1.7 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period.

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

**Exhibit 9. Percentage of *due process complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2012–13**



<sup>a</sup>A *due process complaint* that was withdrawn or dismissed (including resolved without a hearing) is a complaint that has not resulted in a fully adjudicated due process hearing and is also not under consideration by a hearing officer. Such complaints can include those resolved through a *mediation agreement* or through a *resolution meeting* settlement agreement, those settled by some other agreement between the parties (i.e., parent and the public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as without cause, and those not fully adjudicated for other reasons.

<sup>b</sup>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.

<sup>c</sup>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. Only 13 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 117 *due process complaints*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

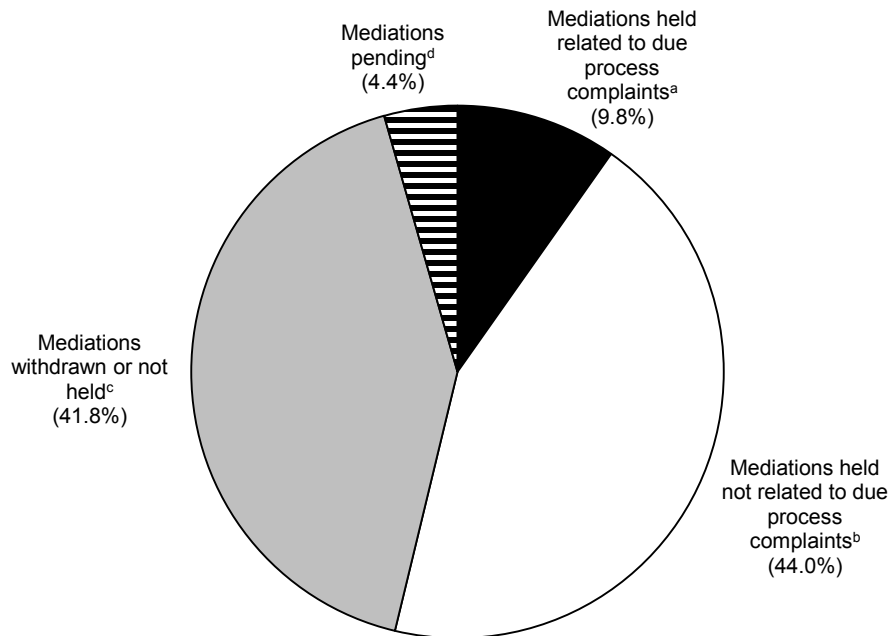
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA Part C Dispute Resolution Survey*,” 2012–13. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- A total of 117 *due process complaints* were received during 2012–13 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.

- For 96 (82.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 12 (10.3 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining nine complaints (7.7 percent), a hearing was still pending as of the end of the reporting period.

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

**Exhibit 10. Percentage of *mediation requests* for infants and toddlers served under IDEA, Part C, by request status: 2012–13**



<sup>a</sup>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*.

<sup>b</sup>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*.

<sup>c</sup>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.

<sup>d</sup>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). Only nine 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 225 *mediation requests*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2012–13. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



- During 2012–13, a total of 225 *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 121 (53.8 percent) of the *mediation requests* received. The mediation that was held in 22 (9.8 percent) of these cases was related to a *due process complaint*, while the session held in 99 (44.0 percent) of these cases was not related to a *due process complaint*. Of the 104 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 94 had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining 10 were still pending at the end of the reporting period.

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

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

*IDEA*, Part B, has four primary purposes:

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

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

---

<sup>6</sup> Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

<sup>7</sup> The four outlying areas and the three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, they may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

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

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

**Exhibit 11. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2004 through fall 2013**

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 states and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 3 through 5 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas <sup>a</sup>	In the 50 states, DC, and BIE schools		
2004	701,949	693,245	11,714,436	5.9
2005	704,087	698,938	11,866,471	5.9
2006	714,384	706,635	11,987,484	5.9
2007	709,136	698,931	11,975,329	5.8
2008	709,004	700,296	12,037,364	5.8
2009	731,832	716,569	12,129,397	5.9
2010	735,245	720,740	12,255,590	5.9
2011	745,954	730,558	12,312,888	5.9
2012	750,131	736,195	12,203,162	6.0
2013	745,336	729,703	12,078,921	6.0

<sup>a</sup>In 2012, data for children served by the three freely associated states were included. In 2013, data for children served by two freely associated states were included; data were not available for the Federated States of Micronesia.

<sup>b</sup>Children served through BIE schools are included in the population estimates of the individual states in which they reside.

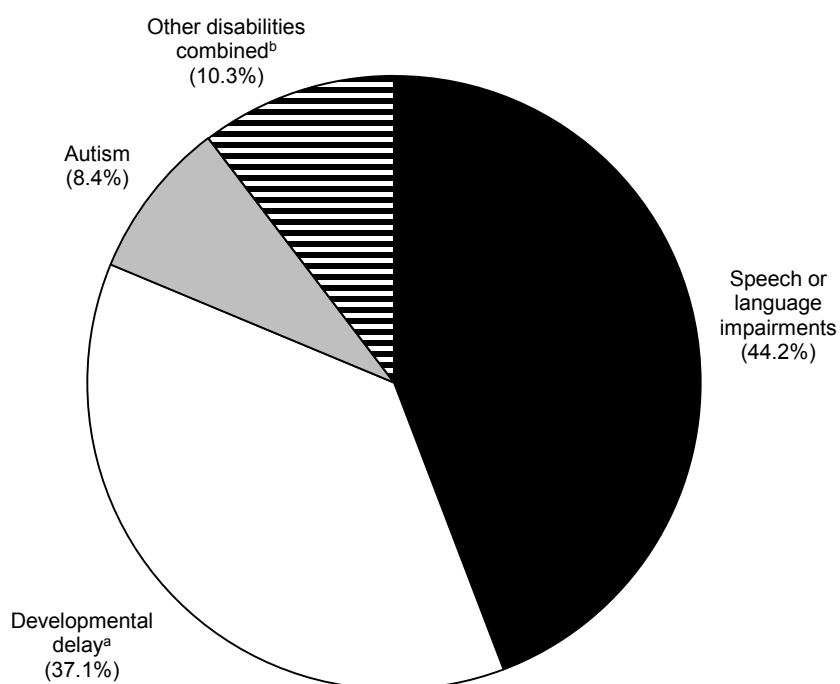
<sup>c</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. For 2007 and 2008, data for Vermont were not available. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. For 2007 and 2008, data for Vermont were excluded. For 2010, 2012, and 2013, data for Wyoming were excluded. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, 745,336 children ages 3 through 5 were served under Part B. Of these children, 729,703 were served in the states for which data were available, the District of Columbia, and Bureau of Indian Education (BIE) schools. This number represented 6 percent of the resident population ages 3 through 5. Between 2004 and 2013, the number of children ages 3 through 5 served under *IDEA*, Part B, in the states for which data were available increased from 701,949 to 745,336. This addition of 43,387 children represented a 6.2 percent increase in the number of children served.
- In 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, was 5.9 percent. The percentage remained at 5.9 through 2006 but fell to 5.8 percent in 2007. In 2009, the percentage reached 5.9 percent again, and it remained there until 2012, when the percentage reached 6 percent.

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

**Exhibit 12. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2013**



<sup>a</sup>States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on 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.

<sup>b</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.4 percent), *hearing impairments* (1.2 percent), *intellectual disabilities* (1.9 percent), *multiple disabilities* (1.1 percent), *orthopedic impairments* (0.9 percent), *other health impairments* (3.0 percent), *specific learning disabilities* (1.2 percent), *traumatic brain injury* (0.2 percent), and *visual impairments* (0.4 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for 49 states, DC, PR, the four outlying areas, and two freely associated states. Data for Wyoming, BIE schools, and the Federated States of Micronesia were not available. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (44.2 percent). The next most common disability category was *developmental delay* (37.1 percent), followed by *autism* (8.4 percent).
- The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 10.3 percent of children served under *IDEA*, Part B.

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

**Exhibit 13. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 3 through 5 served under IDEA, Part B, by race/ethnicity: Fall 2013**

Race/ethnicity	Child count <sup>a</sup> in 49 states and DC	Resident population ages 3 through 5 in 49 states and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	729,703	12,078,921	6.0	†	†
American Indian or Alaska Native	8,338	103,236	8.1	6.0	1.3
Asian	24,482	570,942	4.3	6.1	0.7
Black or African American	103,829	1,668,069	6.2	6.0	1.0
Hispanic/Latino	170,939	3,096,970	5.5	6.2	0.9
Native Hawaiian or Other Pacific Islander	1,986	23,916	8.3	6.0	1.4
White	394,222	6,063,327	6.5	5.6	1.2
Two or more races	25,908	552,461	4.7	6.1	0.8

† Not applicable.

<sup>a</sup>Child count is the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group(s). As race/ethnicity was suppressed for 43 children served in three individual states, the total number of children served under IDEA, Part B, in each racial/ethnic group was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Children served through BIE schools are included in the population estimates of the individual states in which they reside.

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2013. These data are for 49 states and DC. Data for Wyoming and BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2013," 2013. These data are for 49 states and DC. Data for Wyoming were excluded. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

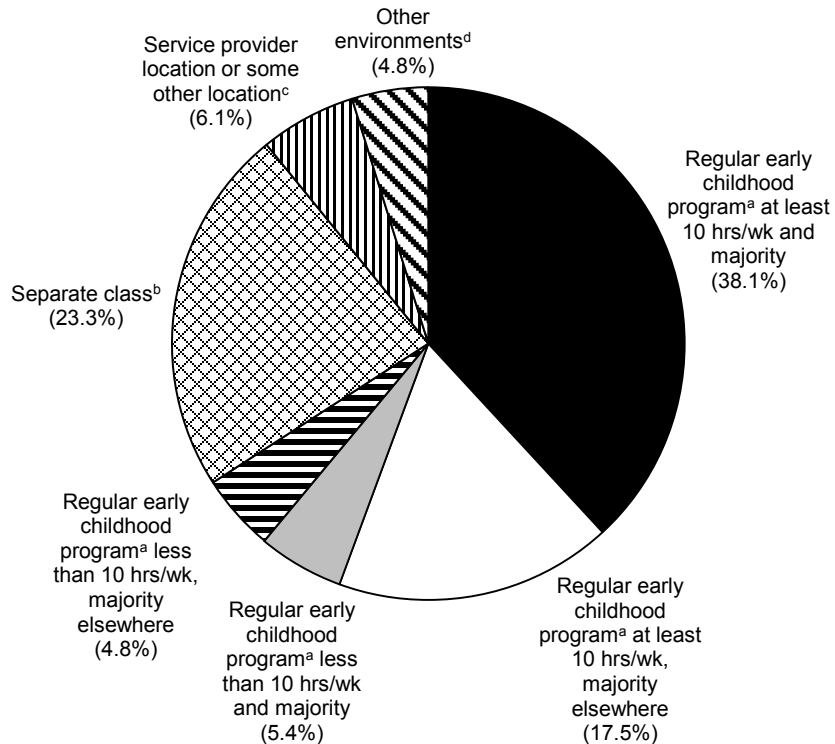
- In 2013, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1.0 (i.e., 1.3, 1.4, and 1.2, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined.

- Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined.
- Asian and Hispanic/Latino children and children associated with two or more racial/ethnic groups, with risk ratios of less than 1.0 (i.e., 0.7, 0.9, and 0.8, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined.

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

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

**Exhibit 14. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2013**



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

<sup>b</sup>Separate class refers to a special education program in a class that includes less than 50 percent children without disabilities.

<sup>c</sup>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 regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

<sup>d</sup>"Other environments" consists of separate school, residential facility, and home.

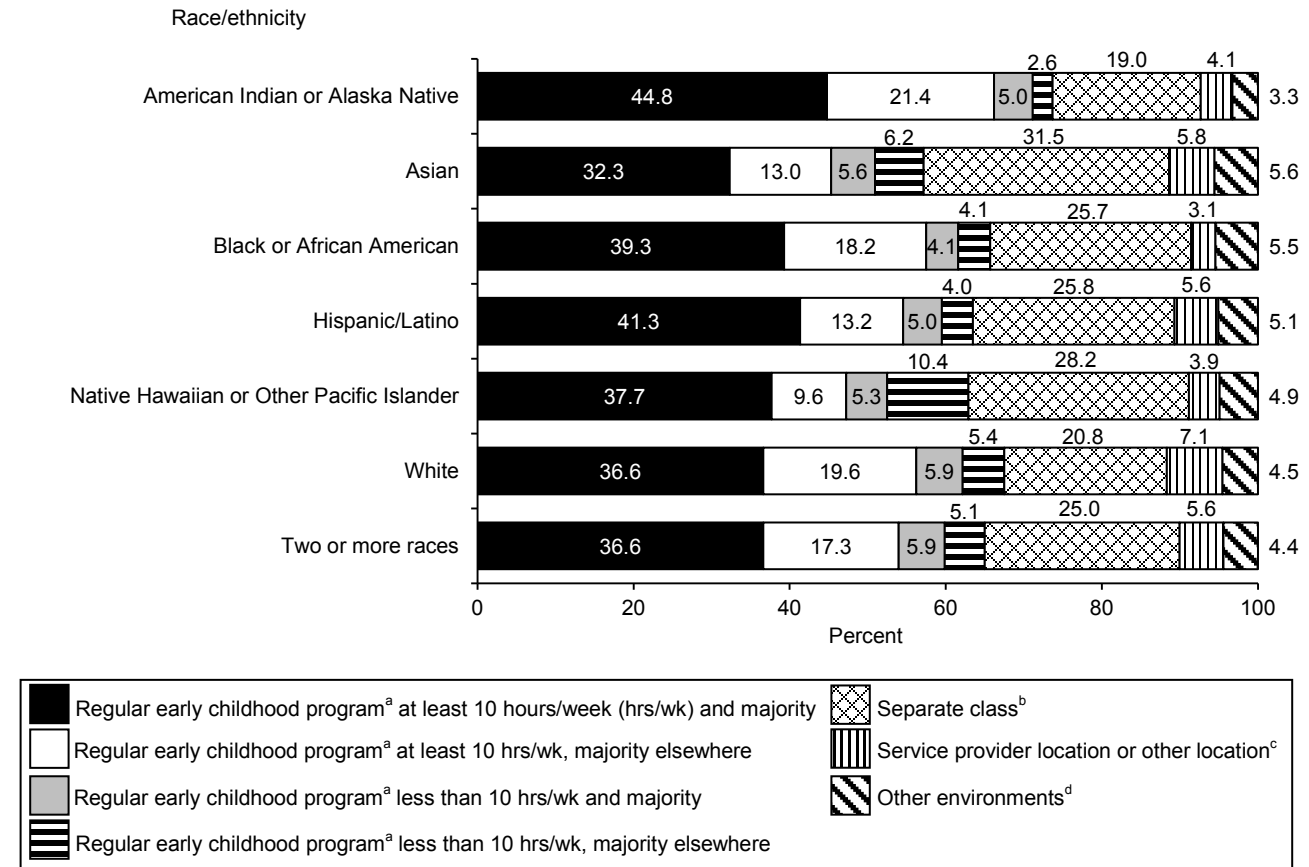
- In 2013, a total of 65.9 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school.
- Of the four categories representing children who attended a *regular early childhood program*, the category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 38.1 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category.
- A *separate class* accounted for almost one-fourth (23.3 percent) of children ages 3 through 5 served under *IDEA*, Part B, making it the second most prevalent educational environment.
- Collectively, the environments of *separate school*, *residential facility*, and *home* (which are represented by the category “Other environments”), accounted for only 4.8 percent of the children ages 3 through 5 served under *IDEA*, Part B.
- The educational environment for the remaining students, representing only 6.1 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location*.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for 49 states, DC, PR, the four outlying areas, and two freely associated states. Data for Wyoming, BIE schools, and the Federated States of Micronesia were not available. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

**Exhibit 15. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2013**



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

<sup>b</sup>Separate class refers to a special education program in a class that includes less than 50 percent children without disabilities.

<sup>c</sup>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 regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

<sup>d</sup>Other environments consists of separate school, residential facility, and home.

NOTE: Percentage was calculated for each racial/ethnic group by dividing the number of children ages 3 through 5 served under IDEA, Part B, in the educational environment by the total number of children ages 3 through 5 served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum of the row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2013. These data are for 49 states, DC, PR, the four outlying areas, and two freely associated states. Data for Wyoming, BIE schools, and the Federated States of Micronesia were not available. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



- In 2013, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group.
- The category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 44.8 percent of American Indian or Alaska Native children, 32.3 percent of Asian children, 39.3 percent of Black or African American children, 41.3 percent of Hispanic/Latino children, 37.7 percent of Native Hawaiian or Other Pacific Islander children, 36.6 percent of White children, and 36.6 percent of the children associated with two or more racial/ethnic groups.
- A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group.

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

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

#### Exhibit 16. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B: Fall 2012

Year	Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
2012	40,231	38,691	96.2

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012, a total of 38,691, or 96.2 percent, of the 40,231 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified.

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

**Exhibit 17. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2012**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2012	45,133	43,476	96.3

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

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

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

SOURCE: U.S. Department of Education, ED<sup>FACTS</sup> Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Personnel Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012, a total of 43,476, or 96.3 percent, of the 45,133 FTE special education paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 under IDEA, Part B, were qualified.

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

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

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). The reauthorization allowed states the option of using the *developmental delay* category<sup>8</sup> for children ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 states; the District of Columbia (DC); the Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>9,10</sup> 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.

---

<sup>8</sup> States’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay*, see Appendix B.

<sup>9</sup> Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

<sup>10</sup> The four outlying areas and the three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

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

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

### Exhibit 18. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2004 through fall 2013

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 6 through 21 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas <sup>a</sup>	In the 50 states, DC, and BIE schools		
2004	6,118,437	6,033,425	66,450,824	9.1
2005	6,109,569	6,021,462	66,586,587	9.0
2006	6,081,890	5,986,644	66,841,838	9.0
2007	5,999,205	5,903,959	66,993,376	8.8
2008	5,889,849	5,789,806	67,243,169	8.6
2009	5,882,157	5,770,718	67,656,650	8.5
2010	5,822,808	5,705,466	67,788,496	8.4
2011	5,789,884	5,670,680	67,783,391	8.4
2012	5,823,844	5,699,640	67,543,992	8.4
2013	5,847,624	5,734,393	67,272,586	8.5

<sup>a</sup>In 2012, data for the students served by the three freely associated states were included. In 2013, data for the students served by two freely associated states were included; data were not available for the Federated States of Micronesia.

<sup>b</sup>Students served through BIE schools are included in the population estimates of the individual states in which they reside.

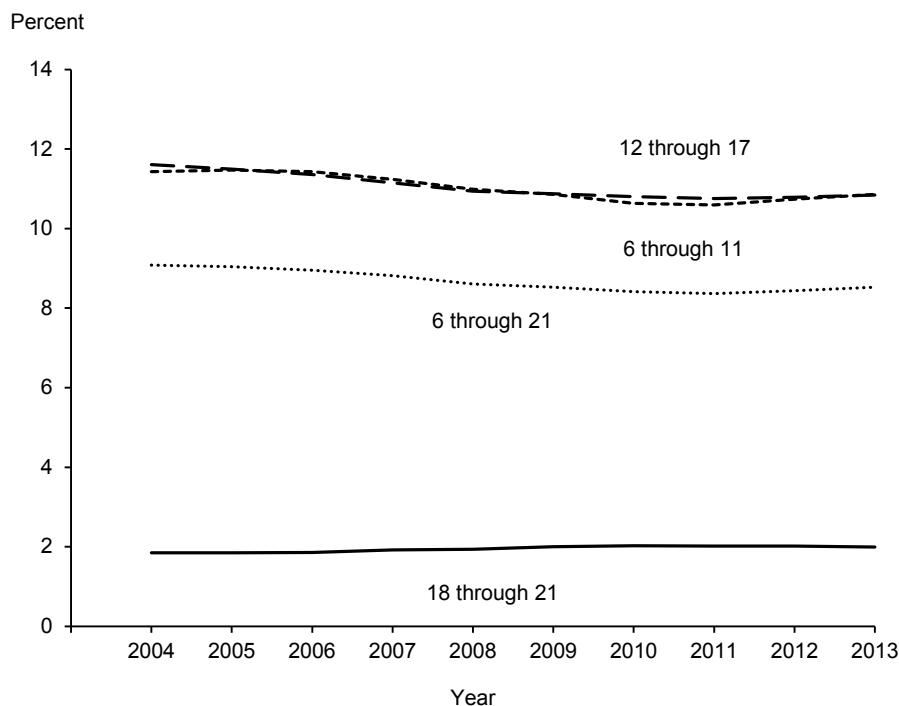
<sup>c</sup>Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2013, data for BIE schools and American Samoa were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 5,847,624 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,734,393 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 8.5 percent of the resident population ages 6 through 21.
- The total number of students ages 6 through 21 served under *IDEA*, Part B, in 2004 was 6,118,437. In each year between 2004 through 2011, the number of students served was less than in the previous year. However, more students were served under Part B in 2012 than in 2011, and more students were served under Part B in 2013 than in 2012.
- In 2004, 9.1 percent of the resident population ages 6 through 21 were served under Part B. Between 2004 and 2010, the percentage of the population served decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent.

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

**Exhibit 19. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2004 through fall 2013**



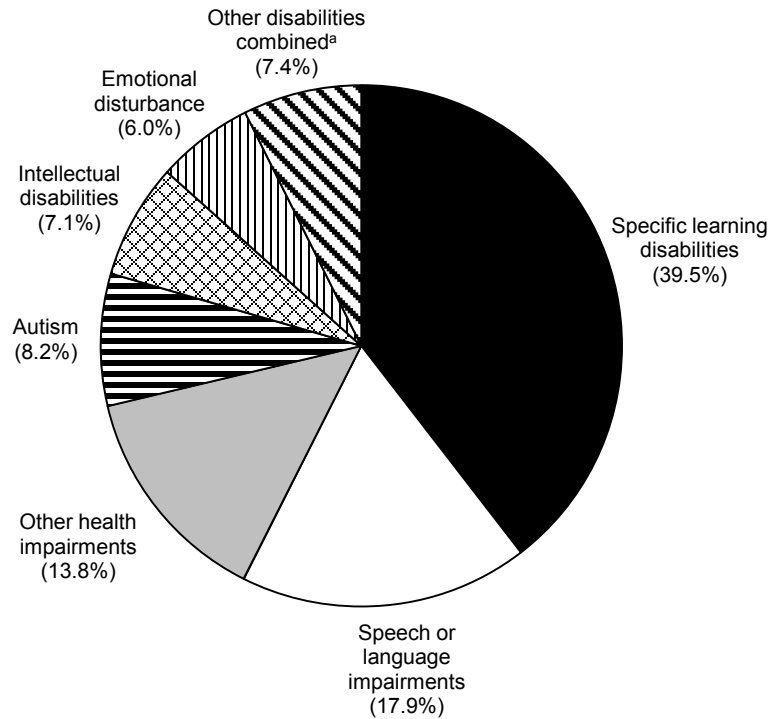
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau, “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in 2004 was 9.1 percent. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010. The percentage remained at 8.4 until 2013 when it increased to 8.5.
- Between 2004 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased from 11.4 percent to 10.6 percent. The percentage increased in both 2012 and 2013, when it reached 10.9 percent. The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.6 percent to 10.8 percent between 2004 and 2013. In contrast, the percentage of the population ages 18 through 21 served under Part B, increased or stayed the same in each successive year from 2004 through 2009, when it peaked at 2 percent. The percentage did not change after 2009.

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

**Exhibit 20. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2013**



<sup>a</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (2.3 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.1 percent), *orthopedic impairments* (0.9 percent), *traumatic brain injury* (0.4 percent), and *visual impairments* (0.4 percent).

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for the 50 states, DC, PR, three outlying areas, and two freely associated states. Data were not available for BIE schools, American Samoa, and Federated States of Micronesia. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (39.5 percent). The next most common disability category was *speech or language impairments* (17.9 percent), followed by *other health impairments* (13.8 percent), *autism* (8.2 percent), *intellectual disabilities* (7.1 percent), and *emotional disturbance* (6.0 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.4 percent of students ages 6 through 21 served under *IDEA*, Part B.

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

**Exhibit 21. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2004 through fall 2013**

Disability <sup>a</sup>	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All disabilities below	9.0	8.9	8.8	8.7	8.5	8.4	8.3	8.2	8.2	8.3
Autism	0.2	0.3	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.7
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.6	0.6	0.6	0.5	0.5	0.5
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disabilities	0.8	0.8	0.8	0.7	0.7	0.7	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 impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.8	0.8	0.9	0.9	1.0	1.0	1.0	1.1	1.1	1.2
Specific learning disabilities	4.2	4.1	4.0	3.8	3.7	3.6	3.5	3.4	3.4	3.4
Speech or language impairments	1.7	1.7	1.7	1.7	1.6	1.6	1.6	1.5	1.5	1.5
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#

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

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

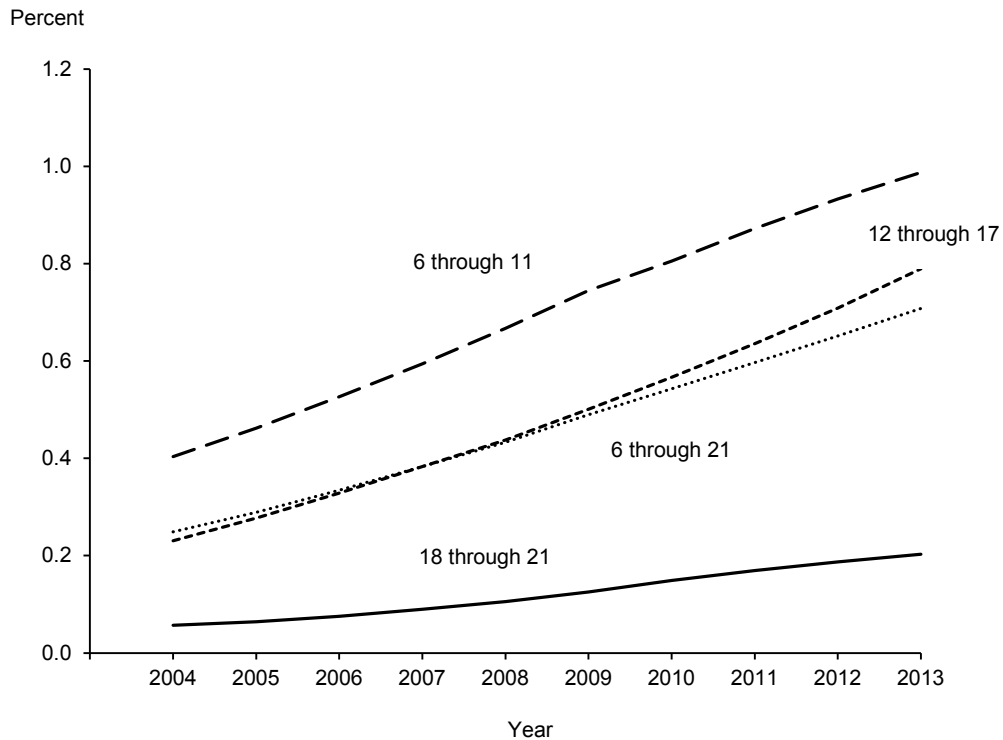
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2004–13. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013," 2004–13. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, reported under each of three disability categories changed by more than two-tenths of a percentage point between 2004 and 2013. The percentages of the population reported under *autism* and *other health impairments* increased by 0.5 of a percentage point and 0.4 of a percentage point, respectively, while the percentage of the population reported under *specific learning disabilities* decreased by 0.8 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 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and age group: Fall 2004 through fall 2013**



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

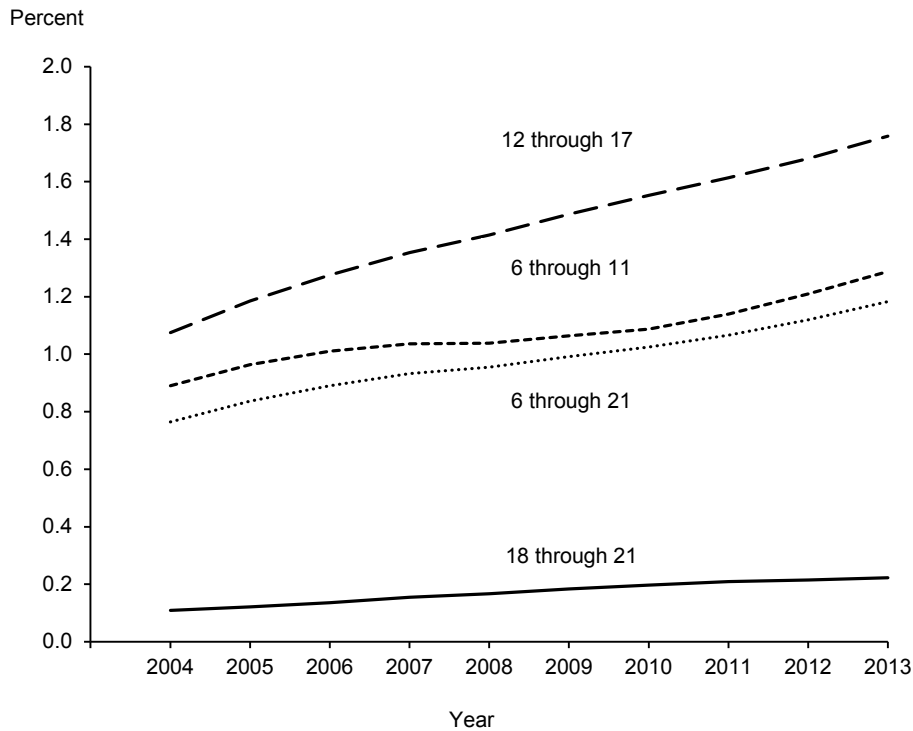
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- Between 2004 and 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased steadily from 0.2 percent to 0.7 percent.
- Between 2004 and 2013, 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 145 percent, 242 percent, and 258 percent larger in 2013 than in 2004, respectively.



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

**Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and age group: Fall 2004 through fall 2013**



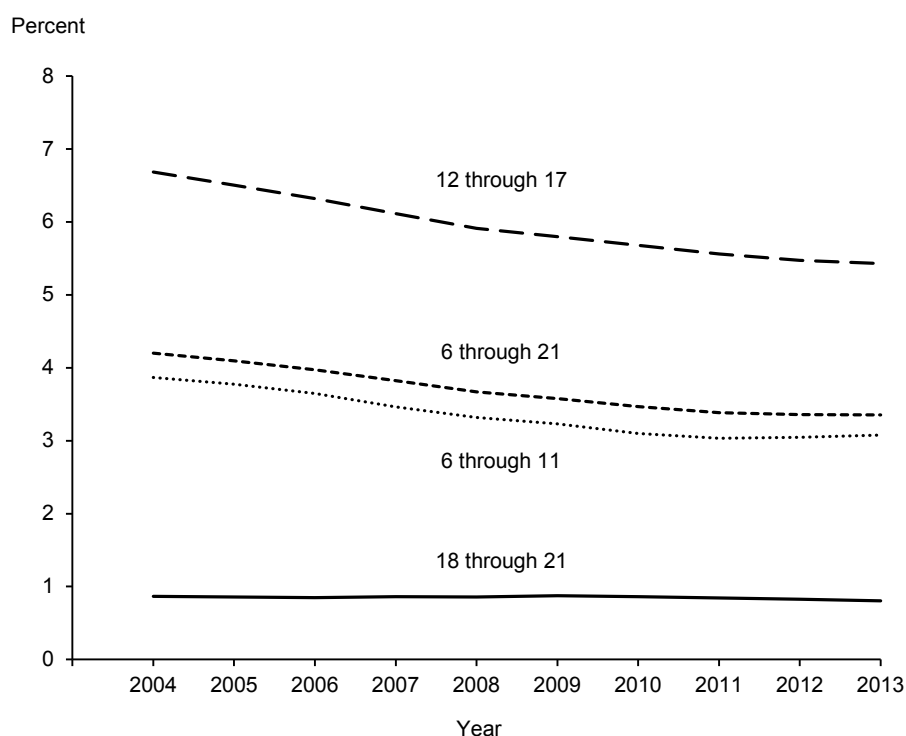
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *other health impairments* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *other health impairments*. The slope cannot be compared with the slopes of exhibits 22 and 24.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- From 2004 through 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* increased from 0.8 percent to 1.2 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairments* were 45 percent, 64 percent, and 104 percent larger in 2013 than in 2004, respectively.

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

**Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and age group: Fall 2004 through fall 2013**



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *specific learning disabilities* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *specific learning disabilities*. The slope cannot be compared with the slopes of exhibits 22 and 23.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2004–13. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2004–13. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- From 2004 through 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* decreased from 4.2 percent to 3.4 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* were 20 percent, 19 percent, and 8 percent smaller in 2013 than in 2004, respectively.

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

**Exhibit 25. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 6 through 21 served under IDEA, Part B, by race/ethnicity: Fall 2013**

Race/ethnicity	Child count <sup>a</sup> in the 50 states and DC	Resident population ages 6 through 21 in the 50 states and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	5,734,393	67,272,586	8.5	†	†
American Indian or Alaska Native	77,969	587,392	13.3	8.5	1.6
Asian	131,168	3,115,296	4.2	8.7	0.5
Black or African American	1,087,988	9,529,342	11.4	8.0	1.4
Hispanic/Latino	1,298,343	15,337,881	8.5	8.5	1.0
Native Hawaiian or Other Pacific Islander	17,534	128,547	13.6	8.5	1.6
White	2,962,034	36,296,593	8.2	9.0	0.9
Two or more races	159,357	2,277,535	7.0	8.6	0.8

† Not applicable.

<sup>a</sup>Child count is the number of children ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group(s).

<sup>b</sup>Children served through BIE schools are included in the population estimates of the individual states in which they reside.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2013. These data are for the 50 states and DC. Data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2013," 2013. These data are for the 50 states, DC, and BIE schools. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander children ages 6 through 21 had risk ratios above 1 (i.e., 1.6, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined.

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

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

**Exhibit 26. Risk ratio for students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups by disability category: Fall 2013**

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	1.56	0.48	1.42	0.99	1.60	0.91	0.82
Autism	0.88	1.15	0.97	0.75	1.25	1.21	0.91
Deaf-blindness	1.63!	0.88!	0.75	1.03	4.15!	1.13	0.69!
Developmental delay <sup>a</sup>	3.80	0.42	1.68	0.68	2.52	0.92	1.15
Emotional disturbance	1.58	0.19	2.14	0.60	1.38	0.95	1.11
Hearing impairments	1.23	1.21	1.03	1.34	2.81	0.77	0.72
Intellectual disabilities	1.49	0.51	2.26	0.91	1.55	0.71	0.66
Multiple disabilities	1.73	0.63	1.38	0.73	1.88	1.12	0.67
Orthopedic impairments	0.95	0.84	0.83	1.21	1.53	1.00	0.73
Other health impairments	1.32	0.28	1.37	0.60	1.39	1.31	0.92
Specific learning disabilities	1.80	0.32	1.51	1.29	1.91	0.74	0.72
Speech or language impairments	1.32	0.71	1.02	1.06	1.10	1.01	0.85
Traumatic brain injury	1.49	0.54	1.09	0.70	1.60	1.31	0.84
Visual impairments	1.51	0.90	1.12	0.96	1.93	0.99	0.79

! Interpret data with caution. There were 18 American Indian or Alaska Native students, 52 Asian students, 10 Native Hawaiian students, and 30 students associated with two or more races reported in the *deaf-blindness* category.

<sup>a</sup>States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2013. These data are for the 50 states and DC. Data for BIE schools were not available.

U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2013," 2013. These data are for the 50 states, DC, and BIE schools. Data were accessed fall 2014. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, American Indian or Alaska Native students, Black or African American students, and Native Hawaiian or Other Pacific Islander students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined (1.56, 1.42, and 1.60, respectively). Asian students, Hispanic/Latino students, White students, and students associated with two or more races ages 6 through 21 were less likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined (0.48, 0.99, 0.91, and 0.82, respectively).
- American Indian or Alaska Native students ages 6 through 21 were 3.8 times more likely to be served under *IDEA*, Part B, for *developmental delay* than students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for all disability categories except *autism* (0.88) and *orthopedic impairments* (0.95).
- Asian students ages 6 through 21 were 1.15 and 1.21 times more likely to be served under *IDEA*, Part B, for *autism* and *hearing impairments*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was smaller than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for each of the other disability categories.
- Black or African American students ages 6 through 21 were 2.14 and 2.26 times more likely to be served under *IDEA*, Part B, for *emotional disturbance* and *intellectual disabilities*, respectively, than were the students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Black or African American students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every disability category except *autism* (0.97), *deaf-blindness* (0.75), and *orthopedic impairments* (0.83).
- Hispanic or Latino students ages 6 through 21 were 1.34, 1.21, 1.29, and 1.06 times more likely to be served under *IDEA*, Part B, for *hearing impairments*, *orthopedic impairments*, *specific learning disabilities*, and *speech and language impairments*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined.
- Native Hawaiian or Other Pacific Islander students ages 6 through 21 were 4.15, 2.52, and 2.81 times more likely to be served under *IDEA*, Part B, for *deaf-blindness*, *developmental delay*, and *hearing impairments*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well.
- White students ages 6 through 21 were 1.21, 1.31, and 1.31 times more likely to be served under *IDEA*, Part B, for *autism*, *other health impairments*, and *traumatic brain injury*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined.
- Students associated with two or more races ages 6 through 21 were 1.15 and 1.11 times more likely to be served under *IDEA*, Part B, for *developmental delay* and *emotional disturbance*, respectively, than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for students associated with two or more races ages 6 through 21 was smaller

than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category.

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

**Exhibit 27. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2013**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	4.7	19.2	6.0	6.4	6.2	9.4	9.3
Deaf-blindness	#	#	#	#	0.1	#	#
Developmental delay <sup>a</sup>	5.5	2.0	2.7	1.6	3.4	2.3	3.2
Emotional disturbance	6.2	2.4	8.4	3.8	5.1	6.2	8.2
Hearing impairments	0.9	2.9	0.9	1.4	2.3	1.1	1.0
Intellectual disabilities	6.8	7.6	10.3	6.6	6.5	6.3	5.9
Multiple disabilities	2.4	2.8	2.1	1.6	2.6	2.4	1.8
Orthopedic impairments	0.5	1.5	0.6	1.0	0.8	0.9	0.8
Other health impairments	11.7	8.2	13.5	9.5	11.5	16.3	15.5
Specific learning disabilities	45.2	26.1	41.5	47.9	49.3	35.4	34.9
Speech or language impairments	15.0	25.9	13.4	19.4	11.3	18.6	18.5
Traumatic brain injury	0.4	0.5	0.4	0.3	0.4	0.5	0.5
Visual impairments	0.4	0.8	0.4	0.4	0.6	0.5	0.4

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2013. These data are for the 50 states, DC, PR, three outlying areas, and two freely associated states. Data were not available for BIE schools, American Samoa, and Federated States of Micronesia. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

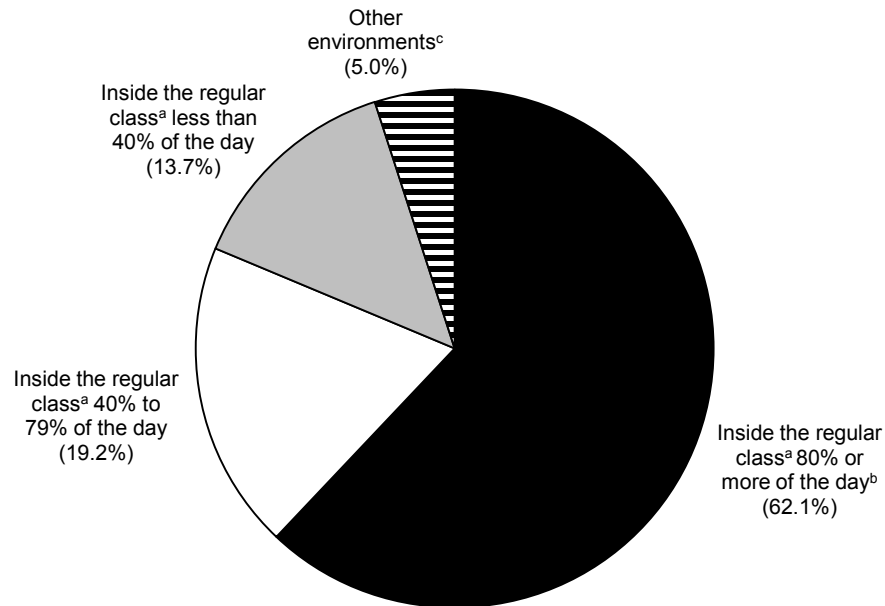
- For the students ages 6 through 21 served under *IDEA*, Part B, in 2013, *specific learning disabilities* was the most prevalent disability category for every racial/ethnic group. In particular, this disability category accounted for 45.2 percent of American Indian or Alaska Native students, 26.1 percent of Asian students, 41.5 percent of Black or African American students, 47.9 percent of Hispanic/Latino students, 49.3 percent of Native Hawaiian or Other Pacific Islander students, 35.4 percent of White students, and 34.9 percent of the children associated with two or more racial/ethnic groups.

- *Speech or language impairments* was the second or third most prevalent category for students ages 6 through 21 in every racial/ethnic group. The students served in this disability category accounted for 15 percent of American Indian or Alaska Native students, 25.9 percent of Asian students, 13.4 percent of Black or African American students, 19.4 percent of Hispanic/Latino students, 11.3 percent of Native Hawaiian or Other Pacific Islander students, 18.6 percent of White students, and 18.5 percent of the students associated with two or more racial/ethnic groups.

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

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

**Exhibit 28. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2013**



<sup>a</sup>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.

<sup>b</sup>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.

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

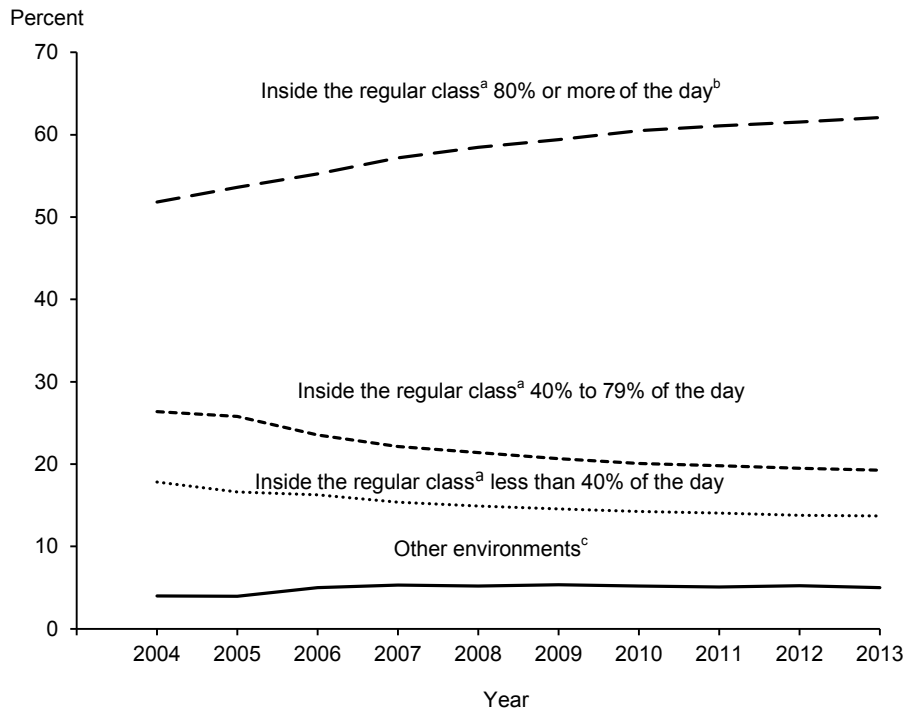
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for the 50 states, DC, PR, three outlying areas, and two freely associated states. Data were not available for BIE schools, American Samoa, and Federated States of Micronesia. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 95 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day.
- More than 60 percent of students ages 6 through 21 served under *IDEA*, Part B, (62.1 percent) were educated *inside the regular class 80% or more of the day*.
- A total of 19.2 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 13.7 percent were educated *inside the regular class less than 40% of the day*.
- Only 5 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments.”

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

**Exhibit 29. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2004 through fall 2013**



<sup>a</sup>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.

<sup>b</sup>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.

<sup>c</sup>“Other environments” is calculated by subtracting the sum of students in the three categories concerning regular class from the total number of students reported in all categories. The categories that are not related to regular class consist of *separate school*, *residential facility*, *homebound/hospital environment*, *correctional facilities*, and *parentally placed in private schools*.

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

SOURCE: U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA Part B Child Count and Educational Environments Collection*,” 2004–13. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were



- From 2004 through 2013, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 51.8 percent to 62.1 percent.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 26.4 percent in 2004 to 19.2 percent in 2013. Similarly, the percentage of these students educated *inside the regular class less than 40% of the day* decreased from 17.8 percent to 13.7 percent between these years.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” increased from 4 percent in 2004 to 5 percent in 2013. However, it had accounted for as much as 5.3 percent in 2007 and 2009.

not available. For 2011, data for BIE schools were not available. For 2012, data for the three freely associated states were included. For 2013, data for BIE schools and American Samoa were not available, but data for the Republic of Palau and the Republic of the Marshall Islands were available. Data for 2004 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

*How did educational environments differ by disability category?*

**Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, within disability category, by educational environment: Fall 2013**

Disability	Percentage of day inside the regular class <sup>a</sup>			
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day	Other environments <sup>c</sup>
All disabilities	62.1	19.2	13.7	5.0
Autism	39.7	18.2	33.3	8.8
Deaf-blindness	23.6	12.0	34.9	29.5
Developmental delay <sup>d</sup>	63.0	19.3	16.1	1.5
Emotional disturbance	45.2	17.7	19.7	17.4
Hearing impairments	59.4	16.0	12.2	12.4
Intellectual disabilities	16.7	26.6	49.1	7.6
Multiple disabilities	13.4	16.3	46.2	24.1
Orthopedic impairments	55.2	16.0	21.4	7.4
Other health impairments	64.7	21.8	9.5	4.0
Specific learning disabilities	68.2	24.1	6.0	1.8
Speech or language impairments	87.1	5.5	4.3	3.2
Traumatic brain injury	49.6	22.1	20.1	8.2
Visual impairments	65.2	12.9	10.7	11.3

<sup>a</sup>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.

<sup>b</sup>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.

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

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

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

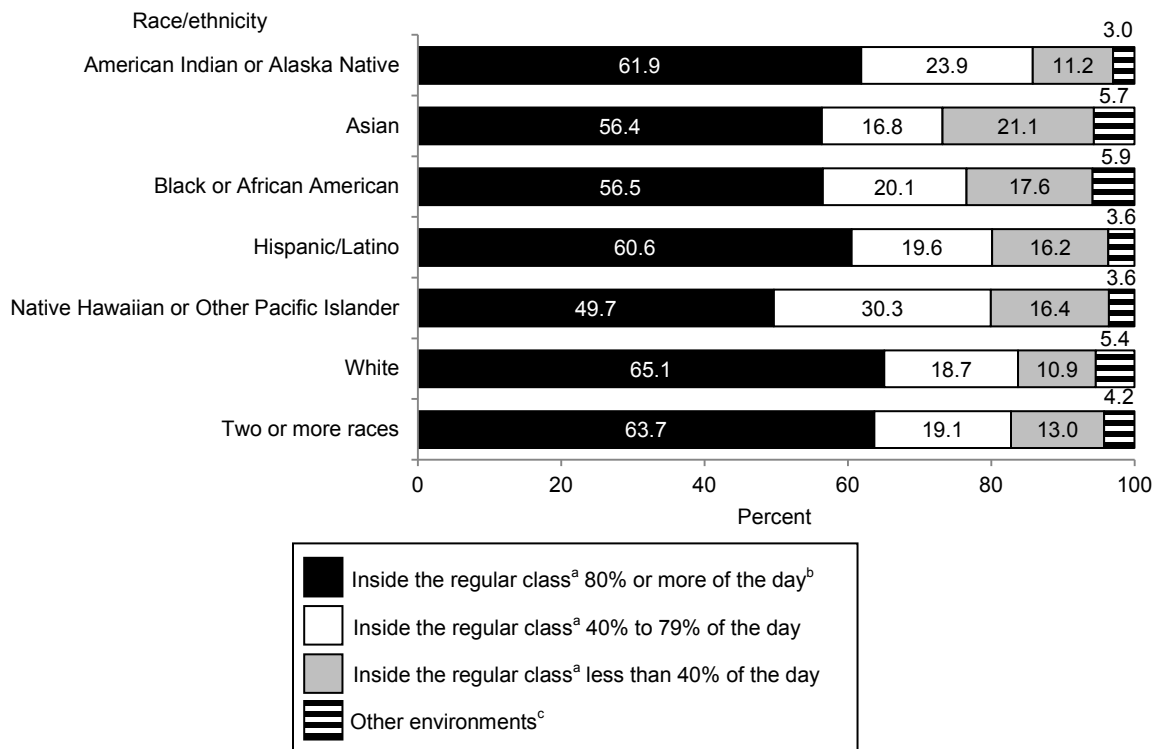
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for the 50 states, DC, PR, three outlying areas, and two freely associated states. Data were not available for BIE schools, American Samoa, and Federated States of Micronesia. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category.
- More than 8 in 10 students reported under the category of *speech or language impairments* (87.1 percent) were educated *inside the regular class 80% or more of the day*.
- Only 16.7 percent of students reported under the category of *intellectual disabilities* and 13.4 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.

- Almost one-half of students reported under the category of *intellectual disabilities* (49.1 percent) and students reported under the category of *multiple disabilities* (46.2 percent) were educated *inside the regular class less than 40% of the day*.
- In 2013, larger percentages of students reported under the categories of *deaf-blindness* (29.5 percent) and *multiple disabilities* (24.1 percent) than students reported under other disability categories were educated in “Other environments.”

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

**Exhibit 31. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2013**



<sup>a</sup>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.

<sup>b</sup>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.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. These data are for the 50 states, DC, PR, three outlying areas, and two freely associated states. Data were not available for BIE schools, American Samoa, and Federated States of Micronesia. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 49 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 49.7 percent to 65.1 percent.
- The category *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for between 16.8 and 30.3 percent of the students within each racial/ethnic group. In contrast, less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 5.9 percent of the students within each racial/ethnic group.

## Part B Participation and Performance on State Assessments

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

**Exhibit 32. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math and reading assessments, by assessment type: School year 2012–13**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>		
	With accommodations	Without accommodations	Grade-level standards <sup>c</sup>	Modified standards <sup>d</sup>	Alternate standards <sup>e</sup>
<b>Math</b>					
Grade 3 <sup>f</sup>	47.0	34.2	#	8.9	8.7
Grade 4 <sup>g</sup>	49.4	29.2	#	11.4	8.8
Grade 5 <sup>h</sup>	51.2	25.6	0.0	13.3	8.8
Grade 6	51.2	24.8	#	13.5	9.0
Grade 7 <sup>h</sup>	50.0	25.6	#	13.6	9.1
Grade 8	50.2	29.0	#	9.4	9.1
High school	38.3	38.4	#	9.0	8.9
<b>Reading<sup>i</sup></b>					
Grade 3 <sup>j</sup>	41.8	37.7	0.1	10.3	8.8
Grade 4 <sup>k</sup>	44.3	32.6	#	12.9	8.9
Grade 5 <sup>l</sup>	46.4	29.3	#	14.2	8.9
Grade 6	45.8	29.3	#	14.2	9.1
Grade 7 <sup>l</sup>	46.0	29.6	#	13.6	9.1
Grade 8	45.9	29.7	#	13.2	9.1
High school	39.3	37.7	#	8.4	9.2

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

<sup>a</sup>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.

<sup>b</sup>Alternate 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.

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

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

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 C.F.R. section 200.1(d).

<sup>f</sup>No students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

- In school year 2012–13, between 38.3 and 51.2 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 24.8 and 38.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* without accommodations in math.
- Of all students who participated in some type of alternate assessment in math in school year 2012–13, larger percentages of these students in each of grades 3 through 8 and high school took an *alternate assessment based on modified academic achievement standards* than the other two types of alternate tests.
- In school year 2012–13, between 39.3 and 46.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* with accommodations in reading. Between 29.3 and 37.7 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* without accommodations in reading.
- Of the students in each of grades 3 through 8 who participated in some type of alternate assessment in reading in school year 2012–13, a larger percentage took an *alternate assessment based on modified academic achievement standards*. In contrast, a larger percentage of the students in high school who participated in some type of alternate assessment in reading, took an *alternate assessment based on alternate academic achievement standards*.

<sup>g</sup>No students in this grade were assessed in math by the Republic of the Marshall Islands.

<sup>h</sup>No students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

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

<sup>j</sup>No students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

<sup>k</sup>No students in this grade were assessed in reading by the Republic of the Marshall Islands.

<sup>l</sup>No students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level by the sum of the students served under *IDEA*, Part B, who participated in an assessment and students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2012–13. These data are for the 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for BIE schools and were suppressed for Louisiana..Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

**Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as nonparticipants in state math and reading assessments, by nonparticipant category: School year 2012–13**

Content area and student grade level	Students whose assessment results were invalid <sup>a</sup>	Students who took an out-of-level test <sup>b</sup>	Students who did not take any assessment <sup>c</sup>	Total
<b>Math</b>				
Grade 3 <sup>d</sup>	0.26	0.00	0.95	1.22
Grade 4 <sup>e</sup>	0.26	0.01	0.88	1.15
Grade 5 <sup>f</sup>	0.29	0.01	0.83	1.14
Grade 6	0.39	0.01	1.09	1.49
Grade 7 <sup>f</sup>	0.41	0.01	1.31	1.73
Grade 8	0.55	0.01	1.67	2.23
High school	0.87	0.02	4.54	5.43
<b>Reading<sup>g</sup></b>				
Grade 3 <sup>h</sup>	0.31	0.03	0.94	1.28
Grade 4 <sup>i</sup>	0.29	0.03	0.86	1.17
Grade 5 <sup>j</sup>	0.30	0.01	0.80	1.12
Grade 6	0.41	0.02	1.06	1.49
Grade 7 <sup>j</sup>	0.43	0.02	1.28	1.72
Grade 8	0.53	0.02	1.53	2.07
High school	1.05	0.18	4.16	5.38

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

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

<sup>c</sup>Students who did not take any assessment included students who received parental exemptions, students who were absent, and students who did not take any assessment for other reasons (e.g., exemptions due to a medical emergency, expulsion, or suspension).

<sup>d</sup>No students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

<sup>e</sup>No students in this grade were assessed in math by the Republic of the Marshall Islands.

<sup>f</sup>No students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

<sup>g</sup>Percentages of nonparticipants in the reading assessments can include students with limited English proficiency served under IDEA, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took or were scheduled to take the English language proficiency tests in place of the regular reading assessments. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

<sup>h</sup>No students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

<sup>i</sup>No students in this grade were assessed in reading by the Republic of the Marshall Islands.

- No more than 2.23 percent of students served under *IDEA*, Part B, who were expected to take a math assessment in each of grades 3 through 8 in school year 2012–13 were classified as nonparticipants. Similarly, no more than 2.07 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment in each of grades 3 through 8 in school year 2012–13 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2012–13 were classified as nonparticipants for both the math assessment (5.43 percent) and the reading assessment (5.38 percent).
- Of the three nonparticipant categories, *students who did not take any assessment* accounted for more of the nonparticipants in each grade in both math and reading. However, the percentage only exceeded 2 percent for high school students expected to be assessed in math (4.54 percent) and high school students expected to be assessed in reading (4.16 percent).

<sup>3</sup>No students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level, content area, and nonparticipant category by the sum of the students served under *IDEA*, Part B, who participated in an assessment and students served under *IDEA*, Part B, who did not participate in an assessment, then multiplying the result by 100. Suppressed data were excluded.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2012–13. These data are for the 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for BIE schools and were suppressed for Louisiana. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



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

**Exhibit 34. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and reading and median percentages of those students who were proficient, by assessment type: School year 2012–13**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>					
	Number of states	Median percent students proficient	Grade-level standards <sup>c</sup>		Modified standards <sup>d</sup>		Alternate standards <sup>e</sup>	
			Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient
<b>Math</b>								
Grade 3 <sup>f</sup>	52	39.9	1	—	12	53.1	52	70.9
Grade 4 <sup>g</sup>	52	40.2	1	—	12	55.4	53	73.4
Grade 5 <sup>h</sup>	52	31.3	1	—	13	58.5	52	71.9
Grade 6	51	23.4	1	—	13	49.9	52	71.4
Grade 7 <sup>h</sup>	51	22.1	1	—	13	43.9	52	71.3
Grade 8	51	23.4	1	—	13	34.7	52	72.2
High school	49	19.0	1	—	13	31.5	51	71.0
<b>Reading<sup>i</sup></b>								
Grade 3 <sup>j</sup>	52	34.5	3	45.8	12	46.1	52	71.8
Grade 4 <sup>k</sup>	51	37.3	3	45.1	12	50.4	53	71.9
Grade 5 <sup>l</sup>	51	34.6	3	85.8	13	59.8	52	73.4
Grade 6	51	28.1	3	38.5	13	43.8	52	70.6
Grade 7 <sup>l</sup>	50	25.4	3	27.8	13	57.2	52	75.5
Grade 8	50	29.0	3	20.6	13	56.3	52	74.0
High school	50	29.1	3	0.0	13	58.2	52	72.9

— Median percentage cannot be calculated.

<sup>a</sup>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.

<sup>b</sup>Alternate 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.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessment.

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

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 C.F.R. section 200.1(d).

<sup>f</sup>No students in this grade were assessed in math by the Federated States of Micronesia or the Republic of Palau.

<sup>g</sup>No students in this grade were assessed in math by the Republic of the Marshall Islands.

- In school year 2012–13, between 49 and 52 of the 59 jurisdictions (i.e., the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentage of students served under *IDEA*, Part B, in grade 3 and in grade 4 who were found to be proficient with these math tests was 39.9 percent and 40.2 percent, respectively. The median percentage of students in grade 5 through high school who were found to be proficient with these tests was in a range from 19 percent to 31.3 percent.
- An *alternate assessment based on grade-level academic achievement standards* for math was administered by one jurisdiction to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school.
- An *alternate assessment based on modified academic achievement standards* for math was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by 12 or 13 jurisdictions. The median percentage of students served under *IDEA*, Part B, in each of grades 3 through 6 who were found to be proficient with these math tests was in a range from 49.9 percent to 58.5 percent. The median percentage of students in each of grades 7 through high school who were found to be proficient with these tests was in a range from 31.5 percent to 43.9 percent.
- Non-suppressed data were available for 51 to 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these math tests was in a range from 70.9 percent to 73.4 percent.

<sup>h</sup>No students in this grade were assessed in math by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands..

<sup>i</sup>Students with limited English proficiency served under *IDEA*, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took English language proficiency tests in place of the regular reading assessments were not considered in the calculations of the percentage of students who were proficient in reading. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

<sup>j</sup>No students in this grade were assessed in reading by the Federated States of Micronesia or the Republic of Palau.

<sup>k</sup>No students in this grade were assessed in reading by the Republic of the Marshall Islands.

<sup>l</sup>No students in this grade were assessed in reading by the Federated States of Micronesia, the Republic of Palau, or the Republic of the Marshall Islands.

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

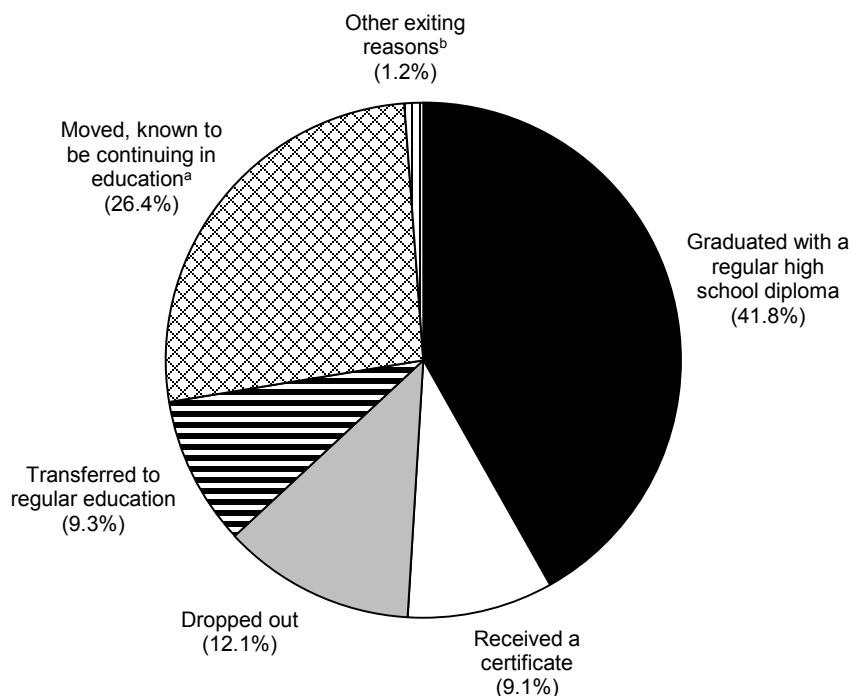
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2012–13. These data are for the 49 states, DC, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for BIE schools and were suppressed for Louisiana. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In school year 2012–13, between 50 and 52 of the 59 jurisdictions (i.e., the 50 states, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states) for which data were available administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school and had non-suppressed data. The median percentages of these students who were found to be proficient with these reading tests ranged from 25.4 percent to 37.3 percent.
- An *alternate assessment based on grade-level academic achievement standards* for reading was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by three states. The median percentages of students served under *IDEA*, Part B, in grade 5 who were found to be proficient with this type of reading tests was 85.8 percent. The median percentage of students in each of grades 3, 4, and 6 through 8 who were found to be proficient was in a range from 20.6 percent to 45.8 percent. Zero percent of the students who were in high school were found to be proficient with this type of test.
- An *alternate assessment based on modified academic achievement standards* for reading was administered by 12 or 13 jurisdictions to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests was in a range from 43.8 percent to 59.8 percent.
- Non-suppressed data were available for 52 or 53 jurisdictions that administered an *alternate assessment based on alternate academic achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests was in a range from 70.6 percent to 74 percent.

## Part B Exiting

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

**Exhibit 35. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2012–13**



<sup>a</sup>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 education agency.

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in all the exit reason categories, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2012–13. These data are for the 50 states, DC, PR, the four outlying areas, and the three freely associated states.

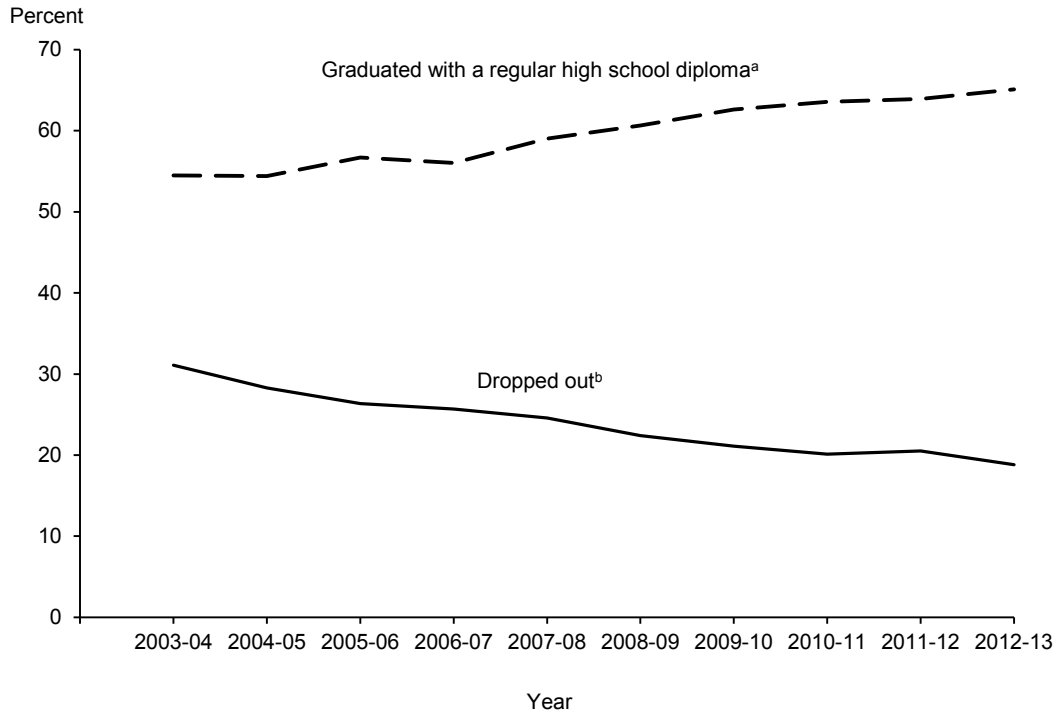
Data for BIE schools were not available. Data were accessed fall 2014. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/index.html>.

- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2012–13 (41.8 percent), followed by *moved, known to be continuing* in education (26.4 percent) and *dropped out* (12.1 percent).

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

**Exhibit 36. 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: 2003–04 through 2012–13**



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

<sup>b</sup>*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all seven categories of exiters, see exhibit 35. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating or dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high

- In 2012–13, a total of 65.1 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 18.8 percent *dropped out*.
- From 2003–04 through 2012–13, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 54.5 percent to 65.1 percent.
- From 2003–04 through 2012–13, the percentage of students who exited special education and school by having *dropped out* decreased from 31.1 percent to 18.8 percent.

school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2003–04 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2012–13, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2003–04 through 2012–13. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11 and 2012–13, data for BIE schools were not available. For 2011–12 and 2012–13, data for the three freely associated states were included. Data for 2003–04 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

**Exhibit 37. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 2003–04 through 2012–13**

Disability	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
All disabilities	54.5	54.4	56.7	56.0	59.0	60.6	62.6	63.6	63.9	65.1
Autism	58.2	55.6	57.7	58.8	63.2	64.4	66.2	64.8	64.6	64.2
Deaf-blindness <sup>a</sup>	51.6	53.7	64.5	74.3	56.8	63.6	60.0	51.6	47.0	56.1
Emotional disturbance	38.4	40.1	43.4	42.7	45.6	47.4	49.9	52.3	51.1	53.8
Hearing impairments	67.6	69.6	68.9	67.0	69.7	71.7	71.8	73.1	73.4	72.1
Intellectual disabilities	38.9	35.1	37.2	37.6	37.6	38.7	40.7	39.9	40.3	42.7
Multiple disabilities	47.8	43.1	44.6	45.5	45.7	48.1	47.6	47.2	48.6	45.5
Orthopedic impairments	62.7	62.0	62.0	59.9	62.0	61.2	62.8	62.3	61.8	63.2
Other health impairments	60.5	61.9	63.6	62.4	66.5	67.3	69.2	70.0	69.9	71.1
Specific learning disabilities	59.6	59.6	61.7	60.7	64.2	65.5	67.4	68.4	68.8	70.1
Speech or language impairments	61.2	64.9	67.4	66.5	66.6	68.3	70.3	72.6	74.6	76.2
Traumatic brain injury	61.8	62.8	65.0	62.6	64.9	67.9	68.0	67.7	68.6	69.0
Visual impairments	73.4	72.4	72.1	69.7	77.1	75.0	77.9	78.6	77.1	76.8

<sup>a</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 C.F.R. section 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all seven categories of exiters, see exhibit 35. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating as required under *IDEA* and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under *ESEA*. For 2003–04 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2012–13, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2003–04 through 2012–13. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11 and 2012–13, data for BIE schools were not

- From 2003–04 through 2012–13, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories. Increases larger than 10 percentage points were associated with the following four disability categories: *emotional disturbance* (15.4 percentage points), *speech or language impairments* (15.0 percentage points), *other health impairments* (10.6 percent points), and *specific learning disabilities* (10.5 percentage points).
- In every year from 2003–04 through 2012–13, except 2006–07, the disability category of *visual impairments* was associated with the largest graduation percentage. Moreover, while the students who exited special education and school reported under the category of *emotional disturbance* had the smallest graduation percentages in 2003–04, the students reported under the category of *intellectual disabilities* had the smallest graduation percentages from 2004–05 through 2012–13.

available. For 2011–12 and 2012–13, data for the three freely associated states were included. Data for 2003–04 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



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

**Exhibit 38. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2003–04 through 2012–13**

Disability	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
All disabilities	31.1	28.3	26.3	25.7	24.6	22.4	21.1	20.1	20.5	18.8
Autism	13.3	10.8	9.2	7.2	7.0	6.2	6.6	6.3	7.3	7.1
Deaf-blindness <sup>a</sup>	17.5	20.0	9.2	8.2	9.5	9.1	13.3	15.1	14.5	14.6
Emotional disturbance	52.3	48.2	45.0	44.8	43.3	40.6	38.7	37.0	38.1	35.4
Hearing impairments	16.7	13.1	13.5	13.0	11.1	10.5	10.2	10.2	10.2	9.5
Intellectual disabilities	27.6	24.5	22.3	22.2	21.5	19.8	19.2	18.5	18.8	17.9
Multiple disabilities	22.3	21.0	18.6	19.1	17.6	14.9	13.9	13.1	15.8	15.2
Orthopedic impairments	16.5	14.5	11.6	13.3	13.1	13.6	12.4	11.5	11.4	10.7
Other health impairments	27.8	24.7	23.6	23.2	22.4	20.4	19.1	18.4	19.2	18.1
Specific learning disabilities	29.1	26.8	25.3	24.5	23.6	21.4	20.2	19.4	19.9	18.0
Speech or language impairments	29.4	25.2	22.7	20.7	20.5	18.8	17.0	16.0	15.6	14.5
Traumatic brain injury	23.0	18.5	15.1	15.4	14.6	13.2	12.5	11.4	12.3	11.1
Visual impairments	12.7	11.3	11.5	11.2	9.6	9.6	8.4	8.5	7.3	8.0

<sup>a</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *dropped out*). For data on all seven categories of exiters, see exhibit 35. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special-education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out as required under *IDEA* and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*. For 2003–04 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2012–13, data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2003–04 through 2012–13. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11, data for BIE schools were not available. For 2011–12 and 2012–13, data for the three freely associated states were included. Data for 2003–04 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- From 2003–04 through 2012–13, the dropout percentage decreased for students in each disability category who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (16.9 percentage points) and *speech or language impairments* (14.9 percentage points).
- In each year from 2003–04 through 2012–13, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact in each year, the dropout percentage was no less than 35 percent, which was substantially larger than the dropout percentage for any other disability category.

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

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

**Exhibit 39. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B: Fall 2012**

Year	Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
2012	353,655	336,656	95.2

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012, a total of 336,656, or 95.2 percent, of the 353,655 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified.

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

**Exhibit 40. 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 2012**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2012	420,016	407,978	97.1

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

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

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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Personnel Collection," 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012, a total of 407,978, or 97.1 percent, of the 420,016 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 2012, the 50 states; the District of Columbia (DC); Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were asked to report the numbers of full-time equivalent fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B. Personnel who were fully certified for the position either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

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

#### **Exhibit 41. 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 2012**

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage <sup>a</sup> FTE fully certified
Total	203,284	198,722	97.8
Audiologists	1,506	1,494	99.2
Counselors and Rehabilitation Counselors	15,864	15,579	98.2
Interpreters	6,839	6,148	89.9
Medical/Nursing Service Staff	16,146	15,367	95.2
Occupational Therapists	20,182	19,751	97.9
Orientation and Mobility Specialists	1,523	1,489	97.7
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	14,205	14,053	98.9
Physical Therapists	8,405	8,187	97.4
Psychologists	35,029	34,616	98.8
Social Workers	17,776	17,250	97.0
Speech-Language Pathologists	65,810	64,790	98.4

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

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

- In 2012, a total of 97.8 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (89.9 percent), while nearly all *audiologists* (99.2 percent) were fully certified.

disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device [34 C.F.R. section 300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Personnel Collection," 2012. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

## Disciplinary Removals of Children and Students From Their Educational Placements

For school year 2012–13, the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states were asked to report information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons.

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

### **Exhibit 42. 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 2012–13**

Type of disciplinary removal	Number served <sup>a</sup>	Number disciplined <sup>b</sup>	Number disciplined per 10,000 served <sup>c</sup>
Removed to an interim alternative educational setting <sup>d</sup>			
Removed unilaterally by school personnel <sup>e</sup> for drugs, weapons, or serious bodily injury <sup>f</sup>	6,555,588	9,772	15
Removed by hearing officer for likely injury <sup>f</sup>	6,555,588	315	#
Suspended or expelled >10 days during school year <sup>g</sup>			
Received out-of-school suspensions or expulsions <sup>f</sup>	6,555,588	58,289	89
Received in-school suspensions <sup>f</sup>	6,555,588	27,644	42

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

<sup>a</sup>Excludes counts from states that did not have data available for the disciplinary removal category.

<sup>b</sup>The 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.

<sup>c</sup>Ratio 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 2012–13 school year, whereas the denominator is based on point-in-time data from fall 2012.

<sup>d</sup>An 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.

<sup>e</sup>Instances 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.

<sup>f</sup>Data for BIE schools and Wyoming were excluded for this disciplinary removal category.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Discipline Collection," 2012–13. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2012. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states. Data for Wyoming and BIE schools were not available. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- During school year 2012–13, 9,772 children and students ages 3 through 21 served under *IDEA*, Part B, in the states for which data were available were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury. In total, there were 6,555,588 children and students ages 3 through 21 served under Part B in 2012 in the states for which discipline data were available. Consequently, only 15 children and students were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury for every 10,000 children and students who were served under Part B in 2012.
- Only 315 children and students ages 3 through 21 served under *IDEA*, Part B, or less than 5 for every 100,000 children and students served in 2012 in the states for which data were available, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2012–13.
- There were 58,289 children and students ages 3 through 21 served under *IDEA*, Part B, or 89 for every 10,000 children and students served in 2012 in the states for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2012–13.
- There were 27,644 children and students ages 3 through 21 served under *IDEA*, Part B, or 42 for every 10,000 children and students served in 2012 in the states for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2012–13.

*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 43. 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 2012–13**

Disability	Removed to an interim alternative educational setting <sup>a</sup>		Suspended or expelled >10 days during school year <sup>b</sup>	
	Removed unilaterally by school personnel <sup>c</sup> for drugs, weapons, or serious bodily injury <sup>d</sup>	Removed by hearing officer for likely injury <sup>d</sup>	Received out-of-school suspensions or expulsions <sup>d</sup>	Received in-school suspensions <sup>d</sup>
All disabilities	15	#	89	42
Autism	3	#	15	5
Deaf-blindness	0	0	7	13
Developmental delay <sup>e</sup>	1	#	5	1
Emotional disturbance	49	2	385	136
Hearing impairments	11	1	29	21
Intellectual disabilities	8	#	77	35
Multiple disabilities	6	#	35	10
Orthopedic impairments	2	0	30	7
Other health impairments	23	1	155	74
Specific learning disabilities	22	1	106	58
Speech or language impairments	2	#	14	7
Traumatic brain injury	8	0	66	20
Visual impairments	8	0	17	15

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

<sup>a</sup>An 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.

<sup>b</sup>The 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.

<sup>c</sup>Instances 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.

<sup>d</sup>Data for BIE schools and Wyoming were excluded for this disciplinary removal category.

<sup>e</sup>States' use of the developmental delay category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age.

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



- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 49 children and students removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 24 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 2012, no more than 2 children and students were removed by a hearing officer for likely injury during school year 2012–13.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 385 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 156 per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, there were 136 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2012–13. The ratio for the children and students reported under each of the other disability categories was less than 75 per 10,000 children and students.

*IDEA*, Part B, reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2012–13 school year, whereas the denominator is based on point-in-time data from fall 2012. The denominator for the disability category of deaf-blindness for each type of disciplinary action is fewer than 1,600 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 26,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2012–13. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states. Data for Wyoming and BIE schools were not included. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

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

To protect the interests of children and students served under *IDEA*, Part B, the law requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part B requirement by a school district, the state education agency (SEA), or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent or public agency may request a due process hearing<sup>11</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

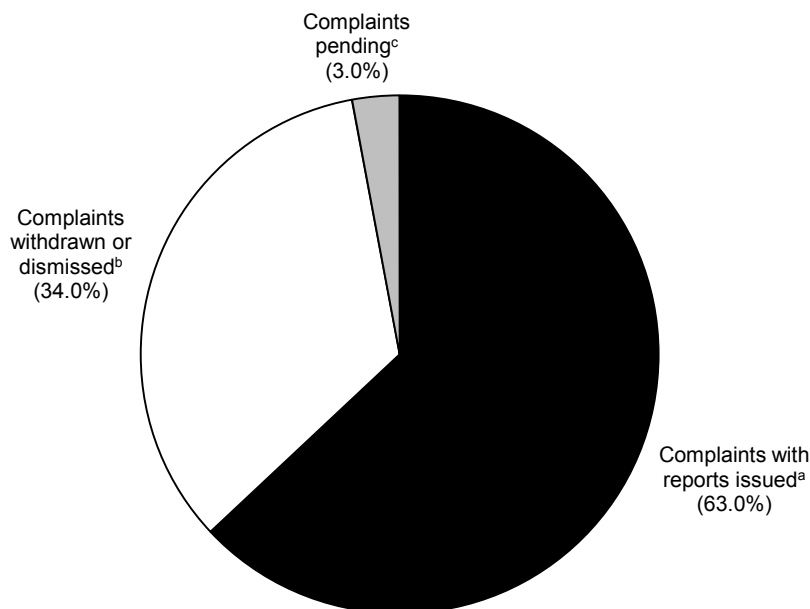
Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals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

---

<sup>11</sup> 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 44. Percentage of *written, signed complaints* for children and students served under IDEA, Part B, by complaint status: 2012–13**



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

<sup>b</sup>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 a complaint dismissed by the SEA for any reason, including that the complaint did not include all required content.

<sup>c</sup>A *complaint pending* is a *written, signed complaint* that is either still under investigation or the SEA's written decision has not been issued.

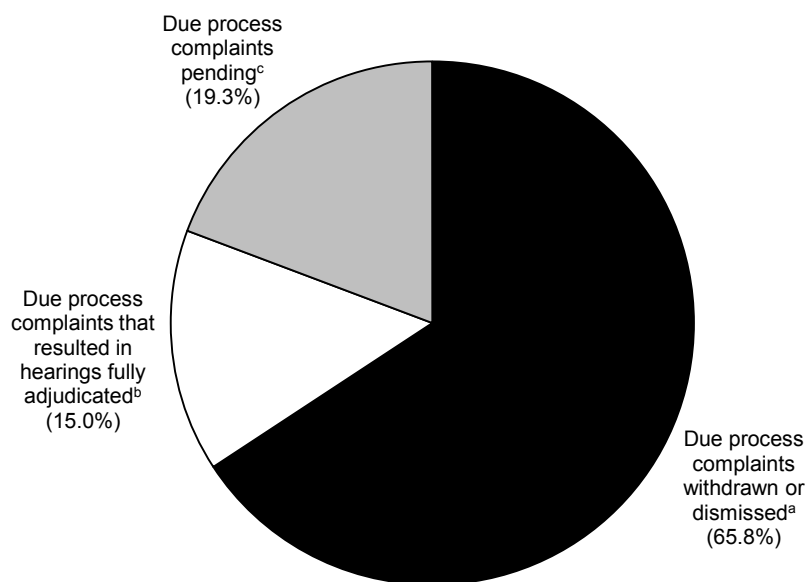
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA* or 34 C.F.R. section 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. All 50 states, DC, BIE schools, PR, and three outlying areas reported one or more complaints. Percentage was based on a total of 5,076 *written, signed complaints*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: "*IDEA* Part B Dispute Resolution Survey," 2012–13. 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 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- During 2012–13, a total of 5,076 *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 3,198 (63.0 percent) of the complaints, while 1,728 (34.0 percent) of the complaints were withdrawn or dismissed. A total of 150 (3.0 percent) of the complaints that were received during the 2012–13 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 45. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2012–13**



<sup>a</sup>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.

<sup>b</sup>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.

<sup>c</sup>A *due process complaint pending* is a *due process complaint* wherein a due process hearing had not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Forty-eight states, DC, PR, and two outlying areas reported one or more due process complaints. Percentage was based on a total of 16,980 *due process complaints*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

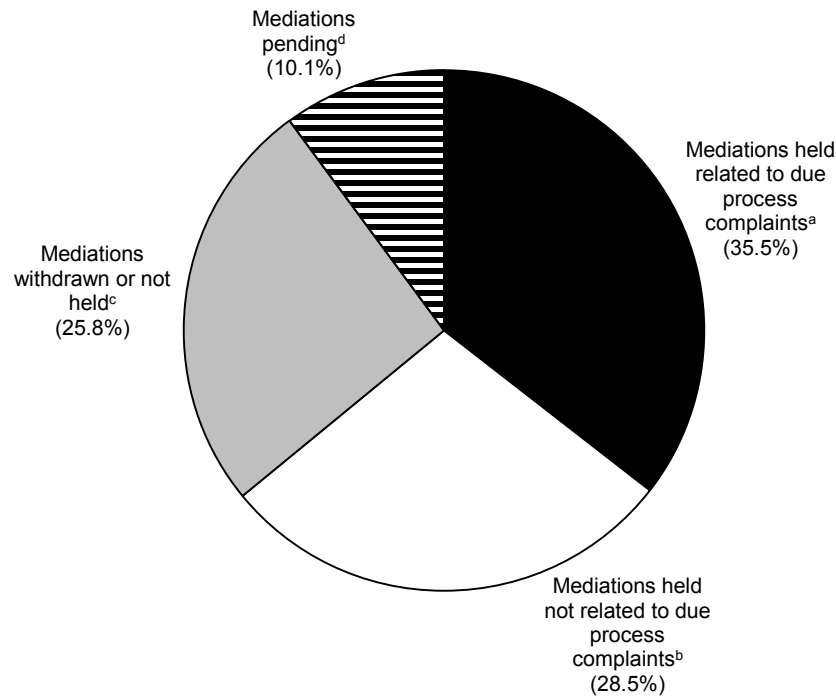
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA Part B Dispute Resolution Survey*,” 2012–13. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- A total of 16,980 *due process complaints* were received during 2012–13 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 11,164 (65.8 percent) of the *due process complaints* received during the 2012–13 reporting period, a resolution was achieved without a hearing. For 2,543 (15.0 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued.

For 3,273 (19.3 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 46. Percentage of *mediation requests* for children and students served under IDEA, Part B, by request status: 2012–13**



<sup>a</sup>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*.

<sup>b</sup>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*.

<sup>c</sup>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.

<sup>d</sup>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. Fifty states, DC, BIE schools, PR, and one outlying area reported one or more *mediation requests*. Percentage was based on a total of 9,680 *mediation requests*. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2012–13. 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 2014. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/index.html>.

- During 2012–13, a total of 9,680 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,437 (35.5 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,763 (28.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 978 requests (10.1 percent), a mediation session was still pending as of the end of the 2012–13 reporting period. The remaining 2,502 *mediation requests* (25.8 percent) were withdrawn or otherwise not to be held by the end of the reporting period.

## **Coordinated Early Intervening Services**

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

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

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

**Exhibit 47. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2012 who received coordinated early intervening services (CEIS) in school years 2010–11, 2011–12, or 2012–13: Fall 2013**

Year	Children and students served under Part B who received CEIS in school year(s) 2010–11, 2011–12, or 2012–13	
	Number	Percentage <sup>a</sup>
2012–13	153,589	2.3

<sup>a</sup>Percentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2013 who received CEIS services anytime during school year(s) 2010–11, 2011–12, or 2012–13, by the number of children and students ages 3 through 21 served under Part B in 2013, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: “*IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS)*,” 2013. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA Part B Child Count and Educational Environments Collection*,” 2013. These data are for 49 states, DC, PR, the four outlying areas, and the three freely associated states. Data were not available for Wyoming or BIE schools. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- A total of 153,589 or 2.3 percent of the 6,580,967 children and students ages 3 through 21 served under Part B in 2013 by the states for which data were available, the District of Columbia, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school years 2010–11, 2011–12, or 2012–13.





## **Section II**

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



## Introduction

This section of the *37th Annual Report to Congress, 2015* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an examination of data elements addressing areas of particular interest.

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

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

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

## Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for BIE schools. Specifically, these exhibits include data for BIE schools in the measure presented for "all states." They cannot, however, display data specifically for BIE schools. The reason is that the resident population relevant for BIE schools, which have no distinct geographic boundaries, is dispersed throughout all of the states and counted as part of the resident populations of the individual states.
3. The four outlying areas and three freely associated states are not included in the exhibits in this section because data were frequently not available due to cell suppression or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of these jurisdictions even though the most recent decennial census (collected in 2010) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with federal law. Under *IDEA* section 618(b)(1), the data collected by the U.S. Department of Education (Department) under *IDEA* section 618(a) must be publicly reported by each state in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 C.F.R. section 99.35(a)(1) of the *Family Educational Rights and Privacy Act (FERPA)* regulations, authorized representatives of the secretary may have access to education records in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. However, under 34 C.F.R. section 99.35(b)(1) of the *FERPA* regulations, information collected by authorized representatives of the secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may make further disclosures in accordance with the requirements in 34 C.F.R. section 99.33(b). It

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

In preparing this report, OSEP determined that certain numbers required for calculating the percentages in the exhibits that follow would be suppressed in order to avoid the identification of children and students through data publication. In general, counts of one to three children or students were suppressed. In addition, other counts were suppressed when needed to prevent the calculation of another suppressed number. When counts were suppressed for a state, percentages and ratios that required those counts could not be calculated. In most cases, however, national counts that were used to calculate the national percentages and ratios presented for “All states” in the exhibits that follow were not suppressed.

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

### Part C Child Count

*How did the states compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2013, and how did the percentages change between 2008 and 2013?*

**Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2013**

State	2008	2013
All states	2.8	2.8
Alabama	1.6	1.7
Alaska	1.9	1.9
Arizona	2.0	1.9
Arkansas	2.4	1.2
California	2.6	2.3
Colorado	2.3	3.1
Connecticut	3.8	4.0
Delaware	2.5	2.9
District of Columbia	1.5	1.9
Florida	2.0	2.0
Georgia	1.3	2.1
Hawaii	6.9	3.1
Idaho	2.6	2.8
Illinois	3.7	4.2
Indiana	3.7	3.6
Iowa	2.9	3.0
Kansas	2.8	3.7
Kentucky	2.9	2.5
Louisiana	2.1	2.3
Maine	2.3	2.2
Maryland	3.3	3.5
Massachusetts	6.7	7.9
Michigan	2.7	2.6
Minnesota	2.1	2.5
Mississippi	1.6	1.7
Missouri	1.6	2.2
Montana	2.0	2.0
Nebraska	1.8	1.8
Nevada	1.8	2.4
New Hampshire	3.3	4.8
New Jersey	3.0	3.4
New Mexico	5.0	6.2
New York	4.4	4.0
North Carolina	2.4	2.8

See notes at end of exhibit.

**Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2013—Continued**

State	2008	2013
North Dakota	3.6	3.5
Ohio	3.4	2.5
Oklahoma	1.9	1.7
Oregon	1.8	2.4
Pennsylvania	3.8	4.4
Puerto Rico	3.5	3.1
Rhode Island	5.0	6.4
South Carolina	2.4	2.1
South Dakota	3.2	3.2
Tennessee	1.8	1.7
Texas	2.3	2.0
Utah	2.0	2.4
Vermont	4.0	4.4
Virginia	2.1	2.8
Washington	1.9	2.3
West Virginia	4.2	4.8
Wisconsin	2.8	2.8
Wyoming	4.6	5.0

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2008 and 2013. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2013—RESIDENT,” 2008 and 2013. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C. The percentages served in the 52 individual states ranged from 1.2 percent to 7.9 percent. The percentage was less than 2 percent in the following nine states: Alaska (1.9 percent), Arizona (1.9 percent), District of Columbia (1.9 percent), Nebraska (1.8 percent), Alabama (1.7 percent), Mississippi (1.7 percent), Oklahoma (1.7 percent), Tennessee (1.7 percent), and Arkansas (1.2 percent). The percentage was larger than 5 percent in only the following three states: Massachusetts (7.9 percent), Rhode Island (6.4 percent), and New Mexico (6.2 percent).
- In 2008, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C.

- For 30 of the 52 states, the percentage of the population served increased between 2008 and 2013. For 12 of those states, the increase represented a percent change<sup>12</sup> of more than 20 percent. The percent change increase exceeded 35 percent in the following four states: Georgia (52.9 percent), New Hampshire (46.6 percent), Missouri (38.4 percent), and Nevada (35.5 percent).
- For 16 of the 52 states, the percentage of the population served decreased between 2008 and 2013. However, the decrease represented a percent change of less than 20 percent in each of the states except Hawaii, Arkansas, and Ohio, where the percentage served decreased by 55.2, 50.7, and 26.7, respectively.

---

<sup>12</sup> Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.



*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 2013?*

**Exhibit 49. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2013**

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	3.1	2.2	2.7	2.7	3.1	3.0	2.0
Alabama	x	2.1	1.7	1.7	x	1.8	1.3
Alaska	3.4	1.0	1.5	1.3	1.2	1.7	1.8
Arizona	1.8	1.1	1.3	1.7	2.4	2.5	0.8
Arkansas	1.1	0.8	1.4	0.6	0.9	1.3	0.6
California	1.7	2.1	2.8	2.4	1.3	2.3	0.9
Colorado	1.7	3.0	2.9	3.1	2.8	3.2	1.9
Connecticut	120.3	0.2	1.0	4.6	30.9	4.1	2.0
Delaware	0.0	x	3.3	2.7	x	2.5	7.0
District of Columbia	0.0	x	2.1	1.8	x	1.8	1.8
Florida	3.0	1.5	2.3	2.3	2.4	1.8	1.5
Georgia	1.7	2.1	2.4	0.9	4.2	2.3	1.5
Hawaii	x	4.4	x	1.4	3.3	3.1	3.4
Idaho	3.2	1.7	3.3	2.4	5.7	3.0	2.3
Illinois	1.2	2.6	4.0	5.0	3.9	4.2	2.9
Indiana	2.0	2.3	3.1	4.1	7.5	3.7	2.8
Iowa	5.2	3.2	3.7	3.6	4.8	2.9	3.7
Kansas	1.8	2.6	3.4	3.7	10.2	3.8	2.8
Kentucky	2.7	2.2	2.3	2.2	5.8	2.6	2.9
Louisiana	0.6	1.4	2.6	1.2	0.0	2.2	1.8
Maine	2.2	0.5	1.0	1.2	0.0	2.3	1.6
Maryland	1.3	3.0	3.4	3.2	5.5	3.9	2.5
Massachusetts	8.2	5.6	9.0	9.5	9.1	7.7	6.5
Michigan	3.7	1.3	2.7	1.9	4.0	2.9	1.2
Minnesota	3.4	1.7	2.7	2.7	3.5	2.5	2.1
Mississippi	1.0	2.4	1.9	0.7	0.0	1.7	0.9
Missouri	0.8	1.5	2.6	1.8	2.1	2.2	1.9
Montana	2.1	0.9	2.9	1.7	0.0	2.0	2.0
Nebraska	1.2	0.8	1.3	1.5	7.4	2.1	1.4
Nevada	1.0	1.7	2.7	2.2	3.2	2.7	2.3
New Hampshire	4.0	4.1	2.9	2.6	17.6	5.0	5.3
New Jersey	3.0	2.2	2.5	3.4	12.1	3.8	4.0
New Mexico	5.8	3.5	5.5	6.8	7.5	5.7	2.3
New York	3.0	2.9	3.1	3.5	10.5	4.9	0.9
North Carolina	2.9	1.7	3.4	2.8	2.9	2.8	1.3

See notes at end of exhibit.

**Exhibit 49. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2013—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	4.1	2.6	2.6	1.1	9.1	3.6	5.1
Ohio	4.6	1.9	2.4	1.8	13.8	2.6	2.5
Oklahoma	0.8	1.0	1.5	1.6	1.7	2.0	1.1
Oregon	2.3	1.8	2.8	2.4	3.3	2.6	1.2
Pennsylvania	2.9	3.0	4.6	4.3	3.1	4.4	5.5
Rhode Island	x	3.3	6.8	6.6	x	6.4	5.9
South Carolina	1.0	1.8	2.4	2.1	4.0	2.0	1.6
South Dakota	4.3	1.9	2.4	1.6	11.1	3.3	2.5
Tennessee	1.5	2.0	1.5	1.3	6.1	1.9	1.4
Texas	1.0	1.4	1.6	2.1	2.9	2.3	0.6
Utah	3.1	1.6	2.2	2.6	1.9	2.4	1.5
Vermont	0.0	5.0	7.5	3.1	0.0	4.4	3.2
Virginia	x	1.8	2.6	2.0	x	3.1	3.4
Washington	3.3	1.8	2.2	2.3	2.8	2.4	1.9
West Virginia	x	4.2	3.7	x	18.8	4.9	3.3
Wisconsin	2.9	1.3	3.4	3.6	0.0	2.7	2.5
Wyoming	6.6	3.4	1.2	4.7	13.6	5.1	2.8

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

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by the state by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by all states by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all states, then multiplying the result by 100. As race/ethnicity was suppressed for 128 infants and toddlers served under Part C in seven individual states, the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2013. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2013. Data for Puerto Rico were not available. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- Larger percentages of the resident population birth through age 2 who were American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander than any other racial/ethnic group were served under *IDEA*, Part C, in “All states.” Specifically, 3.1 percent of the resident population of each group were served under Part C. In contrast, a smaller percentage of the resident population associated with the racial/ethnic group representing infants and toddlers reported under two or more racial/ethnic groups than any other racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 2.0 percent of those who were associated with two or more racial/ethnic groups were served under Part C.

- In 2013, 3.1 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All states.” The percentages ranged from zero percent to 8.2 percent in 45 of the 46 individual states for which non-suppressed data were available.<sup>13</sup> The percentage was 5 percent or more in four states: Massachusetts (8.2 percent), Wyoming (6.6 percent), New Mexico (5.8 percent), and Iowa (5.2 percent). In contrast, less than 1 percent was served in the following states: Missouri (0.8 percent), Oklahoma (0.8 percent), Louisiana (0.6 percent), Delaware (0.0 percent), the District of Columbia (0.0 percent), and Vermont (0.0 percent).
- In 2013, 2.2 percent of the resident population birth through age 2 who were Asian were served under Part C in “All states.” The percentages ranged from 0.2 percent to 5.6 percent in the 49 individual states for which non-suppressed data were available. The percentage was more than 4 percent in the following five states: Massachusetts (5.6 percent), Vermont (5.0 percent), Hawaii (4.4 percent), West Virginia (4.2 percent), and New Hampshire (4.1 percent). In contrast, less than 1 percent was served in the following states: Montana (0.9 percent), Arkansas (0.8 percent), Nebraska (0.8 percent), Maine (0.5 percent), and Connecticut (0.2 percent).
- In 2013, 2.7 percent of the resident population birth through age 2 who were Black or African American were served under Part C in “All states.” The percentages ranged from 1 to 9 percent in the 50 individual states for which non-suppressed data were available. In the following four states, the percentage was more than 5 percent: Massachusetts (9.0 percent), Vermont (7.5 percent), Rhode Island (6.8 percent), and New Mexico (5.5 percent). In contrast, the percentage was less than 2 percent in 12 states, including Maine and Connecticut, in which the percentages were 1 percent.
- In 2013, 2.7 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 0.6 to 9.5 percent in the 50 individual states for which non-suppressed data were available. The percentage was larger than 5 percent in the following three states: Massachusetts (9.5 percent), New Mexico (6.8 percent), and Rhode Island (6.6 percent). In contrast, the percentage was less than 1 percent in Georgia (0.9 percent), Mississippi (0.7 percent), and Arkansas (0.6 percent).
- In 2013, 3.1 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C in “All states.” The percentages ranged from zero to 30.9 percent in the 46 states for which non-suppressed data were available. The percentage was larger than 10 percent in nine states, including Connecticut in which more than 30 percent (30.9 percent) were served. In contrast, the percentage was zero in the following six states: Louisiana, Maine, Mississippi, Montana, Vermont, and Wisconsin.
- In 2013, 3 percent of the resident population birth through age 2 who were White were served under Part C in “All states.” The percentages ranged from 1.3 to 7.7 percent in the 51 individual states for which non-suppressed data were available. The percentage was larger than 5 percent in the following states: Massachusetts (7.7 percent), Rhode Island (6.4 percent), New Mexico (5.7 percent), and Wyoming (5.1 percent). In contrast, the percentage was less than 2 percent in the following seven states: Tennessee (1.9 percent), Alabama (1.8 percent), the

---

<sup>13</sup> The percentage calculated for Connecticut is anomalous and, therefore, not considered. The estimated resident population of American Indian or Alaska Native infants and toddlers in Connecticut was only 385 children and was less than the number of infants and toddlers served under Part C that were identified as American Indian or Alaska Native (463 children).

District of Columbia (1.8 percent), Florida (1.8 percent), Alaska (1.7 percent), Mississippi (1.7 percent), and Arkansas (1.3 percent).

- In 2013, 2 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C in “All states.” The percentages ranged from 0.6 to 7 percent in the 51 individual states for which non-suppressed data were available. The percentage was 5 percent or more in the following six states: Delaware (7.0 percent), Massachusetts (6.5 percent), Rhode Island (5.9 percent), Pennsylvania (5.5 percent), New Hampshire (5.3 percent), and North Dakota (5.1 percent). In contrast, the percentage was less than 1 percent in the following six states: California (0.9 percent), Mississippi (0.9 percent), New York (0.9 percent), Arizona (0.8 percent), Arkansas (0.6 percent), and Texas (0.6 percent).

## Part C Primary Early Intervention Service Settings

*How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service settings in 2013, and how did the distributions change between 2008 and 2013?*

**Exhibit 50. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2013**

State	2008			2013		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
All states	86.1	5.7	8.1	88.7	6.9	4.4
Alabama	78.7	9.4	11.8	93.0	6.9	0.1
Alaska	88.5	7.3	4.2	95.6	3.7	0.8
Arizona	75.5	0.5	24.0	93.5	1.2	5.3
Arkansas	17.4	24.2	58.4	33.4	41.0	25.6
California	82.3	3.9	13.7	80.2	13.4	6.4
Colorado	97.0	1.8	1.2	98.5	1.3	0.2
Connecticut	95.1	4.6	0.3	97.0	3.0	#
Delaware	78.9	11.0	10.1	84.5	9.3	6.2
District of Columbia	38.5	43.4	18.1	79.4	18.6	2.0
Florida	52.7	8.2	39.1	77.6	7.7	14.8
Georgia	98.5	0.4	1.1	98.9	0.8	0.4
Hawaii	91.6	2.8	5.6	87.0	3.6	9.4
Idaho	94.0	2.7	3.3	89.9	8.6	1.5
Illinois	88.1	4.2	7.8	81.1	7.0	11.9
Indiana	93.6	4.9	1.5	94.1	4.6	1.2
Iowa	96.1	2.5	1.5	96.1	2.4	1.5
Kansas	95.5	3.0	1.5	97.2	2.5	0.3
Kentucky	87.7	11.8	0.5	96.9	2.2	0.8
Louisiana	96.7	3.1	0.2	95.2	2.5	2.3
Maine	72.4	18.0	9.6	93.9	5.5	0.6
Maryland	83.9	8.4	7.7	82.7	15.1	2.2
Massachusetts	88.0	10.4	1.6	88.1	10.3	1.6
Michigan	85.3	8.0	6.7	90.1	6.3	3.7
Minnesota	91.2	3.3	5.5	94.0	2.6	3.4
Mississippi	85.0	6.2	8.8	83.9	10.5	5.7
Missouri	92.7	5.4	2.0	95.2	4.1	0.7
Montana	91.8	7.1	1.1	98.8	1.0	0.3
Nebraska	85.7	7.2	7.0	92.7	5.6	1.6
Nevada	97.8	1.9	0.2	92.7	7.0	0.3
New Hampshire	95.5	0.9	3.6	92.4	6.0	1.6
New Jersey	92.5	6.2	1.2	92.1	7.8	0.1
New Mexico	76.8	21.4	1.9	81.9	16.8	1.2
New York	90.1	2.5	7.4	90.2	3.4	6.3
North Carolina	90.2	8.8	1.0	93.1	6.5	0.4

See notes at end of exhibit.

**Exhibit 50. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2013—Continued**

State	2008			2013		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
North Dakota	98.4	1.0	0.6	98.3	1.4	0.3
Ohio	86.6	3.6	9.8	75.2	4.8	20.0
Oklahoma	95.1	2.9	2.0	92.8	2.6	4.6
Oregon	90.3	2.9	6.8	93.6	2.8	3.5
Pennsylvania	97.6	2.0	0.4	98.5	1.4	0.1
Puerto Rico	85.1	x	x	82.2	17.6	0.2
Rhode Island	84.4	6.6	9.0	93.7	2.1	4.2
South Carolina	83.2	0.8	16.1	97.6	1.8	0.6
South Dakota	80.8	18.4	0.8	81.7	17.3	1.0
Tennessee	72.9	17.1	10.0	69.7	10.7	19.7
Texas	94.5	5.1	0.4	95.8	3.6	0.6
Utah	67.4	3.2	29.3	92.6	2.8	4.6
Vermont	85.0	12.7	2.4	89.5	9.4	1.1
Virginia	75.4	4.4	20.3	87.2	12.5	0.2
Washington	66.8	16.0	17.3	76.1	17.9	5.9
West Virginia	97.6	2.4	0.0	98.9	1.0	#
Wisconsin	90.8	3.9	5.3	92.2	6.2	1.6
Wyoming	77.2	x	x	74.2	24.6	1.2

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.

<sup>a</sup>Home refers to the principal residence of the eligible infant's or toddler's family or caregivers.

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

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

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

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: "IDEA Part C Child Count and Settings Collection," 2008 and 2013. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 2013, were 88.7 percent, 6.9 percent, and 4.4 percent, respectively. In 2008, the values were very comparable with 86.1 percent, 5.7 percent, and 8.1 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, by 32 states in 2013. In addition, more than 50 percent of infants and toddlers in every state except Arkansas were served in a *home*. In Arkansas, *home* was the primary setting for only 33.4 percent of infants and toddlers while a *community-based setting* was the primary setting for 41 percent of the infants and toddlers.
- In 2008, *home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, by 24 states. In addition, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home*. In the District of Columbia, a *community-based setting* was the most prevalent primary setting, accounting for 43.4 percent of the infants and toddlers served. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 58.4 percent of the infants and toddlers served.

## Part C Exiting

*How did the states compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status in 2012–13?*

**Exhibit 51. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2012–13**

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 <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	14.3	37.7	3.2	6.8	3.1	11.0	0.3	3.7	11.9	8.0
Alabama	15.1	37.8	0.0	2.8	3.5	5.0	0.8	3.4	20.5	11.1
Alaska	9.8	37.3	0.0	4.3	3.8	7.3	0.3	10.5	13.0	13.9
Arizona	7.5	47.8	0.0	4.1	2.6	11.7	0.7	4.1	10.3	11.1
Arkansas	11.1	50.0	0.0	12.8	4.9	8.8	0.1	1.1	8.9	2.2
California	7.2	43.7	0.0	19.1	0.0	17.1	0.3	1.5	8.5	2.6
Colorado	13.8	44.5	0.0	5.2	7.3	9.1	0.3	7.0	8.7	4.1
Connecticut	9.1	47.0	0.0	6.4	4.9	8.2	0.3	4.4	11.4	8.2
Delaware	13.8	49.1	0.0	4.1	3.3	4.0	0.3	7.0	8.1	10.2
District of Columbia	8.5	50.9	0.0	4.4	1.8	10.4	0.5	9.7	5.5	8.3
Florida	9.9	44.1	0.0	2.8	2.1	19.7	0.4	3.9	8.0	9.2
Georgia	5.2	44.2	0.0	4.3	2.6	12.3	0.6	4.5	11.2	15.1
Hawaii	13.7	25.0	0.0	7.0	4.8	15.2	0.2	9.8	16.6	7.8
Idaho	18.9	35.4	0.0	7.5	4.7	6.0	0.5	6.3	11.7	9.1
Illinois	17.8	40.6	0.0	5.6	0.3	14.3	0.3	3.1	9.4	8.6
Indiana	24.0	31.4	0.0	4.9	7.6	10.8	0.4	2.8	16.9	1.2
Iowa	9.7	36.5	0.0	18.9	2.9	0.4	0.4	3.8	19.3	8.1
Kansas	20.1	50.3	0.0	2.8	2.7	4.6	0.4	5.8	8.3	5.1
Kentucky	12.5	51.5	0.0	2.8	4.3	9.8	0.6	4.3	7.7	6.5
Louisiana	31.7	4.3	0.0	0.4	0.3	1.2	0.3	1.4	37.5	22.9
Maine	13.3	50.6	0.0	0.0	7.5	2.8	0.6	3.4	12.9	8.9

See notes at end of exhibit.



**Exhibit 51. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2011–13—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 <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	27.6	14.8	31.9	1.4	0.8	1.9	0.2	3.9	9.2	8.3
Massachusetts	15.7	43.5	0.0	7.3	1.0	0.2	0.1	3.7	14.8	13.8
Michigan	13.1	37.6	0.0	3.2	8.2	3.1	0.5	6.6	14.1	13.7
Minnesota	6.4	60.4	0.0	8.0	7.3	0.5	0.3	3.0	12.5	1.7
Mississippi	14.2	39.4	0.0	2.9	4.9	15.6	0.4	5.4	8.6	8.5
Missouri	3.9	57.6	0.0	6.9	10.2	3.6	0.4	4.0	8.9	4.5
Montana	11.5	29.9	0.0	7.1	2.8	6.4	0.9	10.8	18.7	11.9
Nebraska	2.5	24.7	65.4	0.6	0.9	0.0	0.2	1.3	2.2	2.3
Nevada	8.6	45.1	0.0	2.2	1.3	12.7	0.8	7.4	9.8	12.1
New Hampshire	22.9	41.7	0.0	6.1	2.9	4.4	0.3	5.0	8.8	8.0
New Jersey	17.0	36.8	0.0	8.6	3.7	15.0	0.2	3.0	11.6	4.1
New Mexico	15.7	19.2	0.3	4.8	4.3	3.3	0.6	12.6	20.9	18.3
New York	11.8	32.9	24.2	1.9	2.9	17.8	0.2	2.2	3.8	2.4
North Carolina	10.6	33.5	0.0	4.0	5.7	17.6	0.5	4.8	13.2	10.2
North Dakota	0.0	42.9	0.0	22.6	4.7	5.2	0.3	8.6	12.0	3.8
Ohio	10.5	34.7	0.0	8.3	6.1	4.9	0.3	3.1	17.6	14.6
Oklahoma	12.7	43.4	0.0	2.8	0.9	3.9	0.8	5.1	15.7	14.7
Oregon	9.7	60.9	0.0	0.2	3.5	0.2	0.3	5.2	11.0	9.0
Pennsylvania	30.5	37.9	0.0	2.4	3.0	9.8	0.2	3.0	6.4	6.8
Puerto Rico	26.9	14.5	0.0	#	0.1	35.3	0.2	3.5	6.2	13.3
Rhode Island	20.4	38.6	0.0	8.7	3.5	5.1	0.0	4.5	7.8	11.4
South Carolina	13.1	40.5	0.0	6.0	8.4	9.3	0.5	3.9	9.3	9.0
South Dakota	7.9	47.5	0.0	15.4	4.6	1.3	0.2	7.3	9.0	6.6
Tennessee	8.9	39.3	0.0	4.4	4.0	18.9	0.6	4.5	11.6	7.7
Texas	13.3	30.9	0.0	6.6	1.8	10.5	0.4	3.9	21.7	11.0
Utah	13.3	42.3	0.0	1.8	6.4	7.3	0.4	4.5	18.9	5.1

See notes at end of exhibit.

**Exhibit 51. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2011–13—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 <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Vermont	14.3	62.6	0.0	2.5	1.8	0.6	0.0	6.7	5.9	5.5
Virginia	19.5	29.3	0.0	8.0	10.8	5.6	0.5	5.8	12.8	7.7
Washington	6.3	44.8	0.0	6.9	6.7	7.0	0.3	6.3	14.9	6.8
West Virginia	21.5	29.3	0.0	6.3	3.3	14.1	0.5	4.1	12.9	7.9
Wisconsin	18.8	43.2	0.0	3.7	2.8	10.2	0.2	2.1	12.0	7.0
Wyoming	20.3	45.2	0.0	8.0	4.0	0.4	0.3	8.3	7.9	5.5

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2012–13. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 37.7 percent of the infants and toddlers birth through age 2 exiting Part C in “All states.” This exit status also was associated with the largest percentage in 47 of the 52 states. In eight of those states, this reason accounted for the majority of exits. In the following three of those states, the value was larger than 60 percent: Vermont (62.6 percent), Oregon (60.9 percent), and Minnesota (60.4 percent).
- The category of *no longer eligible for Part C prior to reaching age 3* accounted for the second largest percentage of exits for “All states,” but it represented only 14.3 percent of the exits. Moreover, this category did not account for the largest percentage of exits in any state.
- In Nebraska and Maryland, the most prevalent Part C exit status, accounting for 65.4 percent and 31.9 percent of the exits, respectively, was *Part B eligible, continuing in Part C*.
- In Louisiana and New Mexico, the most prevalent Part C exit status, accounting for 37.5 percent and 20.9 percent of the exits, respectively, was *withdrawn by parent (or guardian)*.
- In Puerto Rico, the most prevalent Part C exit status, accounting for 35.3 percent of exits, was *Part B eligibility not determined*.

## Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define "infants and toddlers" as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B) and 34 C.F.R. 303.21(c)] and serve them under Part C [see *IDEA*, section 635(c) and 34 C.F.R. 303.211] until the beginning of the school year following the child's third or fourth birthday or until the child is eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected. Nevertheless, since infants and toddlers birth through age 2 served under *IDEA*, Part C, account for nearly all of the participants in Part C in all states, the count for infants and toddlers birth through age 2 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part C disputes that occurred in the individual states during the year. For an overview of the Part C dispute resolution process, see the Section I discussion of these same data at the national level.

*How did the states compare with regard to the following ratios in 2012–13:*

- 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 52. 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: 2012–13**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
All states	0.4	0.4	0.7
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	1.4	0.2	0.0
Arkansas	0.6	0.0	0.0
California	0.4	2.2	2.0
Colorado	0.0	0.0	0.0
Connecticut	0.9	0.0	0.0
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.1	0.1	0.0
Georgia	0.0	0.0	0.0
Hawaii	0.0	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.3	0.1	0.0
Indiana	0.3	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	2.2	0.4	0.0
Louisiana	4.0	0.2	0.0
Maine	0.0	1.0	1.0
Maryland	0.4	0.1	0.1
Massachusetts	0.1	0.0	0.0
Michigan	0.0	0.0	0.0
Minnesota	0.0	0.0	0.2
Mississippi	0.0	0.0	0.0
Missouri	0.2	0.0	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	4.7	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.8	0.4	0.2
New Mexico	0.0	0.0	0.0
New York	0.7	1.0	5.2
North Carolina	0.0	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.1	0.1	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.1	0.0	0.1
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

**Exhibit 52. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2011–13—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
Rhode Island	0.0	0.0	0.0
South Carolina	1.3	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.3	0.0	0.3
Texas	#	#	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.4	0.1	0.2
Washington	0.0	0.0	0.0
West Virginia	0.4	0.0	0.0
Wisconsin	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0

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

<sup>a</sup>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 that alleges a violation of a requirement of Part C of *IDEA*. The total number of *written, signed complaints* in 2012–13 was 121.

<sup>b</sup>A *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 2012–13 was 117.

<sup>c</sup>A *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 2012–13 was 225.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state, then multiplying the result by 1,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2012, and June 30, 2013, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2012–13. Data were accessed fall 2014. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, there were 0.4 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 30 states and ranged from less than 0.05 to 4.7 per 1,000 infants and toddlers served in the other states. In only the following three states was the ratio larger than 2 per 1,000 infants and toddlers served: Nevada (4.7 per 1,000 infants and toddlers), Louisiana (4.0 per 1,000 infants and toddlers), and Kentucky (2.2 per 1,000 infants and toddlers).
- In 2012–13, there were 0.4 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 39 states and larger than 1 per 1,000 infants and toddlers served in only California (2.2 per 1,000 infants and toddlers).

- In 2012–13, there was 0.7 *mediation request* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 43 states and larger than 1 per 1,000 infants and toddlers served in only New York (5.2 per 1,000 infants and toddlers) and California (2.0 per 1,000 infants and toddlers).

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

### Part B Child Count

*How did the states compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2013, and how did the percentages change between 2008 and 2013?*

**Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013**

State	2008	2013
All states	5.8	6.1
Alabama	3.9	4.0
Alaska	6.6	6.5
Arizona	5.1	5.7
Arkansas	10.6	10.7
California	4.7	5.0
Colorado	5.5	6.1
Connecticut	6.1	6.7
Delaware	6.7	5.4
District of Columbia	3.1	6.8
Florida	5.3	5.8
Georgia	3.9	4.3
Hawaii	5.0	4.5
Idaho	5.6	4.6
Illinois	7.2	7.7
Indiana	7.2	7.0
Iowa	5.1	5.4
Kansas	8.3	9.1
Kentucky	11.9	10.3
Louisiana	5.3	5.2
Maine	8.5	9.2
Maryland	5.6	5.9
Massachusetts	7.3	7.6
Michigan	6.5	5.8
Minnesota	6.8	7.1
Mississippi	7.2	8.2
Missouri	6.6	7.0
Montana	5.4	4.2
Nebraska	5.8	6.8
Nevada	5.5	7.4
New Hampshire	6.5	7.9
New Jersey	4.5	5.5
New Mexico	7.7	5.1
New York	9.0	9.6
North Carolina	5.0	5.0

See notes at end of exhibit.



**Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013—Continued**

State	2008	2013
North Dakota	6.6	6.4
Ohio	5.3	5.4
Oklahoma	4.9	5.3
Oregon	6.5	7.1
Pennsylvania	6.7	7.5
Puerto Rico	5.7	12.1
Rhode Island	8.1	8.7
South Carolina	6.2	5.4
South Dakota	8.2	7.4
Tennessee	5.1	5.1
Texas	3.3	3.6
Utah	5.6	6.1
Vermont	—	9.5
Virginia	5.7	5.3
Washington	5.6	5.4
West Virginia	9.4	8.6
Wisconsin	7.0	7.6
Wyoming	14.0	—

— Percentage cannot be calculated because data were not available.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2013. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2008 and 2013. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, 6.1 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages served in the individual states ranged from 3.6 percent to 12.1 percent. Values of 10 percent or more were observed in the following three states: Puerto Rico (12.1 percent), Arkansas (10.7 percent), and Kentucky (10.3 percent). In contrast, the percentage was no more than 4 percent in Alabama (4.0 percent) and Texas (3.6 percent).
- In 2008, 5.8 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.

- In 32 of the 50 states for which data were available for both 2008 and 2013, the percentage of the resident population served under *IDEA*, Part B, increased between the two years. However, the increase represented a percent change<sup>14</sup> of 20 percent or more in only the following five states: the District of Columbia (117.1 percent), Puerto Rico (112.8 percent), Nevada (34.1 percent), New Jersey (21.8 percent), and New Hampshire (21.6 percent).
- In 16 of the 50 states for which data were available for both 2008 and 2013, the percentage of the population served decreased between the two years. However, the decrease represented a percent change of 10 percent or more in only the following seven states: New Mexico (-33.7 percent), Montana (-22.0 percent), Delaware (-19.2), Idaho (-18.4 percent), South Carolina (-13.3 percent), Kentucky (-12.7 percent), and South Dakota (-10.1 percent).

---

<sup>14</sup> Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

*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 2013?*

**Exhibit 54. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	8.1	4.3	6.2	5.5	8.3	6.5	4.7
Alabama	3.0	3.4	3.9	2.3	2.5	4.3	2.7
Alaska	10.4	5.3	7.0	4.9	6.4	5.8	4.9
Arizona	6.0	3.8	4.7	5.7	7.6	6.0	4.0
Arkansas	5.0	5.1	16.1	8.3	2.7	10.2	5.7
California	5.2	4.0	5.7	5.2	5.0	5.0	4.8
Colorado	9.1	5.0	5.5	6.7	10.0	5.9	5.0
Connecticut	7.5	4.4	6.9	7.6	10.8	6.6	5.3
Delaware	23.1	3.8	5.8	5.3	26.7	5.7	2.1
District of Columbia	x	2.4	8.4	9.5	x	2.3	2.5
Florida	5.1	3.9	6.9	5.8	6.5	5.4	4.7
Georgia	4.4	3.0	4.6	3.5	5.6	4.4	3.7
Hawaii	4.6	4.2	4.8	4.7	9.5	5.0	2.5
Idaho	7.9	x	3.9	3.9	x	4.8	3.2
Illinois	21.9	5.1	6.3	6.6	56.9	8.8	7.4
Indiana	4.6	4.5	5.8	6.0	7.0	7.3	7.9
Iowa	29.8	1.5	6.9	4.6	9.1	5.4	5.3
Kansas	12.3	6.6	8.6	7.7	14.8	9.9	7.2
Kentucky	5.1	5.8	9.6	8.1	5.0	10.8	8.3
Louisiana	4.3	3.5	5.8	3.1	17.1	5.2	3.9
Maine	10.4	4.9	6.6	4.1	0.0	9.7	5.4
Maryland	10.1	4.5	6.3	6.1	23.3	6.0	4.5
Massachusetts	8.5	5.7	8.0	9.0	15.3	7.5	6.1
Michigan	7.7	3.7	5.5	4.7	36.6	6.3	3.7
Minnesota	11.5	5.2	7.6	8.2	12.4	7.0	6.8
Mississippi	2.2	5.1	8.4	3.4	24.4	8.8	3.3
Missouri	6.3	4.9	7.1	5.1	5.9	7.3	4.9
Montana	5.0	1.8	2.6	3.2	26.3	4.3	2.7
Nebraska	14.6	4.9	6.1	6.0	9.8	7.0	5.9
Nevada	11.0	3.5	9.7	6.6	10.6	8.4	6.8
New Hampshire	9.0	4.2	10.2	7.4	91.7	8.2	2.7
New Jersey	3.4	4.2	5.3	6.0	56.8	5.8	2.7
New Mexico	5.7	3.5	6.0	4.9	14.0	5.6	2.8
New York	12.6	6.1	9.3	10.4	34.3	10.1	4.9
North Carolina	9.7	3.1	5.9	3.9	12.7	4.9	4.1

See notes at end of exhibit.

**Exhibit 54. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013—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	8.3	4.3	8.1	5.8	20.0	6.2	4.4
Ohio	2.6	4.0	4.3	4.2	10.3	5.8	4.5
Oklahoma	9.0	4.2	4.5	3.4	8.2	5.9	2.8
Oregon	10.0	4.8	9.3	7.7	6.4	7.3	3.9
Pennsylvania	5.9	4.9	7.9	7.6	12.1	7.5	7.8
Rhode Island	32.5	6.4	7.5	8.0	25.0	9.3	6.4
South Carolina	4.2	3.5	6.4	4.2	2.3	5.1	4.1
South Dakota	10.5	5.3	4.2	4.8	20.0	7.3	5.6
Tennessee	8.6	4.6	4.9	3.6	5.5	5.6	2.4
Texas	8.3	3.1	3.5	3.6	5.8	3.7	3.1
Utah	12.2	4.3	5.1	5.3	6.1	6.4	2.7
Vermont	x	6.2	13.4	3.7	x	10.0	1.6
Virginia	8.9	3.9	5.9	5.5	11.2	5.3	4.2
Washington	6.4	3.9	5.9	6.1	3.7	5.4	5.0
West Virginia	10.4	4.7	6.6	5.8	0.0	9.0	5.0
Wisconsin	9.2	4.7	9.5	9.0	36.8	7.4	5.2
Wyoming	—	—	—	—	—	—	—

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

— Percentage cannot be calculated because data were not available.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were reported in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were reported in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group in all states, then multiplying the result by 100. As race/ethnicity was suppressed for 43 children served in three individual states, the number of children served under *IDEA*, Part B, by all states in the racial/ethnic group was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2013. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for Puerto Rico were not available. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a larger percentage of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander than of the resident populations of the other racial/ethnic groups was served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available. Specifically, 8.3 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In contrast, only 4.3 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.

- In 2013, 8.1 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from 2.2 to 32.5 percent in the 48 individual states for which non-suppressed data were available. The percentage was more than 20 percent in the following four states: Rhode Island (32.5 percent), Iowa (29.8 percent), Delaware (23.1 percent), and Illinois (21.9 percent). In contrast, the percentage was less than 4 percent in the following five states: New Jersey (3.4 percent), Alabama (3.0 percent), Ohio (2.6 percent), the District of Columbia (2.4 percent), and Mississippi (2.2 percent).
- In 2013, 4.3 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All states.” The percentages ranged from 1.5 to 6.6 percent in the 49 individual states for which non-suppressed data were available. The percentage was 6 percent or more in the following four states: Kansas (6.6 percent), Rhode Island (6.4 percent), Vermont (6.2 percent), and New York (6.1 percent). In contrast, the percentage was less than 3 percent in the following three states: District of Columbia (2.4 percent), Montana (1.8 percent), and Iowa (1.5 percent).
- In 2013, 6.2 percent of the resident population ages 3 through 5 who were Black or African American were served under Part B in “All states.” The percentages ranged from 2.6 to 16.1 percent in the 50 individual states. In the following three states, the percentage was more than 10 percent: Arkansas (16.1 percent), Vermont (13.4 percent), and New Hampshire (10.2 percent). In contrast, the percentage was less than 4 percent in the following four states: Alabama (3.9 percent), Idaho (3.9 percent), Texas (3.5 percent), and Montana (2.6 percent).
- In 2013, 5.5 percent of the resident population ages 3 through 5 who were Hispanic/Latino were served under Part B in “All states.” The percentages ranged from 2.3 to 10.4 percent in the 50 individual states. In the following four states, the percentage was 9 percent or more: New York (10.4 percent), the District of Columbia (9.5 percent), Massachusetts (9.0 percent), and Wisconsin (9.0 percent). In contrast, the percentage was less than 4 percent in 11 states, including Alabama, in which only 2.3 percent of the population ages 3 to 5 were served under Part B.
- In 2013, 8.3 percent of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All states.” The percentages ranged from zero to 91.7 percent in the 47 states for which non-suppressed data were available. The percentage was 50 percent or more in the following three states: New Hampshire (91.7 percent), Illinois (56.9 percent), and New Jersey (56.8 percent). In contrast, the percentage was less than 4 percent in the following six states: Washington (3.7 percent), Arkansas (2.7 percent), Alabama (2.5 percent), South Carolina (2.3 percent), Maine (0.0 percent), and West Virginia (0.0 percent).
- In 2013, 6.5 percent of the resident population ages 3 through 5 who were White were served under Part B in “All states.” The percentages ranged from 2.3 percent to 10.8 percent in the 50 individual states. The percentage was 10 percent or more in the following four states: Kentucky (10.8 percent), Arkansas (10.2 percent), New York (10.1 percent), and Vermont (10.0 percent). In contrast, the percentage was less than 4 percent in the following two states: Texas (3.7 percent) and the District of Columbia (2.3 percent).
- In 2013, 4.7 percent of the resident population ages 3 through 5 who were associated with two or more racial/ethnic groups were served under Part B in “All states.” The percentages ranged from 1.6 percent to 8.3 percent in the 50 individual states for which non-suppressed data were available. In the following five states, the percentage was 7 percent or more: Kentucky (8.3 percent), Indiana (7.9 percent), Pennsylvania (7.8 percent), Illinois (7.4 percent), and Kansas (7.2 percent). In contrast, the percentage was less than 3 percent in 12 states, including Vermont in which only 1.6 percent were served under Part B.

## 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 2013?*

**Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2013**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	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	38.1	17.5	5.4	4.8	23.3	2.7	#	2.1	6.1
Alabama	39.8	30.6	6.9	3.6	4.5	1.2	0.2	2.5	10.6
Alaska	26.4	18.5	3.6	2.7	40.5	1.4	0.0	2.8	4.0
Arizona	43.5	2.4	8.7	1.2	41.0	0.4	0.0	0.2	2.7
Arkansas	28.5	38.8	0.4	0.3	3.0	25.5	0.1	0.4	3.0
BIE schools	—	—	—	—	—	—	—	—	—
California	33.0	7.5	7.7	4.5	30.8	3.6	0.1	4.0	8.9
Colorado	81.3	6.9	4.0	0.9	5.2	1.4	#	0.2	0.2
Connecticut	72.9	6.3	3.7	0.6	11.0	0.8	0.0	0.2	4.5
Delaware	87.8	8.4	0.5	3.4	0.0	0.0	0.0	0.0	0.0
District of Columbia	48.9	28.5	0.4	1.0	17.0	2.9	0.0	0.1	1.1
Florida	21.7	12.6	6.6	4.5	47.2	4.0	#	0.5	2.9
Georgia	43.0	20.8	2.5	3.9	24.0	0.4	#	1.7	3.7
Hawaii	23.9	7.1	8.4	32.0	26.9	0.4	0.0	0.4	1.0
Idaho	22.0	7.7	8.3	3.4	45.6	7.2	0.1	0.4	5.3
Illinois	31.7	22.9	2.2	4.0	26.5	2.9	#	0.2	9.5
Indiana	35.3	8.9	5.4	3.9	31.5	1.6	#	0.5	12.9
Iowa	32.6	39.5	3.2	8.7	7.6	0.2	0.1	0.9	7.3
Kansas	29.8	20.1	8.6	6.3	33.0	0.2	#	1.6	0.3
Kentucky	63.0	24.9	2.1	2.7	4.0	0.6	#	0.4	2.3
Louisiana	21.9	48.2	0.8	16.5	3.6	0.2	0.0	4.8	4.1
Maine	59.2	9.8	17.9	4.4	5.5	0.6	0.0	0.3	2.3

See notes at end of exhibit.

**Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2013—  
Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Maryland	50.7	9.3	5.9	4.7	17.3	2.1	#	0.6	9.3
Massachusetts	35.5	21.1	11.8	6.9	14.3	1.3	#	0.1	9.1
Michigan	24.6	12.6	3.8	4.2	39.5	2.2	#	1.5	11.6
Minnesota	35.3	15.0	17.7	8.7	17.4	0.6	#	3.2	2.1
Mississippi	58.9	8.7	7.5	2.0	11.6	2.8	0.1	2.0	6.4
Missouri	44.0	18.8	3.0	4.1	21.4	1.3	0.0	0.8	6.6
Montana	28.8	12.3	10.8	2.1	29.4	1.4	0.0	0.8	14.3
Nebraska	59.6	2.5	14.6	1.6	4.6	1.0	#	11.6	4.4
Nevada	21.6	7.6	0.9	1.2	58.7	3.0	0.0	0.1	6.9
New Hampshire	34.6	16.9	15.8	13.0	18.0	0.2	#	0.1	1.4
New Jersey	32.9	5.2	7.0	16.0	32.2	5.5	0.2	0.1	0.9
New Mexico	39.0	5.0	4.2	2.0	30.2	10.1	0.0	0.4	9.1
New York	40.4	23.2	2.5	3.3	18.1	5.7	#	5.7	1.0
North Carolina	48.8	14.4	1.4	1.8	19.6	2.3	#	2.0	9.5
North Dakota	25.1	33.3	2.2	3.9	27.1	1.7	0.1	0.7	5.8
Ohio	52.1	2.6	3.0	0.9	32.7	3.8	#	1.9	3.0
Oklahoma	39.2	30.4	1.5	3.9	15.3	0.6	0.3	0.6	8.2
Oregon	31.1	20.1	9.0	9.5	23.3	1.1	#	4.1	1.8
Pennsylvania	48.6	6.1	13.1	4.5	14.6	1.5	#	6.3	5.3
Puerto Rico	91.3	0.0	2.6	0.0	0.0	0.4	—	2.8	3.0
Rhode Island	42.2	9.7	0.1	0.0	18.6	1.6	0.0	0.5	27.4
South Carolina	44.0	12.6	4.9	4.0	24.1	1.2	0.1	1.6	7.6
South Dakota	15.3	51.2	5.8	5.4	14.7	0.6	#	1.2	5.8
Tennessee	8.4	73.9	#	0.1	13.7	1.1	#	0.4	2.3
Texas	29.0	31.0	2.5	7.7	16.4	0.1	#	0.7	12.5
Utah	19.1	10.4	13.9	2.1	41.9	1.9	0.0	0.2	10.6

See notes at end of exhibit.

**Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2013—  
Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	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	64.4	7.6	11.8	1.7	2.1	0.1	0.1	6.2	6.2
Virginia	25.1	14.9	5.0	19.6	26.4	0.2	0.1	2.6	6.2
Washington	22.1	20.3	4.9	3.7	39.0	1.8	#	0.5	7.7
West Virginia	28.2	50.6	1.0	2.3	9.2	0.1	0.1	1.0	7.5
Wisconsin	30.9	31.3	3.4	6.6	19.8	0.5	#	1.4	6.0
Wyoming	—	—	—	—	—	—	—	—	—

— Percentage cannot be calculated because data were not available.

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

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

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

<sup>c</sup>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 regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician’s office.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the state, 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, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Child Count and Educational Environments Collection,” 2013.

Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



- In 2013, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, the percentage associated with this category for “All states” was 38.1 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 23.3 percent of the children.
- In 31 individual states, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children than any other category. In 11 of those states, this category accounted for a majority of the children. In the following three states, this category accounted for more than 80 percent of the children: Puerto Rico (91.3 percent), Delaware (87.8 percent), and Colorado (81.3 percent).
- In 10 states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children than any other category. The percentage of children accounted for by a *separate class* was less than a majority in all of these states except Nevada, in which 58.7 percent were accounted for by this category.
- In nine states, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children than any other category. The percentage represented a majority of the children in only Tennessee (73.9 percent), South Dakota (51.2 percent), and West Virginia (50.6 percent).
- The category of *attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for more children than any other category in Hawaii (32.0 percent).

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment in 2013?

**Exhibit 56. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	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	41.7	15.7	5.7	3.5	22.8	2.4	#	2.3	5.8
Alabama	31.4	35.3	5.9	11.8	3.9	0.0	0.0	0.0	11.8
Alaska	51.2	12.8	1.2	0.0	30.2	2.3	0.0	1.2	1.2
Arizona	84.6	0.0	15.4	0.0	0.0	0.0	0.0	0.0	0.0
Arkansas	25.3	22.1	0.0	0.2	2.0	48.6	0.0	0.0	1.8
BIE schools	—	—	—	—	—	—	—	—	—
California	34.8	6.5	7.9	3.5	30.6	3.1	0.1	4.4	9.2
Colorado	72.4	8.5	2.5	1.2	14.6	0.8	0.0	0.1	0.0
Connecticut	94.6	2.8	0.3	0.0	1.7	0.3	0.0	0.0	0.3
Delaware	98.4	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
District of Columbia	55.7	35.3	0.0	1.2	7.8	0.0	0.0	0.0	0.0
Florida	23.8	13.1	6.8	4.2	47.4	2.2	#	0.3	2.1
Georgia	46.8	26.9	4.8	4.6	16.0	0.2	0.0	0.3	0.5
Hawaii	39.3	8.4	7.5	17.8	26.2	0.0	0.0	0.9	0.0
Idaho	43.3	14.9	3.0	3.0	34.3	0.0	0.0	0.0	1.5
Illinois	60.1	8.2	0.8	0.6	21.3	5.9	#	0.1	3.0
Indiana	76.6	8.4	1.7	0.0	10.5	0.0	0.0	0.3	2.4
Iowa	29.8	53.2	2.1	5.3	9.6	0.0	0.0	0.0	0.0
Kansas	38.5	28.5	7.6	5.9	19.4	0.0	0.0	0.0	0.0
Kentucky	70.7	20.7	3.4	1.7	2.3	0.6	0.0	0.0	0.6
Louisiana	17.2	67.8	0.0	8.0	1.1	0.0	0.0	1.1	4.6
Maine	98.3	0.3	0.3	0.0	0.2	0.8	0.0	0.0	0.2

See notes at end of exhibit.

**Exhibit 56. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	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	59.5	6.8	3.5	2.2	19.7	0.5	0.0	1.5	6.3
Massachusetts	26.7	25.4	19.7	2.7	22.8	0.6	0.0	0.0	2.2
Michigan	21.2	16.8	3.3	5.3	39.0	0.2	0.0	0.5	13.6
Minnesota	47.0	12.8	10.2	3.9	19.3	0.4	0.0	5.3	1.1
Mississippi	68.9	6.7	2.2	0.0	22.2	0.0	0.0	0.0	0.0
Missouri	77.4	8.7	0.0	0.5	13.3	0.0	0.0	0.0	0.0
Montana	60.0	0.0	6.7	6.7	20.0	6.7	0.0	0.0	0.0
Nebraska	69.8	1.3	19.0	0.4	5.6	0.9	0.4	1.3	1.3
Nevada	42.4	14.1	0.6	1.0	39.4	0.6	0.0	0.0	1.8
New Hampshire	19.0	19.0	4.8	4.8	47.6	0.0	0.0	0.0	4.8
New Jersey	53.7	8.5	18.1	11.6	7.4	0.5	0.2	0.0	0.0
New Mexico	79.3	0.0	3.4	0.0	10.3	6.9	0.0	0.0	0.0
New York	56.8	31.4	0.1	0.9	9.8	0.9	0.0	0.1	0.0
North Carolina	46.3	6.9	0.9	0.9	25.5	3.0	0.0	2.7	13.8
North Dakota	33.3	55.6	0.0	0.0	11.1	0.0	0.0	0.0	0.0
Ohio	55.7	1.9	3.1	1.1	35.5	0.8	0.0	1.1	0.8
Oklahoma	46.1	35.7	1.3	1.3	15.2	0.0	0.0	0.0	0.4
Oregon	35.2	16.7	8.1	5.8	25.0	1.5	0.0	5.6	2.1
Pennsylvania	46.0	5.1	7.6	1.5	22.7	1.2	0.0	10.1	5.8
Puerto Rico	0.0	0.0	100.0	0.0	0.0	0.0	—	0.0	0.0
Rhode Island	55.7	5.1	0.0	0.0	6.3	1.3	0.0	0.0	31.6
South Carolina	33.7	15.6	3.5	5.2	23.0	2.5	0.1	0.9	15.4
South Dakota	0.0	64.3	14.3	0.0	21.4	0.0	0.0	0.0	0.0
Tennessee	13.0	78.3	0.0	0.0	8.7	0.0	0.0	0.0	0.0
Texas	38.6	40.9	2.3	4.9	3.1	#	0.0	0.2	10.0
Utah	37.9	35.1	10.5	1.6	14.5	0.0	0.0	0.0	0.4

See notes at end of exhibit.

**Exhibit 56. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	40.7	20.6	1.0	23.2	8.6	0.1	0.0	0.0	5.8
Washington	27.1	41.8	5.5	2.0	20.5	0.4	—	—	2.7
West Virginia	47.1	41.2	0.0	0.0	11.8	0.0	0.0	0.0	0.0
Wisconsin	35.9	41.7	1.7	5.1	11.4	0.0	0.0	0.9	3.3
Wyoming	—	—	—	—	—	—	—	—	—

— Percentage cannot be calculated because data were not available.

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

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

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

<sup>c</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories including a *regular early childhood program* or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician’s office.

<sup>d</sup>Limited Spanish proficiency is the analogous measure for Puerto Rico.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013.

Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>

- In 2013, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children ages 3 to 5 who were limited English proficient (LEP) served under *IDEA*, Part B, in the 50 states (“All states”) that reported some children who were LEP and for which data were available. Specifically, the percentage associated with this category for “All states” was 41.7 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 22.8 percent of the children.
- In 36 individual states, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were LEP than any other category. In 20 of those states, the category accounted for a majority of the children who were LEP. In the following three of those states, the percentage was larger than 90 percent: Delaware (98.4 percent), Maine (98.3 percent), and Connecticut (94.6 percent).
- In nine states, the educational environment category of *attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children who were LEP than any other category. The category accounted for a majority of the children in Tennessee (78.3 percent), Louisiana (67.8 percent), South Dakota (64.3 percent), North Dakota (55.6 percent), and Iowa (53.2 percent).
- In three states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children who were LEP than any other category. However, a *separate class* accounted for less than 50 percent of the children who were LEP in each of these states. Specifically, a *separate class* accounted for 47.6 percent in New Hampshire, 47.4 percent in Florida, and 39 percent in Michigan.
- The educational environment category representing children who attended a *separate school* accounted for a larger percentage of children who were LEP than any other category in Arkansas (48.6 percent).

## Part B Personnel

How did the states compare with regard to the following ratios in 2012:

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

**Exhibit 57. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2012**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
All states	5.3	5.1	0.2
Alabama	3.9	3.7	0.2
Alaska	3.9	3.1	0.8
Arizona	4.9	4.6	0.3
Arkansas	3.4	3.0	0.3
BIE schools	15.3	14.9	0.5
California	3.1	3.1	0.1
Colorado	3.1	2.7	0.4
Connecticut	6.1	6.1	0.0
Delaware	#	#	0.0
District of Columbia	5.8	5.1	0.8
Florida	18.8	17.7	1.0
Georgia	5.1	4.5	0.6
Hawaii	9.6	8.5	1.2
Idaho	0.3	0.2	0.1
Illinois	4.2	4.2	#
Indiana	0.0	0.0	0.0
Iowa	8.2	8.2	0.0
Kansas	4.4	4.4	0.0
Kentucky	2.5	2.5	#
Louisiana	5.4	5.2	0.2
Maine	1.4	1.4	0.0
Maryland	5.8	5.5	0.3
Massachusetts	7.9	7.6	0.3

See notes at end of exhibit.

**Exhibit 57. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2012—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
Michigan	3.5	3.5	#
Minnesota	4.9	4.7	0.2
Mississippi	1.6	1.6	#
Missouri	6.6	6.4	0.3
Montana	3.3	3.3	0.0
Nebraska	4.2	4.0	0.2
Nevada	5.7	4.3	1.3
New Hampshire	9.5	9.5	0.0
New Jersey	6.9	6.8	0.1
New Mexico	7.5	7.4	#
New York	7.3	7.2	0.1
North Carolina	5.7	5.6	0.1
North Dakota	4.9	4.9	0.0
Ohio	6.1	6.0	0.1
Oklahoma	5.0	4.9	#
Oregon	1.5	1.4	0.1
Pennsylvania	3.4	3.4	0.1
Puerto Rico	1.6	1.3	0.3
Rhode Island	5.0	4.8	0.1
South Carolina	6.8	6.7	0.1
South Dakota	4.6	4.5	0.1
Tennessee	4.2	3.8	0.4
Texas	5.8	5.8	0.1
Utah	3.2	3.0	0.2
Vermont	5.9	5.8	0.1
Virginia	3.1	3.1	0.0
Washington	3.9	3.9	#
West Virginia	6.2	5.0	1.2
Wisconsin	4.1	3.9	0.1
Wyoming	—	—	—

— Ratio cannot be calculated because data were not available.

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

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

- In 2012, there were 5.3 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, per 100 children ages 3 through 5 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. Ratios of 8 or more FTE *special education teachers* per 100 children were observed in the following five states: Florida (18.8 FTEs per 100 children), BIE schools (15.3 FTEs per 100 children), (Hawaii (9.6 FTEs per 100 children), New Hampshire (9.5 FTEs per 100 children), and Iowa (8.2 FTEs per 100 children). In contrast, the following three states had ratios of less than 1 FTE per 100 children: Idaho (0.3 FTE per 100 children), Delaware (less than 0.05 FTE per 100 children), and Indiana (0.0 FTE per 100 children).
- In 2012, there were 5.1 FTE highly qualified *special education teachers* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 children was observed for five states. Those states were Florida (17.7 FTEs per 100 children), BIE schools (14.9 FTEs per 100 children), New Hampshire (9.5 FTEs per 100 children), Hawaii (8.5 FTEs per 100 children), and Iowa (8.2 FTEs per 100 children). Yet a ratio smaller than 1 FTE highly qualified *special education teacher* per 100 children was found for the following three states: Idaho (0.2 FTE per 100 children) Delaware (less than .05 FTE per 100 children), and Indiana (0.0 FTE per 100 children).
- In 2012, there was 0.2 FTE not highly qualified *special education teachers* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. The ratio was smaller than 1 FTE per 100 children for all but the following four states: Nevada (1.3 FTEs per 100 children), Hawaii (1.2 FTEs per 100 children), West Virginia (1.2 FTEs per 100 children), and Florida (1.0 FTEs per 100 children).

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2012. Data for Wyoming were excluded. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data for Wyoming were not available. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 2013, and how did the percentages change between 2008 and 2013?*

### **Exhibit 58. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013**

State	2008	2013
All states	8.6	8.6
Alabama	7.2	7.2
Alaska	9.6	9.6
Arizona	7.8	7.8
Arkansas	8.3	8.3
California	7.1	7.5
Colorado	6.8	7.0
Connecticut	7.9	8.2
Delaware	8.8	9.0
District of Columbia	9.3	9.5
Florida	9.5	8.6
Georgia	7.5	7.7
Hawaii	6.6	6.2
Idaho	6.6	6.5
Illinois	9.9	9.2
Indiana	10.7	10.4
Iowa	9.2	8.6
Kansas	8.7	8.8
Kentucky	9.5	8.7
Louisiana	7.5	6.9
Maine	11.1	11.4
Maryland	7.4	7.4
Massachusetts	11.0	11.0
Michigan	9.2	8.5
Minnesota	9.2	9.5
Mississippi	8.1	8.3
Missouri	9.0	8.4
Montana	7.6	7.2
Nebraska	9.8	9.9
Nevada	7.4	7.6
New Hampshire	9.6	9.5
New Jersey	11.3	11.5
New Mexico	8.6	9.4
New York	9.3	9.9
North Carolina	8.3	8.3
North Dakota	8.1	7.4

See notes at end of exhibit.

**Exhibit 58. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2013—Continued**

State	2008	2013
Ohio	9.5	9.5
Oklahoma	10.5	11.2
Oregon	8.9	9.3
Pennsylvania	9.9	10.2
Puerto Rico	10.7	13.8
Rhode Island	10.6	9.3
South Carolina	9.2	8.9
South Dakota	8.5	8.5
Tennessee	7.9	8.7
Texas	7.1	6.4
Utah	8.0	8.6
Vermont	—	9.4
Virginia	8.9	8.4
Washington	7.9	8.3
West Virginia	11.3	11.0
Wisconsin	8.9	8.7
Wyoming	9.9	9.8

— Percentage cannot be calculated because data were not available.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2013. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2008 and 2013. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, 8.6 percent of the resident population ages 6 through 21 in “All states” were served under *IDEA*, Part B. The percentages observed for the 52 individual states, ranged from 6.2 percent to 13.8 percent. In the following four states, the percentage was larger than 11 percent: Puerto Rico (13.8 percent), New Jersey (11.5 percent), Maine (11.4 percent), and Oklahoma (11.2 percent). In the following five states, no more than 7 percent of the resident population was served: Colorado (7.0 percent), Louisiana (6.9 percent), Idaho (6.5 percent), Texas (6.4 percent), and Hawaii (6.2 percent).
- In 2008, 8.6 percent of the resident population ages 6 through 21 in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.

- In 22 of the 51 individual states for which data were available for both 2008 and 2013, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased between the two years. However, the increase represented a percent change<sup>15</sup> of more than 10 percent in only Puerto Rico (29.8 percent) and Tennessee (10.5 percent).
- In 20 of the 51 individual states for which data were available for both 2008 and 2013, the percentage of the population ages 6 through 21 served decreased between the two years. However, the decrease represented a percent change of more than 9 percent in only Rhode Island (-11.5 percent) and Texas (-9.4 percent).

---

<sup>15</sup> Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

*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 2013?*

**Exhibit 59. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013**

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	13.3	4.2	11.4	8.5	13.6	8.2	7.0
Alabama	9.2	3.1	9.3	4.8	7.1	6.6	4.0
Alaska	16.4	6.0	10.7	7.6	13.3	8.1	8.7
Arizona	10.1	4.0	11.7	7.9	9.2	7.5	4.8
Arkansas	8.0	4.0	10.7	7.3	8.7	7.9	6.0
California	13.8	4.0	12.6	8.0	8.8	7.1	4.8
Colorado	12.0	4.0	11.0	8.5	8.8	6.1	6.3
Connecticut	12.7	4.0	12.0	10.2	16.7	7.3	5.7
Delaware	16.6	3.5	13.8	9.5	6.8	7.3	3.8
District of Columbia	4.3	2.0	13.7	9.6	13.4	1.6	2.4
Florida	11.8	4.1	11.0	8.5	10.4	7.9	9.0
Georgia	7.1	3.5	8.9	7.4	8.3	7.1	8.8
Hawaii	16.1	5.0	7.1	3.8	23.9	5.9	1.5
Idaho	12.5	4.3	9.9	6.8	11.4	6.3	5.0
Illinois	22.7	4.3	12.5	8.8	36.7	8.8	10.3
Indiana	16.2	4.0	13.1	8.9	11.4	10.1	16.1
Iowa	15.3	3.9	17.6	10.7	14.5	7.9	10.3
Kansas	13.4	4.5	12.8	8.6	12.0	8.4	10.1
Kentucky	7.2	3.8	11.1	7.2	6.0	8.7	7.5
Louisiana	7.1	2.8	9.1	4.1	7.6	5.8	4.1
Maine	19.7	6.2	14.0	9.9	29.4	11.5	7.2
Maryland	10.9	3.5	10.0	8.1	14.8	6.1	5.7
Massachusetts	16.7	5.0	14.4	15.1	27.1	10.3	10.4
Michigan	13.1	3.6	11.1	7.7	24.1	8.2	6.3
Minnesota	20.7	6.9	16.0	11.6	12.4	8.6	9.1
Mississippi	3.6	3.9	9.4	4.6	5.4	7.9	2.9
Missouri	10.3	4.5	11.6	6.3	6.0	8.2	5.7
Montana	12.2	5.0	11.2	6.5	22.4	6.8	4.8
Nebraska	19.5	5.8	15.0	11.5	10.4	9.1	11.7
Nevada	16.2	2.9	11.5	7.3	9.9	7.5	7.4
New Hampshire	12.0	3.8	14.7	8.5	32.9	9.9	1.7
New Jersey	9.7	5.2	15.0	11.5	47.0	11.9	4.4
New Mexico	10.1	4.6	12.0	9.8	10.8	8.4	5.9
New York	18.3	4.9	13.8	12.5	31.7	8.4	4.2
North Carolina	11.5	3.4	11.2	7.9	8.9	7.2	9.2

See notes at end of exhibit.

**Exhibit 59. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2013—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	11.1	4.1	10.6	8.3	21.0	7.1	4.4
Ohio	9.2	3.8	12.6	8.0	8.5	9.0	11.5
Oklahoma	17.4	4.7	14.8	9.1	9.8	11.0	5.7
Oregon	16.3	4.5	14.8	10.5	10.7	8.9	9.0
Pennsylvania	13.3	4.3	13.6	11.0	17.9	9.8	10.4
Rhode Island	20.4	4.0	12.5	11.5	23.1	8.6	8.4
South Carolina	8.7	3.8	11.9	6.9	7.6	7.7	8.6
South Dakota	12.0	5.9	12.5	8.2	16.3	8.0	6.1
Tennessee	10.4	4.2	11.0	7.3	7.1	8.4	4.0
Texas	9.4	2.9	8.8	6.7	8.0	5.7	6.0
Utah	15.2	4.2	13.7	9.9	8.6	8.4	5.3
Vermont	26.1	3.4	13.7	4.5	17.1	9.7	2.7
Virginia	10.3	4.6	11.5	10.0	11.5	7.4	8.2
Washington	12.6	4.5	12.5	9.9	7.8	7.8	8.2
West Virginia	8.1	3.9	12.6	5.8	4.7	11.3	6.3
Wisconsin	16.6	6.2	16.4	9.6	18.6	7.8	7.4
Wyoming	13.8	7.2	9.2	10.0	12.6	9.7	7.7

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were reported in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were reported in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group in all states, then multiplying the result by 100. Percentage for “All states” includes data for BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2013. Data for Puerto Rico were not available. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- Larger percentages of the resident population ages 6 through 21 who were American Indian or Alaska Native and who were Native Hawaiian or Other Pacific Islander than of the resident populations of the other racial/ethnic groups were served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, 13.3 percent of the resident population who were American Indian or Alaska Native and 13.6 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In contrast, only 4.2 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.
- In 2013, 13.3 percent of the resident population ages 6 through 21 who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from 3.6 to 26.1 percent in the 51 individual states. In the following four states, the percentage was larger

than 20 percent: Vermont (26.1 percent), Illinois (22.7 percent), Minnesota (20.7 percent), and Rhode Island (20.4 percent). In contrast, the percentage was less than 5 percent in the District of Columbia (4.3 percent) and Mississippi (3.6 percent).

- In 2013, 4.2 percent of the resident population ages 6 through 21 who were Asian were served under Part B in “All states.” The percentages ranged from 2 to 7.2 percent in the 51 individual states. The percentage was larger than 6 percent in Wyoming (7.2 percent), Minnesota (6.9 percent), Maine (6.2 percent), and Wisconsin (6.2 percent). In contrast, the percentage was less than 3 percent in the following four states: Nevada (2.9 percent), Texas (2.9 percent), Louisiana (2.8 percent), and the District of Columbia (2.0 percent).
- In 2013, 11.4 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in “All states.” The percentages ranged from 7.1 to 17.6 percent in the 51 individual states. In the following three states, the percentage was larger than 15 percent: Iowa (17.6 percent), Wisconsin (16.4 percent), and Minnesota (16.0 percent). In contrast, the percentage was less than 9 percent in the following three states: Georgia (8.9 percent), Texas (8.8 percent), and Hawaii (7.1 percent).
- In 2013, 8.5 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in “All states.” The percentages ranged from 3.8 to 15.1 percent in the 51 individual states. In the following six states, the percentage was more than 11 percent: Massachusetts (15.1 percent), New York (12.5 percent), Minnesota (11.6 percent), Nebraska (11.5 percent), New Jersey (11.5 percent), and Rhode Island (11.5 percent). In contrast, the percentage was less than 5 percent in five states: Alabama (4.8 percent), Mississippi (4.6 percent), Vermont (4.5 percent), Louisiana (4.1 percent), and Hawaii (3.8 percent).
- In 2013, 13.6 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All states.” The percentages ranged from 4.6 to 47 percent in the 51 states. The percentage was more than 30 percent in New Jersey (47.0 percent), Illinois (36.7 percent), New Hampshire (32.9 percent), and New York (31.7 percent). In contrast, the percentage was less than 6 percent in Mississippi (5.4 percent) and West Virginia (4.7 percent).
- In 2013, 8.2 percent of the resident population ages 6 through 21 who were White were served under Part B in “All states.” The percentages ranged from 1.6 to 11.9 percent in the 51 individual states. The percentage was 11 percent or more in the following four states: New Jersey (11.9 percent), Maine (11.5 percent), West Virginia (11.3 percent), and Oklahoma (11.0 percent). In contrast, the percentage was less than 6 percent in Hawaii (5.9 percent), Louisiana (5.8 percent), Texas (5.7 percent), and the District of Columbia (1.6 percent).
- In 2013, 7 percent of the resident population ages 6 through 21 who were associated with multiple races were served under Part B in “All states.” The percentages ranged from 1.5 to 16.1 percent in the 51 individual states. In the following three states, the percentage was 11 percent or more: Indiana (16.1 percent), Nebraska (11.7 percent), and Ohio (11.5 percent). In contrast, the percentage was less than 3 percent in Mississippi (2.9 percent), Vermont (2.7 percent), the District of Columbia (2.4 percent), New Hampshire (1.7 percent), and Hawaii (1.5 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of autism in 2013, and how did the percentages change between 2008 and 2013?

**Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2008 and fall 2013**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
All states	5.0	8.2	3.2	64.7
Alabama	3.9	7.4	3.5	89.3
Alaska	3.7	6.3	2.7	73.1
Arizona	4.7	8.2	3.4	72.7
Arkansas	4.0	6.6	2.7	67.9
BIE schools	1.1	—	—	—
California	7.0	11.1	4.1	59.2
Colorado	3.3	6.2	2.8	84.9
Connecticut	7.3	11.0	3.8	52.2
Delaware	4.3	6.5	2.1	48.7
District of Columbia	3.1	6.1	3.1	99.2
Florida	3.6	7.8	4.2	117.3
Georgia	5.3	8.0	2.7	50.1
Hawaii	5.5	7.3	1.8	32.3
Idaho	6.0	9.2	3.2	54.1
Illinois	4.3	7.3	3.0	71.4
Indiana	5.9	8.7	2.8	46.5
Iowa	1.1	1.1	#	-1.0
Kansas	3.4	5.6	2.3	67.4
Kentucky	3.1	6.0	2.9	91.1
Louisiana	3.3	5.8	2.5	77.0
Maine	6.1	9.1	3.0	48.7
Maryland	7.4	10.3	2.8	38.1
Massachusetts	5.2	9.0	3.8	73.7
Michigan	5.8	8.5	2.8	48.5
Minnesota	10.5	13.8	3.3	31.3
Mississippi	2.4	6.0	3.6	149.3
Missouri	4.7	8.2	3.4	71.8
Montana	2.8	3.5	0.7	25.8
Nebraska	3.7	6.2	2.5	69.3
Nevada	5.6	9.5	3.9	70.9
New Hampshire	4.5	8.2	3.8	84.4
New Jersey	4.4	7.4	3.0	67.7
New Mexico	2.4	4.8	2.4	100.0
New York	4.5	6.9	2.4	53.0
North Carolina	5.1	7.9	2.8	56.1
North Dakota	4.0	6.6	2.5	62.8
Ohio	4.7	7.9	3.2	69.0

See notes at end of exhibit.

**Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2008 and fall 2013—Continued**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
Oklahoma	2.5	4.4	1.9	75.8
Oregon	9.3	11.0	1.7	18.4
Pennsylvania	5.2	9.2	4.0	77.1
Puerto Rico	1.4	2.4	1.0	69.6
Rhode Island	5.4	9.7	4.4	81.2
South Carolina	2.9	5.7	2.8	98.8
South Dakota	3.8	5.0	1.1	29.7
Tennessee	3.8	6.1	2.3	60.6
Texas	5.5	9.9	4.5	82.2
Utah	4.8	7.0	2.1	44.4
Vermont	—	7.8	—	—
Virginia	5.3	10.0	4.7	88.6
Washington	5.6	8.5	2.8	50.5
West Virginia	2.5	4.3	1.8	69.6
Wisconsin	5.7	8.8	3.1	54.6
Wyoming	3.6	6.4	2.8	80.1

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2013. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 8.2 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*. More than 10 percent of the students served in Minnesota (13.8 percent), California (11.1 percent), Connecticut (11.0 percent), Oregon (11.0 percent), and Maryland (10.3 percent) were reported under the category of *autism*. However, less than 4 percent of the students served in Montana (3.5 percent), Puerto Rico (2.4 percent), and Iowa (1.1 percent) were reported under the category of *autism*.
- In 2008, a total of 5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *autism*.



- The percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *autism* was larger in 2013 than in 2008 in 50 of the 51 states for which data for both time periods were available. The sole exception was Iowa, in which 1.1 percent of the students served in both years were reported under the category of *autism*.
- The percent change for 39 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 2013 than in 2008 exceeded 50 percent. Moreover, a percentage increase of more than 100 percent was found in Mississippi (149.3 percent) and Florida (117.3 percent).

*How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairments in 2013, and how did the percentages change between 2008 and 2013?*

**Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2008 and fall 2013**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
All states	11.0	13.9	2.8	25.8
Alabama	8.2	12.8	4.6	55.7
Alaska	11.9	15.4	3.5	29.7
Arizona	6.7	8.6	1.9	28.4
Arkansas	15.3	18.6	3.4	22.0
BIE schools	6.1	—	—	—
California	7.8	10.8	3.0	38.7
Colorado	—	1.3	—	—
Connecticut	18.5	21.1	2.6	13.9
Delaware	12.5	12.6	0.1	0.9
District of Columbia	4.9	13.3	8.4	169.2
Florida	6.7	9.2	2.5	37.9
Georgia	15.6	16.1	0.5	3.2
Hawaii	15.1	15.8	0.7	4.8
Idaho	10.9	18.1	7.1	65.2
Illinois	9.0	11.9	2.9	31.8
Indiana	7.5	11.8	4.3	57.2
Iowa	0.1	0.1	#	-3.0
Kansas	12.5	12.7	0.2	1.4
Kentucky	17.6	16.8	-0.8	-4.7
Louisiana	12.3	13.9	1.6	12.7
Maine	18.6	21.2	2.7	14.5
Maryland	16.3	18.4	2.2	13.2
Massachusetts	7.5	12.1	4.6	61.4
Michigan	9.0	12.0	3.0	33.7
Minnesota	14.2	16.1	1.9	13.3
Mississippi	10.4	16.6	6.2	59.2
Missouri	14.5	19.5	5.0	34.2
Montana	10.8	12.4	1.5	14.2
Nebraska	13.1	14.2	1.2	8.8
Nevada	7.3	9.6	2.3	31.8
New Hampshire	17.7	19.7	2.0	11.1
New Jersey	13.5	19.0	5.5	40.4
New Mexico	7.9	9.0	1.1	13.4
New York	13.6	15.9	2.3	17.0
North Carolina	17.3	19.1	1.8	10.1
North Dakota	12.5	15.0	2.5	20.1
Ohio	10.7	15.1	4.4	40.8

See notes at end of exhibit.

**Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2008 and fall 2013—Continued**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
Oklahoma	10.7	14.6	3.9	36.0
Oregon	13.0	15.7	2.7	20.7
Pennsylvania	7.1	12.4	5.3	75.3
Puerto Rico	6.5	12.6	6.1	94.8
Rhode Island	17.1	16.5	-0.7	-4.0
South Carolina	9.7	13.0	3.4	34.9
South Dakota	10.4	13.8	3.4	32.5
Tennessee	11.0	12.7	1.8	16.0
Texas	12.7	13.2	0.5	3.8
Utah	6.9	8.9	2.0	29.2
Vermont	—	17.5	—	—
Virginia	18.1	21.3	3.1	17.3
Washington	19.5	20.2	0.8	4.0
West Virginia	11.9	14.9	3.0	25.0
Wisconsin	14.1	18.6	4.5	32.0
Wyoming	14.3	16.1	1.8	12.3

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2013. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, 13.9 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *other health impairments*. However, less than 9 percent of the students served in the following four states were reported under the category of *other health impairments*: Utah (8.9 percent), Arizona (8.6 percent), Colorado (1.3 percent), and Iowa (0.1 percent). In contrast, more than 20 percent of the students served in the following four states were reported under the category of *other health impairments*: Virginia (21.3 percent), Maine (21.2 percent), Connecticut (21.1 percent), and Washington (20.2 percent).
- In 2008, 11 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*.

- In 47 of the 50 states for which data were available for both years, the percentage of students reported under the category of *other health impairments* was larger in 2013 than in 2008. The difference between the percentage of children served in 2008 and the percentage of children served in 2013 by each of the three other states (i.e., Iowa, Rhode Island, and Kentucky) was less than 1 percent.
- Percent changes of more than 30 percent were observed for 20 of the states for which an increase was found between 2008 and 2012. Included among these states were the following three in which the increase was larger than 75 percent: the District of Columbia (169.2 percent), Puerto Rico (94.8 percent), and Pennsylvania (75.3 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disabilities in 2013, and how did the percentages change between 2008 and 2013?

**Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2008 and fall 2013**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
All states	42.9	39.5	-3.4	-7.8
Alabama	50.0	43.0	-6.9	-13.9
Alaska	47.4	44.7	-2.7	-5.7
Arizona	50.4	45.8	-4.6	-9.1
Arkansas	37.5	34.3	-3.2	-8.5
BIE schools	55.5	—	—	—
California	47.8	45.1	-2.6	-5.5
Colorado	41.5	45.3	3.8	9.3
Connecticut	35.9	35.4	-0.4	-1.2
Delaware	53.8	50.7	-3.1	-5.8
District of Columbia	45.7	39.0	-6.7	-14.7
Florida	47.4	42.3	-5.1	-10.8
Georgia	31.3	35.8	4.5	14.2
Hawaii	47.7	49.3	1.6	3.4
Idaho	37.1	26.6	-10.5	-28.4
Illinois	46.2	40.6	-5.6	-12.2
Indiana	37.7	35.8	-1.9	-5.1
Iowa	60.3	60.4	0.1	0.1
Kansas	41.6	41.7	0.1	0.2
Kentucky	15.4	18.0	2.6	16.8
Louisiana	33.0	33.8	0.9	2.7
Maine	33.2	32.3	-0.9	-2.6
Maryland	36.5	34.1	-2.5	-6.8
Massachusetts	39.3	29.1	-10.1	-25.8
Michigan	41.1	36.5	-4.5	-11.1
Minnesota	28.9	27.2	-1.7	-5.9
Mississippi	39.6	24.9	-14.8	-37.3
Missouri	34.0	28.1	-6.0	-17.6
Montana	47.5	32.0	-15.5	-32.6
Nebraska	34.6	35.7	1.1	3.1
Nevada	57.5	52.4	-5.1	-8.8
New Hampshire	44.0	38.5	-5.5	-12.5
New Jersey	40.5	36.5	-4.0	-10.0
New Mexico	45.3	46.4	1.1	2.5
New York	41.9	38.2	-3.7	-8.9
North Carolina	37.1	40.6	3.5	9.4
North Dakota	36.1	36.0	-0.1	-0.2
Ohio	42.4	41.6	-0.8	-1.9

See notes at end of exhibit.

**Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2008 and fall 2013—  
Continued**

State	2008 percent	2013 percent	Change between 2008 and 2013 <sup>a</sup>	Percent change between 2008 and 2013 <sup>b</sup>
Oklahoma	47.9	41.6	-6.3	-13.1
Oregon	39.3	36.7	-2.6	-6.7
Pennsylvania	52.0	45.2	-6.8	-13.1
Puerto Rico	59.2	48.7	-10.5	-17.8
Rhode Island	41.7	38.8	-2.9	-6.9
South Carolina	48.6	46.1	-2.5	-5.2
South Dakota	41.3	40.5	-0.8	-2.1
Tennessee	41.1	41.4	0.3	0.8
Texas	47.6	40.7	-6.9	-14.6
Utah	49.2	48.4	-0.8	-1.6
Vermont	—	31.4	—	—
Virginia	39.3	37.4	-1.9	-4.8
Washington	39.6	38.6	-1.0	-2.5
West Virginia	32.9	31.2	-1.8	-5.4
Wisconsin	35.0	30.1	-5.0	-14.2
Wyoming	38.1	34.6	-3.5	-9.3

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2013 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2013, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2013. Data for 2008 were accessed spring 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 39.5 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 disabilities*. The percentages of students reported under the category of *specific learning disabilities* by the individual states ranged from 18 percent to 60.4 percent. The percentages for the following three states were larger than 50 percent: Iowa (60.4 percent), Nevada (52.4 percent), and Delaware (50.7 percent). In contrast, the percentages for the following six states were less than 30 percent: Massachusetts (29.1 percent), Missouri (28.1 percent), Minnesota (27.2 percent), Idaho (26.6 percent), Mississippi (24.9 percent), and Kentucky (18.0 percent).
- In 2008, 42.9 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *specific learning disabilities*.

- The percentage of students reported under the category of *specific learning disabilities* was larger in 2008 than in 2013 in 40 of the 51 states for which data were available for both time periods. For all 11 states in which the percentage was larger in 2013 than in 2008, the difference was less than 5 percentage points. Moreover, the difference represented a percentage increase of less than 10 percent in each state except Georgia and Kentucky. For Georgia, the 4.5 percentage point difference represented a 14.2 percent increase. For Kentucky, the 2.6 percentage point difference represented a 16.8 percent increase.
- While the percentage of students reported under the category of *specific learning disabilities* decreased in 41 states between 2008 and 2013, the difference between the percentage reported in 2008 and the percentage reported in 2013 was less than 10 percent for all but the following five states: Montana (-15.5 percent), Mississippi (-14.8 percent), Idaho (-10.5 percent), Puerto Rico (-10.5 percent), and Massachusetts (-10.1 percent). Moreover, the decrease for only the following four states represented a percent change larger than 20 percent: Mississippi (-37.3 percent), Montana (-32.6 percent), Idaho (-28.4 percent), and Massachusetts (-25.8 percent).

## Part B Educational Environments

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment in 2013?*

**Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2013**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
All states	62.1	19.2	13.7	2.9	0.3	0.4	0.3	1.1
Alabama	83.8	6.1	6.8	1.4	1.0	0.3	0.2	0.4
Alaska	60.1	25.8	11.0	2.0	0.4	0.2	0.3	0.1
Arizona	62.9	19.6	15.1	1.6	0.1	0.2	0.3	0.2
Arkansas	52.9	30.6	13.4	0.9	0.9	0.6	0.2	0.5
BIE schools	—	—	—	—	—	—	—	—
California	53.4	20.0	21.9	3.4	0.2	0.3	0.3	0.6
Colorado	72.1	17.6	7.2	1.9	0.5	0.2	0.3	0.2
Connecticut	68.1	17.4	5.9	6.0	1.0	0.4	0.4	0.8
Delaware	67.2	12.1	15.5	4.6	0.1	0.5	#	0.0
District of Columbia	53.4	18.1	15.6	12.1	0.3	0.1	0.3	0.2
Florida	70.0	9.9	14.4	3.0	0.2	0.8	0.8	0.9
Georgia	64.9	18.1	14.5	1.4	0.4	0.2	0.2	0.3
Hawaii	36.7	42.4	19.3	0.6	0.1	0.4	0.3	0.2
Idaho	60.1	27.1	10.8	0.9	0.2	0.1	0.6	0.2
Illinois	52.9	25.8	13.3	5.7	0.5	0.2	0.1	1.5
Indiana	70.0	13.4	10.6	1.0	0.5	0.6	0.2	3.7
Iowa	64.5	23.8	8.4	1.3	0.5	0.1	0.5	0.9
Kansas	68.6	20.5	6.9	1.9	0.3	0.1	0.3	1.4
Kentucky	72.3	16.4	8.4	0.6	0.4	0.8	0.2	0.8
Louisiana	62.4	22.2	13.9	0.3	0.1	0.9	0.2	0.0
Maine	55.7	29.9	10.7	2.6	0.6	0.1	0.1	0.3
Maryland	68.4	9.9	13.3	6.6	0.1	0.3	0.4	1.1
Massachusetts	60.7	17.2	14.6	6.0	0.6	0.1	0.1	0.6
Michigan	65.4	16.2	11.2	4.7	0.2	0.2	0.6	1.5
Minnesota	62.1	23.5	10.1	3.9	0.1	0.2	0.0	0.0
Mississippi	67.2	16.1	13.3	0.8	0.6	0.7	#	1.3
Missouri	58.1	26.5	9.1	3.0	#	0.6	0.7	2.0
Montana	47.2	37.7	13.0	0.6	0.7	0.2	0.2	0.5
Nebraska	74.6	13.0	6.3	1.6	0.3	0.3	0.1	3.8
Nevada	64.3	19.6	14.2	1.2	#	0.3	0.3	0.1
New Hampshire	72.8	15.9	8.0	2.0	0.6	0.1	#	0.7
New Jersey	45.8	26.4	16.1	7.1	0.2	0.3	0.1	3.9
New Mexico	49.7	28.0	20.7	0.5	0.2	0.3	0.2	0.5
New York	58.2	11.7	21.5	5.1	0.5	0.3	0.2	2.5
North Carolina	66.3	17.8	13.5	1.2	0.2	0.6	0.1	0.3

See notes at end of exhibit.



**Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2013—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
North Dakota	75.3	16.6	4.5	0.5	0.9	0.2	0.1	1.9
Ohio	61.1	20.5	11.5	3.4	0.2	0.7	0.2	2.5
Oklahoma	64.7	24.2	9.5	0.3	0.4	0.6	0.1	0.2
Oregon	72.9	14.3	10.6	0.8	0.1	0.3	0.3	0.7
Pennsylvania	62.4	23.3	8.9	4.2	0.4	0.2	0.2	0.4
Puerto Rico	77.5	9.7	6.5	1.8	—	1.3	0.1	3.1
Rhode Island	70.7	9.5	11.7	5.4	0.6	0.1	0.3	1.6
South Carolina	57.6	21.5	18.5	0.7	0.4	0.5	0.4	0.4
South Dakota	67.8	22.7	5.4	1.0	1.1	0.1	0.2	1.6
Tennessee	66.1	20.0	11.3	0.8	0.3	0.7	0.1	0.8
Texas	66.2	18.4	13.9	0.5	0.1	0.5	0.1	0.2
Utah	56.8	26.8	13.6	2.3	0.1	0.2	0.2	#
Vermont	74.2	12.3	6.6	4.8	1.3	0.1	0.1	0.6
Virginia	62.7	21.0	11.4	2.9	0.4	0.6	0.4	0.6
Washington	52.6	32.8	13.2	0.5	0.2	0.1	0.2	0.4
West Virginia	64.0	25.0	8.2	0.1	0.6	1.1	0.2	0.8
Wisconsin	63.5	23.4	9.8	1.0	0.2	0.2	0.5	1.5
Wyoming	61.8	28.5	7.1	0.5	0.5	0.4	0.8	0.4

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>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.

<sup>b</sup>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.

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

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

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

<sup>f</sup>*Parentally placed in private schools* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 62.1 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 51 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 48 of these states, a majority of such students were educated *inside the regular class 80% or more of the day*. In three of those states, this category accounted for more than 75 percent of such students. The states were Alabama (83.8 percent), Puerto Rico (77.5 percent), and North Dakota (75.3 percent). The only state that deviated from this pattern was Hawaii. In Hawaii, the most prevalent category was *inside the regular class no more than 79% of the day and no less than 40% of the day*, which accounted for 42.4 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment in 2013?

**Exhibit 64. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
All states	57.7	22.9	17.3	1.5	0.1	0.2	0.1	0.2
Alabama	84.1	8.1	7.1	0.5	0.1	0.2	0.0	0.0
Alaska	59.2	31.7	7.4	1.4	0.1	#	0.2	0.0
Arizona	70.7	21.8	7.4	#	0.0	0.1	#	0.0
Arkansas	57.9	27.9	13.6	#	0.0	0.4	0.1	#
BIE schools	—	—	—	—	—	—	—	—
California	50.8	22.9	23.4	2.2	0.1	0.2	0.2	0.1
Colorado	74.5	18.2	6.6	0.3	#	0.2	0.1	0.1
Connecticut	70.3	20.9	5.4	2.3	0.4	0.3	0.0	0.4
Delaware	64.6	16.2	15.9	3.3	0.0	0.0	0.0	0.0
District of Columbia	67.9	16.9	13.1	1.8	0.3	0.0	0.0	0.0
Florida	72.3	13.9	12.3	0.5	0.1	0.4	0.1	0.4
Georgia	63.3	26.4	10.1	0.2	#	#	0.0	#
Hawaii	26.0	48.7	23.4	1.1	0.0	0.5	0.2	0.0
Idaho	52.4	37.8	9.3	0.4	0.1	0.0	0.0	0.0
Illinois	47.4	33.1	16.0	3.3	0.1	#	#	0.1
Indiana	74.7	17.1	4.7	0.2	0.2	0.4	0.1	2.6
Iowa	—	—	—	—	—	—	—	—
Kansas	74.9	20.6	3.8	0.2	0.0	#	#	0.5
Kentucky	68.9	21.8	8.3	0.5	0.4	0.0	0.0	0.1
Louisiana	63.1	22.0	14.8	0.0	0.0	0.1	0.0	0.0
Maine	52.3	32.8	13.0	1.7	0.3	0.0	0.0	0.0
Maryland	74.2	8.8	14.7	2.0	0.1	0.1	0.1	#
Massachusetts	52.8	20.1	23.7	2.9	#	0.1	0.1	0.2
Michigan	70.7	17.8	9.1	1.7	#	0.1	0.0	0.5
Minnesota	61.7	26.5	10.1	1.6	#	0.1	0.0	0.0
Mississippi	71.0	15.3	13.4	0.2	0.0	0.2	0.0	0.0
Missouri	61.0	28.7	9.7	0.5	0.0	0.1	0.0	#
Montana	44.3	45.4	10.2	0.0	0.0	0.1	0.0	0.0
Nebraska	84.8	11.4	2.1	0.1	0.0	0.1	0.1	1.4
Nevada	61.6	26.6	11.6	0.1	0.0	0.1	0.1	0.0
New Hampshire	69.7	17.5	10.4	1.5	0.2	0.0	0.0	0.7
New Jersey	45.8	28.3	23.9	1.4	#	0.0	#	0.5
New Mexico	45.0	31.7	22.9	0.1	#	0.2	#	0.1
New York	49.6	10.8	35.3	3.8	#	0.1	#	0.4
North Carolina	64.5	22.1	12.1	1.0	#	0.3	0.1	#
North Dakota	67.1	26.8	5.8	0.3	0.0	0.0	0.0	0.0
Ohio	54.6	31.0	12.4	0.8	0.1	0.2	#	0.7

See notes at end of exhibit.

**Exhibit 64. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2013—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
Oklahoma	55.2	34.2	10.2	0.1	#	0.3	0.0	0.0
Oregon	77.2	16.1	6.4	0.2	#	0.1	0.0	#
Pennsylvania	50.7	35.4	12.1	1.6	0.1	0.1	0.1	#
Puerto Rico	79.0	11.9	7.8	0.7	—	0.6	0.0	0.0
Rhode Island	85.8	5.7	7.6	0.3	0.1	0.0	0.0	0.5
South Carolina	58.7	22.4	16.6	1.0	0.3	0.1	#	0.7
South Dakota	64.3	26.2	8.7	0.0	0.0	0.0	0.0	0.8
Tennessee	63.0	24.7	11.1	0.4	0.1	0.4	0.1	0.2
Texas	69.0	21.1	9.4	0.1	#	0.3	#	#
Utah	47.8	38.3	12.7	1.0	#	0.1	#	0.0
Vermont	76.4	13.2	3.4	5.2	0.6	0.0	0.0	1.1
Virginia	54.1	31.7	12.0	1.8	0.1	0.2	#	0.1
Washington	52.6	39.9	7.4	#	—	#	#	#
West Virginia	66.1	27.4	6.5	0.0	0.0	0.0	0.0	0.0
Wisconsin	65.6	25.4	7.5	0.4	0.2	0.2	0.1	0.7
Wyoming	53.2	38.3	6.4	0.0	0.6	0.6	0.8	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.

<sup>a</sup>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.

<sup>b</sup>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.

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

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

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

<sup>f</sup>*Parentally placed in private schools* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a total of 57.7 percent of the students ages 6 through 21 who were limited English proficient (LEP) 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 49 individual states, the educational environment category of *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 6 through 21 who were LEP and served under *IDEA*, Part B. In 44 of those states, this educational environment accounted for a majority of such students. In the following three states, more than 80 percent of such students were in this environment: Rhode Island (85.8 percent), Nebraska (84.8 percent), and Alabama (84.1 percent).
- The category of *inside the regular class no more than 79% of the day and no less than 40% of the day* was the most prevalent educational environment category for Hawaii and Montana, accounting for 48.7 percent and 45.4 percent of students who were LEP, respectively.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of emotional disturbance, by educational environment in 2013?

**Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2013**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
All states	45.2	17.7	19.7	12.8	1.6	1.1	1.6	0.3
Alabama	70.5	8.2	5.1	6.7	7.8	1.3	0.4	0.1
Alaska	41.4	25.0	17.4	10.3	3.3	0.2	2.5	0.0
Arizona	39.7	15.9	30.6	10.6	0.6	0.5	1.9	#
Arkansas	34.7	29.3	19.7	6.5	5.1	3.2	1.2	0.3
BIE schools	—	—	—	—	—	—	—	—
California	26.8	15.6	30.7	20.9	3.0	0.8	1.8	0.3
Colorado	53.1	17.0	13.5	10.2	3.3	0.5	2.4	#
Connecticut	39.7	13.7	15.9	22.1	4.8	1.9	1.6	0.2
Delaware	50.7	11.4	20.0	16.1	0.7	0.9	0.1	0.0
District of Columbia	35.9	10.3	28.6	22.0	1.5	0.0	1.7	0.0
Florida	42.3	12.0	27.8	11.1	0.3	0.3	5.8	0.4
Georgia	54.4	16.5	15.3	10.2	1.8	0.4	1.3	#
Hawaii	33.4	35.3	23.6	2.6	0.9	1.5	2.8	0.0
Idaho	47.7	25.3	13.2	8.3	0.3	0.1	5.0	0.0
Illinois	31.4	21.3	16.1	27.1	2.9	0.4	0.7	0.2
Indiana	54.3	15.0	19.2	4.3	2.4	2.2	1.4	1.2
Iowa	64.6	23.8	8.4	1.3	0.5	0.1	0.5	0.9
Kansas	50.8	19.9	12.3	13.0	1.1	0.2	2.4	0.3
Kentucky	52.3	19.3	17.8	3.4	2.3	3.3	1.6	#
Louisiana	48.7	24.9	20.6	0.1	0.2	3.2	2.3	0.0
Maine	42.1	25.2	17.9	11.1	2.9	0.5	0.3	#
Maryland	41.7	12.2	18.8	24.4	#	0.7	2.0	0.1
Massachusetts	38.8	12.3	20.8	25.4	1.4	0.3	0.7	0.3
Michigan	52.9	15.8	15.2	10.0	0.8	0.4	4.5	0.4
Minnesota	54.4	21.3	12.5	11.3	0.1	0.4	0.0	0.0
Mississippi	57.8	21.6	12.8	3.2	2.3	2.2	0.1	0.1
Missouri	43.9	26.3	13.1	10.9	#	2.7	2.7	0.5
Montana	43.0	30.4	16.9	3.5	4.3	0.3	1.7	0.1
Nebraska	67.9	11.2	9.1	8.7	1.8	0.3	0.2	0.6
Nevada	52.1	18.7	20.7	6.3	0.2	0.4	1.6	0.0
New Hampshire	59.6	16.2	12.5	8.5	2.6	#	#	0.6
New Jersey	32.1	20.7	19.5	23.2	1.3	1.6	1.3	0.3
New Mexico	34.4	21.6	39.5	0.8	1.3	0.6	1.7	0.1
New York	30.7	10.2	34.6	18.2	3.2	1.6	0.9	0.5
North Carolina	50.3	19.4	22.0	4.0	0.2	2.9	1.2	#
North Dakota	72.9	11.8	6.2	3.4	3.8	0.9	0.7	0.4

See notes at end of exhibit.

**Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2013—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
Ohio	39.0	18.6	20.1	17.1	0.9	2.8	1.1	0.3
Oklahoma	50.0	26.3	17.1	1.0	2.0	2.8	0.7	#
Oregon	56.8	16.1	19.9	4.6	#	0.9	1.7	0.1
Pennsylvania	46.0	20.6	13.9	16.2	1.9	0.3	0.9	#
Puerto Rico	76.4	6.8	11.8	1.5	—	1.6	0.5	1.4
Rhode Island	41.4	8.1	20.4	25.1	3.6	0.2	1.0	0.2
South Carolina	33.0	21.8	34.5	3.2	1.8	2.3	3.3	#
South Dakota	58.8	26.6	9.8	2.3	1.7	0.1	0.6	0.1
Tennessee	44.5	20.3	23.0	7.6	1.8	1.8	0.7	0.2
Texas	62.8	18.1	15.2	2.0	0.1	1.0	0.7	#
Utah	40.1	25.7	27.7	2.4	0.3	2.0	1.7	0.0
Vermont	56.2	9.6	11.1	18.3	4.2	0.1	0.4	0.3
Virginia	44.8	19.4	11.5	16.8	2.9	1.9	2.4	0.3
Washington	39.2	31.7	21.1	4.9	1.0	0.2	1.7	0.1
West Virginia	48.7	28.8	13.4	0.4	3.3	4.0	1.4	0.0
Wisconsin	58.3	21.5	14.2	2.6	0.7	0.5	1.9	0.2
Wyoming	51.6	24.5	10.5	3.6	2.7	0.5	6.4	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.

<sup>a</sup>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.

<sup>b</sup>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.

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

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

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

<sup>f</sup>*Parentally placed in private school* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, *inside the regular class for 80% or more of the day* accounted for a larger percentage (45.2 percent) of the students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available than any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 47 of the individual states. The percentage exceeded 50 percent in 23 states, including the following three states, in which the percentage exceeded 70 percent: Puerto Rico (76.4 percent), North Dakota (72.9 percent), and Alabama (70.5 percent).
- In Hawaii, the educational environment category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage (35.3 percent) of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance*.
- In four states, the educational environment category of *inside the regular class less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance*. The four states were New Mexico (39.5 percent), New York (34.6 percent), South Carolina (34.5 percent), and California (30.7 percent).



How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of intellectual disabilities, by educational environment in 2013?

**Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2013**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>d</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
All states	16.7	26.6	49.1	6.3	0.3	0.5	0.2	0.3
Alabama	44.3	20.6	30.3	3.3	1.2	0.3	0.0	0.1
Alaska	12.5	21.7	55.9	9.0	0.0	0.3	0.5	0.0
Arizona	7.7	15.7	73.0	2.9	#	0.5	0.2	#
Arkansas	11.4	39.6	44.6	1.2	2.1	0.7	0.2	0.1
BIE schools	—	—	—	—	—	—	—	—
California	6.8	14.7	68.5	9.2	0.1	0.6	0.1	0.1
Colorado	15.2	47.3	34.2	2.8	0.1	0.2	0.1	0.1
Connecticut	36.9	43.0	11.1	7.3	1.2	0.3	0.2	#
Delaware	15.5	15.6	57.2	10.8	0.2	0.7	0.0	0.0
District of Columbia	9.8	18.0	42.0	29.7	0.3	0.0	0.1	0.0
Florida	13.2	10.7	60.9	13.0	0.1	0.6	0.6	0.9
Georgia	20.2	21.7	55.3	1.2	0.6	0.7	0.3	#
Hawaii	8.7	31.4	59.5	0.2	0.1	0.2	0.0	0.0
Idaho	15.9	40.5	42.3	0.7	0.2	0.0	0.3	0.2
Illinois	4.7	29.7	49.1	15.6	0.5	0.2	#	0.2
Indiana	28.4	26.9	41.5	0.9	0.3	0.7	0.2	1.1
Iowa	64.5	23.8	8.4	1.3	0.4	0.1	0.5	0.9
Kansas	14.4	43.2	37.0	4.2	0.5	0.2	0.2	0.3
Kentucky	40.9	36.2	20.9	0.5	0.3	1.0	0.1	0.1
Louisiana	18.9	33.1	45.8	0.2	0.4	1.4	0.2	0.0
Maine	6.6	39.9	51.4	1.7	0.1	0.1	0.1	0.0
Maryland	13.4	20.4	57.1	8.4	0.1	0.2	0.3	0.1
Massachusetts	12.6	21.1	58.6	6.3	0.9	0.1	0.1	0.1
Michigan	15.2	22.4	44.0	17.3	0.2	0.1	0.5	0.4
Minnesota	8.4	38.8	43.4	9.0	0.1	0.3	0.0	0.0
Mississippi	13.3	22.0	62.5	0.5	1.2	0.5	0.0	0.0
Missouri	9.7	45.1	35.7	8.0	0.0	0.7	0.6	0.2
Montana	8.3	44.4	46.8	0.0	0.3	0.0	0.0	0.2
Nebraska	31.3	30.7	33.4	3.2	0.3	0.2	#	0.9
Nevada	4.9	18.3	73.6	2.6	0.0	0.4	0.2	0.0
New Hampshire	21.0	29.6	43.2	2.8	0.9	0.1	0.0	2.3
New Jersey	5.1	23.1	54.6	16.1	0.2	0.4	#	0.5
New Mexico	10.0	21.6	67.8	0.1	0.3	0.2	0.1	0.0
New York	6.7	14.5	59.5	18.2	0.3	0.3	0.1	0.4
North Carolina	15.5	27.2	52.0	4.1	0.2	0.8	0.1	#

See notes at end of exhibit.

**Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2013—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>d</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% to 79% of the day	Less than 40% of the day					
North Dakota	16.6	52.5	27.8	0.9	1.7	0.3	0.0	0.3
Ohio	32.3	39.8	25.3	1.3	0.1	0.4	0.5	0.4
Oklahoma	15.4	39.9	43.1	0.2	0.5	0.6	0.3	#
Oregon	14.0	31.3	52.9	1.2	0.0	0.3	0.1	0.3
Pennsylvania	11.4	34.6	43.2	9.5	0.7	0.3	0.1	0.1
Puerto Rico	40.9	10.0	33.1	14.1	—	0.8	0.3	0.9
Rhode Island	19.6	23.3	49.7	6.0	1.2	0.1	0.0	0.0
South Carolina	6.9	16.5	71.5	2.8	0.7	1.2	0.3	0.1
South Dakota	15.3	58.0	20.9	2.8	2.4	0.1	0.1	0.4
Tennessee	13.2	23.1	60.0	1.9	0.5	0.9	0.2	0.3
Texas	10.9	26.9	59.9	1.7	0.1	0.5	#	0.1
Utah	8.2	23.7	59.3	8.6	0.0	0.2	0.1	0.0
Vermont	40.5	31.9	21.7	4.5	0.8	0.0	0.0	0.6
Virginia	13.1	30.6	50.4	4.3	0.4	0.7	0.3	0.2
Washington	4.5	32.3	62.5	0.5	#	#	#	0.1
West Virginia	21.6	47.7	28.2	0.1	0.6	1.8	0.1	0.0
Wisconsin	13.5	37.7	45.0	2.8	0.2	0.3	0.2	0.2
Wyoming	9.6	42.7	43.5	1.0	1.8	0.6	0.6	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.

<sup>a</sup>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.

<sup>b</sup>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.

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

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

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

<sup>f</sup>*Parentally placed in private schools* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2013, a larger percentage (49.1 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 52 states (“All states”) for which data were available were educated *inside the regular class less than 40% of the day* than in any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 39 of the individual states. The percentage exceeded 50 percent in 23 states, including the following three states in which the percentage exceeded 70 percent: Nevada (73.6 percent), Arizona (73.0 percent), and South Carolina (71.5 percent).
- The educational environment category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *intellectual disabilities* in eight states. The percentage of students accounted for by this category exceeded 50 percent in South Dakota (58.0 percent) and North Dakota (52.5 percent).
- In five states, the educational environment category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *intellectual disabilities*. The five states were: Iowa (64.5 percent), Alabama (44.3 percent), Puerto Rico (40.9 percent), Kentucky (40.9 percent), and Vermont (40.5 percent).

## Part B Participation on State Assessments

*How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type in school year 2012–13?*

**Exhibit 67. 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 2012–13**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	78.7	79.2	76.7	#	#	#	11.4	9.5	9.0	8.8	9.1	8.9
Alabama	91.1	89.8	89.7	—	—	—	—	—	—	8.9	10.2	10.3
Alaska	92.5	90.8	86.8	—	—	—	—	—	—	5.2	6.3	7.6
Arizona	90.2	88.5	86.6	—	—	—	—	—	—	8.6	9.8	10.2
Arkansas	86.3	83.1	51.8	—	—	—	—	—	—	12.1	14.4	43.5
BIE schools	—	—	—	—	—	—	—	—	—	—	—	—
California	48.6	79.1	87.4	—	—	—	43.2	12.2	—	7.1	6.7	7.8
Colorado	89.4	89.4	86.9	—	—	—	—	—	—	9.4	8.2	9.3
Connecticut	61.2	60.5	60.2	—	—	—	27.2	28.4	21.3	10.9	9.2	10.8
Delaware	90.2	88.6	83.8	—	—	—	—	—	—	8.8	10.1	10.7
District of Columbia	91.1	93.1	81.2	—	—	—	—	—	—	7.8	5.1	5.3
Florida	88.9	85.7	77.1	—	—	—	—	—	—	9.5	10.1	11.5
Georgia	69.7	62.7	75.7	0.0	0.0	0.0	21.5	26.2	0.0	8.4	10.6	9.5
Hawaii	91.5	93.0	87.1	—	—	—	—	—	—	5.1	4.3	3.3
Idaho	90.6	87.1	88.6	—	—	—	—	—	—	9.3	12.8	11.1
Illinois	90.3	89.4	83.2	—	—	—	—	—	—	8.8	8.7	10.6
Indiana	69.8	67.3	83.0	—	—	—	20.7	18.6	—	6.4	10.0	10.7
Iowa	92.9	91.1	87.7	—	—	—	—	—	—	5.5	5.7	5.9
Kansas	74.8	68.1	64.3	—	—	—	16.2	21.2	21.9	7.6	8.6	9.5
Kentucky	92.0	88.0	85.6	—	—	—	—	—	—	7.0	10.3	13.5
Louisiana	x	x	x	—	—	—	x	x	x	x	x	x
Maine	89.1	89.0	81.4	—	—	—	—	—	—	9.1	8.3	10.2

See notes at end of exhibit.

**Exhibit 67. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2012–13—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Maryland	92.1	89.5	53.5	—	—	—	—	—	34.6	7.2	8.5	10.9
Massachusetts	89.0	89.2	87.6	#	#	0.1	—	—	—	10.3	8.7	7.5
Michigan	66.6	64.6	72.9	—	—	—	16.4	16.6	0.0	15.4	16.9	19.9
Minnesota	89.5	63.0	68.7	—	—	—	0.0	25.0	16.8	9.7	9.9	10.6
Mississippi	85.9	83.7	97.4	—	—	—	—	—	—	11.3	12.2	0.0
Missouri	89.8	88.4	87.4	—	—	—	—	—	—	10.0	11.1	10.2
Montana	87.9	87.6	83.7	—	—	—	—	—	—	9.9	10.0	10.7
Nebraska	92.0	89.5	87.7	—	—	—	—	—	—	7.8	10.0	11.6
Nevada	89.8	90.9	88.6	—	—	—	—	—	—	9.3	8.0	7.9
New Hampshire	91.0	91.7	88.9	—	—	—	—	—	—	7.3	5.3	3.8
New Jersey	91.7	91.2	90.2	—	—	—	—	—	—	7.5	6.8	7.0
New Mexico	91.9	90.4	90.7	—	—	0.0	—	—	—	7.1	8.2	6.8
New York	89.3	86.5	87.2	0.0	0.0	0.0	—	—	—	8.4	8.4	7.8
North Carolina	71.5	66.7	76.1	0.0	0.0	0.0	21.7	24.1	10.5	6.2	7.9	6.9
North Dakota	75.1	71.1	71.0	0.0	0.0	0.0	16.5	19.9	19.7	8.1	8.8	8.2
Ohio	87.6	87.6	88.7	—	—	—	—	—	—	11.9	11.3	9.9
Oklahoma	56.7	x	x	—	—	—	33.1	76.4	77.7	7.8	11.2	11.1
Oregon	84.8	88.6	84.5	—	—	—	—	—	—	14.0	9.8	9.4
Pennsylvania	89.0	87.9	85.2	—	—	—	—	—	—	9.9	10.0	7.8
Puerto Rico	96.1	95.2	92.9	—	—	—	—	—	—	3.3	3.1	4.8
Rhode Island	91.4	92.5	83.9	—	—	—	—	—	—	7.4	5.5	6.9
South Carolina	92.7	94.7	89.7	—	—	—	—	—	—	6.8	4.4	5.6
South Dakota	90.9	85.5	83.5	—	—	—	—	—	—	8.8	14.0	14.5
Tennessee	63.0	54.3	75.5	—	—	—	28.5	34.2	0.0	8.0	10.5	9.6
Texas	52.6	46.8	53.0	—	—	—	35.2	42.0	37.9	11.7	10.6	6.7
Utah	92.2	88.9	84.8	—	—	—	—	—	—	7.6	10.1	13.6
Vermont	92.1	94.4	91.0	—	—	—	—	—	—	7.1	3.1	2.5

See notes at end of exhibit.

**Exhibit 67. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2012–13—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Virginia	82.7	79.7	92.6	0.0	0.0	0.0	8.3	9.1	2.0	8.5	10.0	3.5
Washington	89.8	88.4	72.8	—	—	—	—	—	—	7.0	6.8	6.6
West Virginia	99.6	99.5	99.6	—	—	—	—	—	—	0.4	0.5	0.4
Wisconsin	89.9	89.0	88.1	—	—	—	—	—	—	9.7	10.0	9.3
Wyoming	94.4	92.2	x	0.0	0.0	0.0	0.0	0.0	0.0	5.1	7.4	x

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

— Percentage cannot be calculated because data were not available.

x Data suppressed to limit disclosure.

<sup>a</sup>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.

<sup>b</sup>Alternate 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.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

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

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 C.F.R. section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the sum of the students served under IDEA, Part B, by the state who participated in an assessment and students served under IDEA, Part B, by the state who did not participate in an assessment, then multiplying the result by 100. Percentage for “All states” was calculated for all states for which data were available by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the sum of the students served under IDEA, Part B, by all states who participated in an assessment and students served under IDEA, Part B, by all states who did not participate in an assessment, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2012–13. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in math was administered by all of the states for which data were available to some students in grade 4 (51 states), some students in grade 8 (50 states), and some students in high school (49 states). An *alternate assessment based on grade-level academic achievement standards* was administered to some students in each of grades 4 and 8 by only one of the seven states for which data were available and to some students in high school by only one of the eight states for which data were available. An *alternate assessment based on modified academic achievement standards* was administered to some students in grade 4 by 12 of the 14 states for which data were available, some students in grade 8 by 13 of the 14 states for which data were available, and some students in high school by nine of the 13 states for which data were available. An *alternate assessment based on alternate academic achievement standards* was administered by all of the states for which data were available to some students in grade 4 (51 states) and some students in grade 8 (51 states) and by 49 of the 50 states for which data were available to some students in high school.
- Of the four types of state math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All states” for which data were available in grade 4 (78.7 percent), grade 8 (79.2 percent), and high school (76.7 percent).
- Compared to the other types of state math assessments, a *regular assessment based on grade-level academic achievement standards* was also taken by a larger percentage of students with disabilities in grade 4 in 51 individual states, in grade 8 in 50 individual states, and in high school in 49 individual states. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment taken by students with disabilities in grade 8 in Oklahoma (76.4 percent) and in high school in Oklahoma (77.7 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 reading assessments, by assessment type and student grade level in 2012–13?

**Exhibit 68. 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 2012–13**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	77.0	75.6	77.0	#	#	#	12.9	13.2	8.5	8.9	9.1	9.2
Alabama	91.2	89.9	89.7	—	—	—	—	—	—	8.8	10.1	10.3
Alaska	92.5	90.6	87.4	—	—	—	—	—	—	5.1	6.4	7.6
Arizona	90.1	88.5	87.3	—	—	—	—	—	—	8.6	9.8	10.1
Arkansas	86.3	83.1	71.9	—	—	—	—	—	—	12.1	14.4	23.1
BIE schools	—	—	—	—	—	—	—	—	—	—	—	—
California	40.9	39.3	85.5	—	—	—	51.1	52.4	—	7.1	6.7	7.9
Colorado	89.0	89.0	86.6	—	—	—	—	—	—	9.4	8.2	9.2
Connecticut	52.4	58.3	60.7	—	—	—	35.5	30.3	20.7	10.9	9.2	10.8
Delaware	87.9	87.4	82.1	—	—	—	—	—	—	8.6	10.1	10.7
District of Columbia	90.5	94.0	81.3	—	—	—	—	—	—	7.8	5.1	5.3
Florida	88.9	85.9	81.0	—	—	—	—	—	—	9.5	10.1	10.2
Georgia	73.2	69.7	78.3	0.0	0.0	0.0	18.1	19.2	0.0	8.4	10.6	11.7
Hawaii	91.5	93.2	87.9	—	—	—	—	—	—	5.2	4.4	3.3
Idaho	90.4	87.3	89.2	—	—	—	—	—	—	9.4	12.6	10.7
Illinois	90.3	89.5	83.0	—	—	—	—	—	—	8.8	8.8	10.6
Indiana	69.2	66.3	83.9	—	—	—	21.4	19.4	0.0	6.4	10.0	10.7
Iowa	92.8	91.0	87.8	—	—	—	—	—	—	5.6	5.8	5.9
Kansas	70.6	68.7	65.0	—	—	—	20.1	21.4	21.6	7.8	8.0	9.1
Kentucky	92.0	88.1	87.2	—	—	—	—	—	—	7.0	10.3	11.6
Louisiana	x	x	x	—	—	—	x	x	x	x	x	x
Maine	89.0	89.1	81.2	—	—	—	—	—	—	9.4	8.5	10.1
Maryland	92.3	90.0	55.2	—	—	—	—	—	32.3	7.2	8.5	11.3
Massachusetts	88.3	89.7	86.8	#	#	#	—	—	—	10.5	8.5	7.5

See notes at end of exhibit.



**Exhibit 68. 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 2012–13—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	61.9	64.0	73.4	—	—	—	20.6	17.4	0.0	16.3	16.9	19.8
Minnesota	89.1	67.6	72.5	—	—	—	0.0	21.0	14.6	9.9	9.7	9.8
Mississippi	85.9	83.6	97.2	—	—	—	—	—	—	11.2	12.1	0.0
Missouri	89.7	88.8	87.4	—	—	—	—	—	—	10.0	10.8	10.4
Montana	85.4	86.9	85.7	—	—	—	—	—	—	9.9	10.0	10.7
Nebraska	92.1	90.1	88.0	—	—	—	—	—	—	7.7	9.6	11.1
Nevada	89.8	91.0	88.6	—	—	—	—	—	—	9.3	8.0	7.9
New Hampshire	91.0	92.3	89.5	—	—	—	—	—	—	7.3	5.3	3.7
New Jersey	91.4	91.5	90.6	—	—	—	—	—	—	7.6	6.9	6.9
New Mexico	91.4	90.3	91.4	—	—	—	—	—	—	7.2	8.4	6.9
New York	89.3	87.2	83.0	0.0	0.0	0.0	—	—	—	8.4	8.4	8.0
North Carolina	66.8	64.4	76.6	0.0	0.0	0.0	26.5	26.5	14.4	6.2	7.8	6.8
North Dakota	70.0	66.9	72.3	0.0	0.0	0.0	20.8	23.7	18.4	8.9	8.9	8.1
Ohio	87.6	87.7	88.8	—	—	—	—	—	—	12.0	11.3	9.8
Oklahoma	50.5	x	x	—	—	—	39.3	76.5	78.1	7.6	11.5	10.7
Oregon	82.8	89.1	86.0	—	—	—	—	—	—	16.0	9.3	9.0
Pennsylvania	88.8	87.7	85.2	—	—	—	0.0	0.0	0.0	9.9	10.0	7.8
Puerto Rico	95.9	95.2	92.8	—	—	—	—	—	—	3.3	3.1	4.9
Rhode Island	91.3	92.5	84.0	—	—	—	—	—	—	7.4	5.5	6.8
South Carolina	91.9	94.7	90.0	—	—	—	—	—	—	6.8	4.4	5.6
South Dakota	90.9	85.5	83.6	—	—	—	—	—	—	8.8	14.0	14.5
Tennessee	63.1	54.2	74.1	—	—	—	28.6	34.4	0.0	8.0	10.5	9.1
Texas	48.6	49.1	56.1	—	—	—	38.9	39.7	31.8	11.7	10.5	8.7
Utah	92.3	90.3	87.4	—	—	—	—	—	—	7.6	9.3	11.7
Vermont	91.6	94.8	92.5	—	—	—	—	—	—	7.5	3.3	2.6
Virginia	83.3	84.9	88.2	1.0	0.1	0.0	6.9	5.1	2.0	8.5	8.9	8.2
Washington	89.7	88.4	80.8	—	—	—	—	—	—	7.0	6.8	6.6

See notes at end of exhibit.

**Exhibit 68. 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 2012–13—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
West Virginia	91.6	89.0	88.2	—	—	—	—	—	—	8.4	11.0	11.8
Wisconsin	89.8	89.0	88.4	—	—	—	—	—	—	9.7	10.0	9.4
Wyoming	94.3	92.2	92.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	7.4	8.0

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

— Percentage cannot be calculated because data were not available.

x Data suppressed to limit disclosure.

<sup>a</sup>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 standards appropriate to the student’s grade level.

<sup>b</sup>Alternate 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.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

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

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 C.F.R. section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the sum of the students served under IDEA, Part B, by the state who participated in an assessment and students served under IDEA, Part B, by the state who did not participate in an assessment, then multiplying the result by 100. Percentage for “All states” was calculated for all states for which data were available by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the sum of the students served under IDEA, Part B, by all states who participated in an assessment and students served under IDEA, Part B, by all states who did not participate in an assessment, then multiplying the result by 100. The students who participated in the regular reading assessments include students with limited English proficiency served under IDEA, Part B, who at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, EDData Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2012–13. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in reading was administered by all 51 states for which data were available to some students in grade 4 and by 50 states to some students in grade 8 and some students in high school. An *alternate assessment based on grade-level academic achievement standards* was administered to some students in each of grades 4 and 8 by two of the seven states for which data were available and to some students in high school by one of the seven states for which data were available. An *alternate assessment based on modified academic achievement standards* was administered to some students in grade 4 by 12 of the 15 states for which data were available, some students in grade 8 by 13 of the 15 states for which data were available, and some students in high school by nine of the 15 states for which data were available. An *alternate assessment based on alternate academic achievement standards* was administered by all 51 of the states for which data were available to some students in each of grades 4 and 8 and by 50 of the 51 states for which data were available to some students in high school.
- Of the four types of state reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All states” in grade 4 (77.0 percent), grade 8 (75.6 percent), and high school (77.0 percent).
- Compared to the other types of reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of students with disabilities in grade 4 in 50 of the 51 individual states for which data were available, in grade 8 in 49 individual states, and in high school in 50 individual states. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment taken by students with disabilities in grade 4 in California (51.1 percent), in grade 8 in California (52.4 percent) and Oklahoma (76.5 percent), and in high school in Oklahoma (78.1 percent).

## Part B Exiting

*How did the states compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, exiting IDEA, Part B, and school by graduating or dropping out in 2012–13, and how did the percentages change between 2008–09 and 2012–13?*

**Exhibit 69. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2008–09 and 2012–13**

State	2008–09		2012–13		Change between 2008–09 and 2012–13 <sup>a</sup>		Percent change between 2008–09 and 2012–13 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
All states	60.6	22.4	65.1	18.8	4.5	-3.6	7.4	-16.0
Alabama	33.5	12.7	47.5	12.7	14.1	0.0	42.0	0.1
Alaska	52.6	31.7	48.3	31.5	-4.3	-0.2	-8.2	-0.8
Arizona	78.2	21.0	71.3	28.1	-6.9	7.0	-8.8	33.5
Arkansas	81.2	16.2	84.7	13.1	3.5	-3.0	4.3	-18.8
BIE schools	35.6	53.3	—	—	—	—	—	—
California	49.4	23.1	50.7	15.7	1.3	-7.3	2.7	-31.9
Colorado	60.1	33.0	71.9	24.6	11.7	-8.4	19.5	-25.5
Connecticut	75.8	18.7	84.8	12.9	8.9	-5.8	11.8	-31.2
Delaware	59.0	33.4	80.9	12.4	21.9	-21.0	37.1	-62.8
District of Columbia	44.2	48.2	52.9	36.3	8.7	-11.9	19.7	-24.6
Florida	49.8	24.0	57.6	20.3	7.8	-3.7	15.6	-15.3
Georgia	40.5	27.9	41.0	29.7	0.5	1.8	1.2	6.6
Hawaii	80.5	2.8	68.2	15.0	-12.3	12.3	-15.3	445.9
Idaho	43.5	20.4	36.8	25.3	-6.8	4.8	-15.6	23.7
Illinois	77.9	19.1	79.6	16.1	1.6	-2.9	2.1	-15.4
Indiana	58.5	26.8	76.3	8.5	17.8	-18.3	30.4	-68.2
Iowa	67.0	28.8	79.4	19.1	12.4	-9.7	18.5	-33.6
Kansas	74.2	23.5	81.8	15.7	7.7	-7.9	10.4	-33.4
Kentucky	72.1	18.7	76.7	15.7	4.6	-3.0	6.4	-15.9
Louisiana	27.2	43.5	40.8	34.0	13.6	-9.5	49.9	-21.9
Maine	73.9	23.6	77.3	19.8	3.5	-3.7	4.7	-15.9
Maryland	62.3	24.8	63.9	21.1	1.5	-3.7	2.5	-15.0

See notes at end of exhibit.

**Exhibit 69. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2008–09 and 2012–13—Continued**

State	2008–09		2012–13		Change between 2008–09 and 2012–13 <sup>a</sup>		Percent change between 2008–09 and 2012–13 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Massachusetts	70.7	21.6	72.0	17.3	1.3	-4.3	1.9	-20.0
Michigan	66.2	31.4	66.6	26.9	0.4	-4.5	0.6	-14.2
Minnesota	89.0	10.7	88.0	11.1	-1.0	0.4	-1.1	3.3
Mississippi	24.3	13.4	28.8	9.4	4.5	-4.0	18.7	-30.2
Missouri	74.6	24.1	82.8	15.5	8.2	-8.7	11.0	-35.8
Montana	73.6	24.6	76.9	22.6	3.2	-2.0	4.4	-8.3
Nebraska	79.9	15.4	85.8	12.3	5.9	-3.0	7.4	-19.7
Nevada	28.3	35.0	31.2	45.0	2.9	9.9	10.3	28.4
New Hampshire	72.1	20.9	79.0	10.8	6.9	-10.1	9.6	-48.3
New Jersey	79.5	18.3	84.8	13.0	5.2	-5.2	6.6	-28.7
New Mexico	63.9	13.8	42.3	24.7	-21.6	10.9	-33.8	79.2
New York	52.4	25.6	62.8	17.5	10.3	-8.2	19.7	-31.8
North Carolina	58.2	31.9	69.4	23.2	11.2	-8.7	19.3	-27.2
North Dakota	68.3	27.4	75.7	19.4	7.4	-8.0	10.8	-29.2
Ohio	47.1	11.3	47.4	21.6	0.3	10.3	0.7	91.4
Oklahoma	77.1	22.2	80.1	19.4	3.0	-2.8	3.9	-12.7
Oregon	46.7	25.4	42.5	26.2	-4.2	0.7	-9.0	2.9
Pennsylvania	87.3	11.1	86.9	11.0	-0.4	-0.2	-0.4	-1.4
Puerto Rico	59.4	33.0	61.6	32.6	2.2	-0.4	3.8	-1.2
Rhode Island	71.4	22.4	77.2	15.7	5.8	-6.7	8.1	-29.9
South Carolina	40.4	52.5	44.9	41.8	4.5	-10.7	11.2	-20.4
South Dakota	78.2	18.7	67.2	22.7	-11.0	4.0	-14.0	21.6
Tennessee	66.0	12.3	75.4	9.7	9.4	-2.6	14.2	-21.4
Texas	47.5	20.7	56.1	15.8	8.5	-4.8	17.9	-23.5
Utah	68.5	21.8	53.4	42.0	-15.1	20.1	-22.1	92.1
Vermont	—	—	74.1	22.3	—	—	—	—
Virginia	47.3	14.2	53.8	10.6	6.6	-3.6	13.9	-25.4
Washington	68.7	27.3	75.7	22.1	7.0	-5.2	10.3	-19.1

See notes at end of exhibit.

**Exhibit 69. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and state: 2008–09 and 2012–13—Continued**

State	2008–09		2012–13		Change between 2008–09 and 2012–13 <sup>a</sup>		Percent change between 2008–09 and 2012–13 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
West Virginia	65.9	25.5	72.5	15.7	6.6	-9.9	10.0	-38.6
Wisconsin	75.3	20.5	77.5	17.6	2.3	-3.0	3.0	-14.4
Wyoming	54.8	35.6	60.7	29.2	6.0	-6.4	10.9	-17.9

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2008–09 and 2012–13 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2012–13. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008–09 and 2012–13 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2012–13, dividing the difference by the percentage for 2008–09, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

<sup>c</sup>*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.

<sup>d</sup>*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis, such as *moved, known to be continuing*.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma and dropped out*). For data on all seven categories of exiters, see exhibit 70. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2008–09, data are from the reporting period between July 1, 2008, and June 30, 2009. For 2012–13, data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2008–09 and 2012–13. Data for 2008–09 were accessed spring 2012. Data for 2012–13 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, a total of 65.1 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *graduated with a regular high school diploma*. In the following three states, less than 40 percent of the students who exited services under *IDEA*, Part B, and school *graduated with a regular high school diploma*: Idaho (36.8 percent), Nevada (31.2 percent), and Mississippi (28.8 percent). In contrast, more than 80 percent of such students *graduated with a regular high school diploma* in 10 states, including the following three states in which the value exceeded 85 percent: Minnesota (88.0 percent), Pennsylvania (86.9 percent), and Nebraska (85.8 percent).
- In 2008–09, a total of 60.6 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *graduated with a regular high school diploma*.
- In 41 of the 51 states for which data were available for both 2008–09 and 2012–13, the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* increased. Of those 41 states, the following four were associated with a percent change increase larger than 25 percent: Louisiana (49.9 percent), Alabama (42.0 percent), Delaware (37.1 percent), and Indiana (30.4 percent). In contrast, the percent change decrease was larger than 20 percent in two of the 10 states in which the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* decreased. The two states were New Mexico (-33.8 percent) and Utah (-22.1 percent).
- In 2012–13, a total of 18.8 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *dropped out*. The percentages for the individual states ranged from 8.5 percent to 45.0 percent. In the following three states, less than 10 percent dropped out: Tennessee (9.7 percent), Mississippi (9.4 percent), and Indiana (8.5 percent). Yet in the following three states, more than 40 percent dropped out: Nevada (45.0 percent), Utah (42.0 percent), and South Carolina (41.8 percent).
- In 2008–09, a total of 22.4 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *dropped out*.
- In 39 of the 51 states for which data were available for both 2008–09 and 2012–13, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 39 states, the following three were associated with a percent change decrease of more than 40 percent: Indiana (-68.2 percent), Delaware (-62.8 percent), and New Hampshire (-48.3 percent). A percent change increase of more than 50 percent was found for the following four of the 12 states for which an increase in the percentage of dropouts was found: Hawaii (445.9 percent), Utah (92.1 percent), Ohio (91.4 percent), and New Mexico (79.2 percent).

*How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2012–13?*

**Exhibit 70. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2012–13**

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	41.8	9.1	12.1	0.9	0.2	9.3	26.4
Alabama	29.1	22.8	7.8	1.3	0.3	8.1	30.7
Alaska	31.8	12.3	20.7	0.8	0.3	13.1	21.0
Arizona	46.5	—	18.3	0.2	0.2	10.1	24.7
Arkansas	41.1	0.7	6.4	0.2	0.1	5.3	46.2
BIE schools	—	—	—	—	—	—	—
California	29.0	17.1	9.0	1.9	0.2	8.4	34.4
Colorado	38.1	0.7	13.0	1.0	0.2	12.0	35.1
Connecticut	62.4	0.5	9.5	1.0	0.2	16.2	10.1
Delaware	48.7	3.0	7.5	0.8	0.2	6.6	33.2
District of Columbia	41.8	7.5	28.7	0.6	0.4	6.7	14.2
Florida	31.5	11.8	11.1	—	0.2	5.9	39.4
Georgia	28.0	19.7	20.3	—	0.3	5.7	26.1
Hawaii	51.8	7.9	11.4	4.6	0.2	15.7	8.4
Idaho	14.5	12.4	10.0	2.5	0.1	25.2	35.4
Illinois	52.5	0.6	10.6	1.9	0.3	10.1	23.8
Indiana	63.8	11.8	7.1	0.7	0.2	5.9	10.5
Iowa	54.4	0.0	13.1	0.7	0.3	22.1	9.4
Kansas	45.7	—	8.7	1.2	0.2	12.4	31.8
Kentucky	52.0	4.2	10.7	0.7	0.2	12.1	20.1
Louisiana	28.8	16.6	24.0	0.7	0.6	18.5	10.8
Maine	51.5	1.2	13.2	0.5	0.3	16.5	16.9
Maryland	41.4	8.6	13.7	0.8	0.4	9.6	25.6
Massachusetts	56.6	4.3	13.6	3.9	0.2	10.2	11.2
Michigan	37.1	3.4	15.0	—	0.2	10.6	33.7
Minnesota	71.1	—	9.0	0.6	0.1	6.6	12.6
Mississippi	22.5	47.5	7.3	0.5	0.2	3.7	18.4
Missouri	52.7	#	9.9	0.8	0.3	11.8	24.4
Montana	49.8	—	14.6	0.1	0.3	9.0	26.2
Nebraska	66.0	0.1	9.5	1.0	0.4	20.5	2.5
Nevada	19.6	12.7	28.2	1.9	0.2	6.0	31.3
New Hampshire	51.6	5.2	7.1	1.2	0.2	26.0	8.7
New Jersey	63.9	—	9.8	1.4	0.2	5.4	19.2
New Mexico	30.0	22.9	17.6	0.3	0.2	5.5	23.5
New York	41.4	12.1	11.5	0.8	0.1	5.6	28.5
North Carolina	43.5	3.8	14.6	0.5	0.3	11.5	25.9
North Dakota	38.6	—	9.9	2.2	0.3	13.1	35.9
Ohio	25.7	16.4	11.7	0.1	0.2	1.6	44.3

See notes at end of exhibit.



**Exhibit 70. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2012–13—Continued**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
Oklahoma	40.3	—	9.8	#	0.2	5.6	44.0
Oregon	20.6	12.9	12.7	2.0	0.3	12.4	39.0
Pennsylvania	55.7	0.2	7.0	1.0	0.2	7.4	28.6
Puerto Rico	51.4	3.2	27.2	1.4	0.3	8.5	8.1
Rhode Island	44.1	0.9	9.0	3.0	0.2	9.0	33.9
South Carolina	27.2	3.7	25.3	4.1	0.2	7.3	32.1
South Dakota	26.2	—	8.9	3.5	0.4	28.3	32.7
Tennessee	44.1	7.5	5.7	1.0	0.3	5.8	35.7
Texas	40.4	19.8	11.4	0.2	0.3	14.4	13.6
Utah	41.7	2.1	32.8	1.4	0.1	6.8	15.1
Vermont	45.2	0.2	13.6	1.7	0.3	21.0	17.9
Virginia	34.2	22.3	6.7	0.1	0.2	20.8	15.7
Washington	65.5	1.4	19.1	0.2	0.2	1.7	11.8
West Virginia	46.7	7.2	10.1	0.2	0.3	7.1	28.4
Wisconsin	57.4	1.6	13.0	1.8	0.2	21.4	4.6
Wyoming	30.5	2.9	14.6	2.0	0.2	15.2	34.6

— Percentage cannot be calculated because data were not available.

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The seven categories are mutually exclusive. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in all the exiting categories, then multiplying the result by 100. Data are from the reporting period between July 1, 2012, and June 30, 2013.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2012–13. Data were accessed fall 2014. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, a total of 41.8 percent of students ages 14 through 21 exiting *IDEA*, Part B, in the 52 states (“All states”) for which data were available *graduated with a regular high school diploma*. The percentage for this exit reason category was larger than that for each of the other exit reason categories. The prevalence of this category is underscored by the finding that in 39 individual states, this category was associated with the largest percentage of students who exited special education. In 17 of those states, this category represented a majority of the students who exited special education. In the following six of those states, the percentage was more than 60 percent: Minnesota (71.1 percent), Nebraska (66.0 percent), Washington (65.5 percent), New Jersey (63.9 percent), Indiana (63.8 percent), and Connecticut (62.4 percent).

- The second most prevalent exit reason, accounting for 26.4 percent of students ages 14 through 21 who exited special education in “All states” in 2012–13, was *moved, known to be continuing* in education. In 12 of the 52 individual states, this category was associated with the largest percentage of students who exited special education. In the following three states, more than 40 percent of the students who exited special education were associated with this exit reason category: Arkansas (46.2 percent), Ohio (44.3 percent), and Oklahoma (44.0 percent).
- The exit reason *received a certificate* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2012–13 in one state: Mississippi (47.5 percent).

## Part B Personnel

How did the states compare with regard to the following ratios in 2012:

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

### Exhibit 71. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2012

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
All states	6.1	5.8	0.3
Alabama	7.3	6.8	0.5
Alaska	6.2	5.4	0.8
Arizona	5.8	5.5	0.3
Arkansas	7.5	6.8	0.7
BIE schools	11.2	10.9	0.3
California	3.4	3.3	0.1
Colorado	6.5	6.2	0.3
Connecticut	8.6	8.6	#
Delaware	2.8	2.5	0.3
District of Columbia	3.0	2.8	0.2
Florida	1.9	1.6	0.3
Georgia	9.8	9.6	0.2
Hawaii	10.9	9.6	1.3
Idaho	2.2	2.0	0.2
Illinois	8.7	8.7	#
Indiana	0.9	0.9	#
Iowa	9.1	9.1	0.0
Kansas	7.5	5.2	2.3
Kentucky	8.0	7.9	0.1
Louisiana	7.6	7.1	0.4
Maine	7.2	6.6	0.6
Maryland	9.4	8.2	1.3
Massachusetts	5.7	5.5	0.3
Michigan	6.7	6.7	#

See notes at end of exhibit.

**Exhibit 71. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2012—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
Minnesota	7.2	6.9	0.3
Mississippi	7.6	7.5	0.1
Missouri	7.3	7.0	0.3
Montana	5.6	5.6	#
Nebraska	6.3	5.9	0.4
Nevada	6.4	5.6	0.8
New Hampshire	9.7	9.7	0.0
New Jersey	6.9	6.8	0.1
New Mexico	5.1	5.0	0.1
New York	8.1	7.9	0.2
North Carolina	6.1	6.0	0.2
North Dakota	7.5	7.5	0.0
Ohio	6.9	6.8	0.1
Oklahoma	3.6	3.6	#
Oregon	4.1	4.0	0.1
Pennsylvania	7.8	7.5	0.3
Puerto Rico	4.7	3.7	1.1
Rhode Island	8.9	8.9	#
South Carolina	6.4	6.1	0.2
South Dakota	3.3	2.7	0.6
Tennessee	6.5	6.0	0.5
Texas	5.0	5.0	0.1
Utah	4.1	3.8	0.3
Vermont	9.7	9.6	0.1
Virginia	7.1	5.3	1.9
Washington	4.8	4.6	0.2
West Virginia	7.5	6.3	1.3
Wisconsin	7.2	7.0	0.2
Wyoming	5.1	5.0	0.1

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

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

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

- In 2012, there were 6.1 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by the 53 states (“All states”) for which data were available to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, per 100 students ages 6 through 21 served under *IDEA*, Part B.
- A ratio of 10 or more FTE *special education teachers* per 100 students was found for BIE schools (11.2 FTEs per 100 students) and Hawaii (10.9 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE *special education teachers* per 100 students was found for the following four states: Delaware (2.8 FTEs per 100 students), Idaho (2.2 FTEs per 100 students), Florida (1.9 FTEs per 100 students), and Indiana (0.9 FTE per 100 students).
- In 2012, there were 5.8 FTE highly qualified *special education teachers* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 9 or more highly qualified FTE *special education teachers* per 100 students was found for the following six states: BIE schools (10.9 FTEs per 100 students), New Hampshire (9.7 FTEs per 100 students), Georgia (9.6 FTEs per 100 students), Hawaii (9.6 FTEs per 100 students), Vermont (9.6 FTEs per 100 students), and Iowa (9.1 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE highly qualified *special education teachers* per 100 students was found for the following six states: the District of Columbia (2.8 FTEs per 100 students), South Dakota (2.7 FTEs per 100 students), Delaware (2.5 FTEs per 100 students), Idaho (2.0 FTEs per 100 students), Florida (1.6 FTEs per 100 students), and Indiana (0.9 FTE per 100 students).
- In 2012, there was 0.3 FTE not highly qualified *special education teacher* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. The ratio was smaller than 1 FTE not highly qualified *special education teacher* per 100 students for all but the following six states: Kansas (2.3 FTEs per 100 students), Virginia (1.9 FTEs per 100 students), Hawaii (1.3 FTEs per 100 students), Maryland (1.3 FTEs per 100 students), West Virginia (1.3 FTEs per 100 students), and Puerto Rico (1.1 FTEs per 100 students).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2012. Data for BIE schools were excluded. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data for BIE schools were not available. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 2012–13?*

**Exhibit 72. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
All states	15
Alabama	17
Alaska	0
Arizona	1
Arkansas	#
BIE schools	—
California	1
Colorado	7
Connecticut	1
Delaware	6
District of Columbia	14
Florida	3
Georgia	12
Hawaii	1
Idaho	0
Illinois	2
Indiana	22
Iowa	2
Kansas	64
Kentucky	2
Louisiana	16
Maine	2
Maryland	3
Massachusetts	1
Michigan	#
Minnesota	1
Mississippi	13
Missouri	14
Montana	37
Nebraska	4
Nevada	7

See notes at end of exhibit.

**Exhibit 72. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13—Continued**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
New Hampshire	1
New Jersey	1
New Mexico	3
New York	14
North Carolina	8
North Dakota	10
Ohio	3
Oklahoma	20
Oregon	1
Pennsylvania	60
Puerto Rico	1
Rhode Island	0
South Carolina	11
South Dakota	9
Tennessee	40
Texas	77
Utah	1
Vermont	2
Virginia	3
Washington	45
West Virginia	#
Wisconsin	1
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

<sup>a</sup>An 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.

<sup>b</sup>Instances 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 2012–13 school year, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2012–13. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2012 by the 51 states (“All states”) for which data were available, 15 children and students were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for offenses involving drugs, weapons, or serious bodily injury to others in school year 2012–13.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel and not by the IEP team for drug, weapons, or serious bodily injury offenses during school year 2012–13 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2012 in the 51 states for which data were available ranged from zero to 77. No more than one child or student was removed to an interim alternative educational setting by school personnel for these offenses in 18 states, including Alaska, Idaho, and Rhode Island, in which no child or student was removed. In contrast, more than 50 children and students were removed to an interim alternative educational setting by school personnel for such offenses for every 10,000 children and students who were served in Texas (77 per 10,000 children and students), Kansas (64 per 10,000 children and students), and Pennsylvania (60 per 10,000 children and students).



*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during school year 2012–13?*

**Exhibit 73. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All states	89
Alabama	95
Alaska	150
Arizona	75
Arkansas	72
BIE schools	—
California	44
Colorado	82
Connecticut	153
Delaware	83
District of Columbia	92
Florida	96
Georgia	61
Hawaii	114
Idaho	4
Illinois	60
Indiana	104
Iowa	29
Kansas	52
Kentucky	13
Louisiana	79
Maine	16
Maryland	94
Massachusetts	90
Michigan	156
Minnesota	63
Mississippi	93
Missouri	183
Montana	27
Nebraska	129
Nevada	172
New Hampshire	79
New Jersey	39
New Mexico	50
New York	101

See notes at end of exhibit.

**Exhibit 73. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2012–13—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
North Carolina	232
North Dakota	14
Ohio	134
Oklahoma	89
Oregon	61
Pennsylvania	49
Puerto Rico	1
Rhode Island	58
South Carolina	145
South Dakota	23
Tennessee	153
Texas	64
Utah	8
Vermont	57
Virginia	211
Washington	158
West Virginia	134
Wisconsin	79
Wyoming	—

— Ratio cannot be calculated because data were not available.

<sup>a</sup>The 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 2012–13 school year, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2012–13. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2012 by the 51 states (“All states”) for which data were available, 89 children and students were suspended out of school or expelled for more than 10 days during school year 2012–13.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 days during school year 2012–13 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2012 in the 51 individual states for which data were available, ranged from 1 to 232. In the following three states, fewer than 10 children and students were suspended or expelled out of school for more than 10 days for every 10,000 children and students served: Utah (8 per 10,000 children and students), Idaho (4 per 10,000 children and students), and Puerto Rico (1 per 10,000 children and students). In contrast, more than 200 children and students were suspended out of school or expelled for more than 10 days during school year 2012–13 for every 10,000 children and students served in 2012 in North Carolina (232 per 10,000 children and students) and Virginia (211 per 10,000 children and students).

*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of emotional disturbance, who were suspended out of school or expelled for more than 10 days during school year 2012–13?*

**Exhibit 74. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2012–13**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All states	384
Alabama	385
Alaska	551
Arizona	255
Arkansas	266
BIE schools	—
California	233
Colorado	374
Connecticut	563
Delaware	442
District of Columbia	226
Florida	578
Georgia	218
Hawaii	413
Idaho	29
Illinois	224
Indiana	436
Iowa	30
Kansas	189
Kentucky	80
Louisiana	393
Maine	55
Maryland	452
Massachusetts	324
Michigan	614
Minnesota	286
Mississippi	458
Missouri	873
Montana	98
Nebraska	856
Nevada	738
New Hampshire	373
New Jersey	204
New Mexico	245

See notes at end of exhibit.

**Exhibit 74. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2012–13—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
New York	461
North Carolina	1,424
North Dakota	63
Ohio	547
Oklahoma	395
Oregon	206
Pennsylvania	208
Puerto Rico	7
Rhode Island	191
South Carolina	641
South Dakota	79
Tennessee	509
Texas	263
Utah	53
Vermont	160
Virginia	786
Washington	864
West Virginia	778
Wisconsin	276
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2012–13 school year, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2012–13. Data were accessed fall 2014. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012 by the 51 states (“All states”) for which data were available, 384 children and students were suspended out of school or expelled for more than 10 days during school year 2012–13.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days during school year 2012–13 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2012, in the 51 individual states for which data were available, ranged from 7 to 1,424. Fewer than 50 out every 10,000 such children and students served in 2012 were suspended or expelled for more than 10 days during school year 2012–13 in Iowa (30 per 10,000 children and students), Idaho (29 per 10,000 children and students), and Puerto Rico (7 per 10,000 children and students). In contrast, more than 800 such children and students were suspended out of school or expelled for more than 10 days during school year 2012–13 for every 10,000 such children and students served in 2012 in North Carolina (1,424 per 10,000 children and students), Missouri (873 per 10,000 children and students), Washington (864 per 10,000 children and students), and Nebraska (856 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 2012–13:*

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 75. 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: 2012–13**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
All states	8	26	15
Alabama	4	18	12
Alaska	4	0	1
Arizona	8	6	5
Arkansas	4	5	9
BIE schools	12	14	15
California	15	43	46
Colorado	2	2	5
Connecticut	31	29	45
Delaware	9	9	8
District of Columbia	23	596	36

See notes at end of exhibit.

**Exhibit 75. 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: 2012–13—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
Florida	3	6	3
Georgia	6	5	5
Hawaii	10	31	3
Idaho	10	1	11
Illinois	4	12	8
Indiana	8	4	3
Iowa	2	1	3
Kansas	5	1	2
Kentucky	2	2	2
Louisiana	7	2	#
Maine	8	16	25
Maryland	11	23	29
Massachusetts	16	33	68
Michigan	13	4	7
Minnesota	5	2	5
Mississippi	5	4	4
Missouri	7	5	5
Montana	5	2	1
Nebraska	2	#	1
Nevada	5	16	#
New Hampshire	13	10	7
New Jersey	8	39	34
New Mexico	14	10	9
New York	5	134	7
North Carolina	4	2	3
North Dakota	5	0	2
Ohio	9	5	5
Oklahoma	2	2	1
Oregon	4	2	7
Pennsylvania	9	25	12
Puerto Rico	6	171	67
Rhode Island	6	10	32
South Carolina	4	1	1
South Dakota	2	2	2
Tennessee	7	4	3
Texas	7	7	7
Utah	3	1	1
Vermont	8	9	22
Virginia	9	3	8
Washington	6	9	7
West Virginia	6	4	3

See notes at end of exhibit.



**Exhibit 75. 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: 2012–13—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
Wisconsin	5	3	6
Wyoming	—	—	—

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

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2012–13 was 5,052.

<sup>b</sup>A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of free appropriate public education to such child. The total number of hearing requests in 2012–13 was 16,966.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2012–13 was 9,669.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing number of *written, signed complaints; due process complaints; or mediation requests* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2012, and June 30, 2013, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2012–13. Data for BIE schools were excluded. Data were accessed fall 2014. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/index.html>.

- In 2012–13, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratios in the 52 individual states ranged from 2 per 10,000 children and students in six states (Colorado, Iowa, Kentucky, Nebraska, Oklahoma, and South Dakota) to more than 20 per 10,000 children and students in Connecticut (31 per 10,000 children and students) and the District of Columbia (23 per 10,000 children and students).
- In 2012–13, there were 26 *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was larger than 50 *due process complaints* per 10,000 children and students in only the following three of the 52 states: the District of Columbia (596 per 10,000 children and students), Puerto Rico (171 per 10,000 children and students), and New York (134 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in Alaska, Idaho, Iowa, Kansas, Nebraska, North Dakota, South Carolina, and Utah.
- In 2012–13, there were 15 *mediation requests* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. A ratio larger than 40 *mediation requests* per 10,000 children and students was found for Massachusetts (68 per 10,000 children and students), Puerto Rico (67 per 10,000 children and students), California (46 per 10,000 children and students), and Connecticut (45 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in Alaska, Louisiana, Montana, Nebraska, Nevada, Oklahoma, South Carolina, and Utah.

How did the states compare with regard to the following ratios in 2012–13:

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 76. 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: 2012–13**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without hearing <sup>d</sup>
	Per 10,000 children and students served			
All states	5	3	4	17
Alabama	2	2	1	13
Alaska	4	0	0	0
Arizona	5	3	#	6
Arkansas	2	2	#	4
BIE schools	3	5	0	9
California	11	4	2	31
Colorado	1	#	#	2
Connecticut	18	12	1	21
Delaware	5	4	1	8
District of Columbia	16	7	177	346
Florida	2	1	#	5
Georgia	4	3	#	4
Hawaii	9	1	3	16
Idaho	7	3	#	1
Illinois	2	1	#	8
Indiana	5	2	#	3
Iowa	1	1	#	1
Kansas	3	2	0	1
Kentucky	1	1	#	1
Louisiana	2	4	0	2
Maine	2	6	2	13
Maryland	8	2	2	18
Massachusetts	11	4	1	19
Michigan	8	5	#	3
Minnesota	3	1	#	2
Mississippi	3	2	#	4

See notes at end of exhibit.

**Exhibit 76. 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: 2012–13—Continued**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without hearing <sup>d</sup>
	Per 10,000 children and students served			
Missouri	6	2	#	5
Montana	4	1	0	1
Nebraska	2	1	0	#
Nevada	4	1	1	14
New Hampshire	4	9	2	7
New Jersey	5	2	2	27
New Mexico	6	8	1	7
New York	4	2	17	88
North Carolina	2	2	0	2
North Dakota	3	2	0	0
Ohio	4	5	#	5
Oklahoma	1	#	#	1
Oregon	3	2	0	1
Pennsylvania	4	4	2	18
Puerto Rico	5	1	91	74
Rhode Island	4	1	2	7
South Carolina	3	1	0	1
South Dakota	1	1	1	2
Tennessee	4	2	#	3
Texas	3	3	#	5
Utah	2	#	#	1
Vermont	8	0	1	8
Virginia	5	5	#	2
Washington	4	1	1	7
West Virginia	4	2	0	4
Wisconsin	4	1	#	2
Wyoming	—	—	—	—

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

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *complaint with report issued* refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of complaints with reports issued in 2012–13 was 3,185.

<sup>b</sup>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 education agency to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the state education agency was required to resolve the complaint. The total number of complaints withdrawn or dismissed in 2012–13 was 1,717.

<sup>c</sup>A *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 2012–13 was 2,541.

<sup>d</sup>A *due process complaint resolved without a hearing* is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of hearing requests resolved without a hearing in 2012–13 was 11,154.

- In 2012–13, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was larger than 10 per 10,000 children and students in only the following four states: Connecticut (18 per 10,000 children and students), the District of Columbia (16 per 10,000 children and students), California (11 per 10,000 children and students), and Massachusetts (11 per 10,000 children and students). In contrast, the ratio was no more than 1 per 10,000 children and students in five states: Colorado, Iowa, Kentucky, Oklahoma, and South Dakota.
- In 2012–13, there were 3 *written, signed complaints withdrawn or dismissed* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was zero in Alaska and Vermont and larger than 5 per 10,000 in only the following five states: Connecticut (12 per 10,000 children and students), New Hampshire (9 per 10,000 children and students), New Mexico (8 per 10,000 children and students), the District of Columbia (7 per 10,000 children and students), and Maine (6 per 10,000 children and students).
- In 2012–13, there were 4 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was zero in 11 states and larger than 5 per 10,000 in only the following three states: the District of Columbia (177 per 10,000 children and students), Puerto Rico (91 per 10,000 children and students), and New York (17 per 10,000 children and students).
- In 2012–13, there were 17 *due process complaints resolved without a hearing* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was no more than 1 per 10,000 in 12 states. In contrast, the ratio was larger than 30 per 10,000 in the following four states: the District of Columbia (346 per 10,000 children and students), New York (88 per 10,000 children and students), Puerto Rico (74 per 10,000 children and students), and California (31 per 10,000 children and students).

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. A hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. Ratio for each state was calculated by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2012, and June 30, 2013, whereas the denominator is based on point-in-time data from fall 2012.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2012–13. Data for BIE schools were excluded. Data were accessed fall 2014. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2012. Data were accessed fall 2013. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 *IDEA* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA* through oversight of general supervision by the states and through the State Performance Plans (SPP) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) under Parts B and C of *IDEA* and other publicly available information to make an annual determination of the extent to which the state is meeting the requirements and purposes of Parts B and C of *IDEA*. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

### The SPP and APR

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements and purposes of *IDEA* and describing how the state will improve its implementation of *IDEA*. The original SPP that states submitted in 2005 covered a period of six years for federal fiscal year (FFY) 2005 through FFY 2010 and is made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the secretary under sections 616(a)(3) and 642 of *IDEA*, which measure either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each state education agency (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.

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 2014, each state submitted an APR under Part B and Part C to OSEP for the FFY 2012 APR reporting period (i.e., July 1, 2012, through June 30, 2013). This section examines and summarizes the states' performance during FFY 2012 under both Parts B and C of *IDEA*.

Please note that throughout this section, the term “states” is used to reference all of the jurisdictions that submitted FFY 2012 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) submitted SPP/APRs as did the three freely associated states of Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Thus, unless stated otherwise, the discussion and exhibits in this section concern the 56 states for Part C and 60 states for Part B.

## **Indicators**

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators, 10 results indicators, and one results/compliance indicator) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the original SPP/APR. Exhibits 77 and 78 explain the measurement that was in place during the FFY 2012 reporting period for each Part B and Part C indicator on which states were required to report and identify whether each indicator is a compliance or a results indicator. States were not required to report Part B indicators B16 and B17 and Part C indicators C10 and C11 for FFY 2012.



**Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2012**

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) graduating from high school with a regular diploma.	Results
B2 – Dropout	Percent of youths with IEPs dropping out of high school.	Results
B3 – Assessment	Participation and performance of children with IEPs on statewide assessments: (a) percent of districts with a disability subgroup that met the state’s minimum “n” size that met the state’s annual yearly progress/annual measurable objective (AYP)/AMO targets for the disability subgroup; (b) participation rate for children with IEPs; and (c) proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards.	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of districts that had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results  B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children with IEPs aged 6 through 21 served: (a) inside the regular class 80 percent or more of the day; (b) inside the regular class less than 40 percent of the day; and (c) in separate schools, residential facilities, or homebound/ hospital placements.	Results
B6 – Preschool LRE	Percent of children aged 3 through 5 with IEPs attending a (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school, or residential facility.	Results
B7 – Preschool Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrated improved: (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/ communication and early literacy); and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results

See notes at end of exhibit.

**Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2012—Continued**

Indicator	Measurement	Type of indicator
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children, who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthdays.	Compliance
B13 – Secondary Transition	Percent of youths with IEPs aged 16 and above with an IEP that included appropriate measurable postsecondary goals that were annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that would reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must have been evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance
B14 – Post-school Outcomes	Percent of youths who were no longer in secondary school, had IEPs in effect at the time they left school, and were: (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; or (c) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B18 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results

See notes at end of exhibit.

**Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2012—Continued**

Indicator	Measurement	Type of indicator
B19 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B20 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) were timely and accurate.	Compliance

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013.

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,” 2012–13. Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2014//index.html> (accessed July 2, 2014).

**Exhibit 78. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2012**

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved: (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication); and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family: (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency had: (a) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday; (b) notified (consistent with any opt-out policy adopted by the state) the state education agency (SEA) and the local education agency (LEA) where the toddler resided at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and (c) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.	Compliance
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance

See notes at end of exhibit.

**Exhibit 78. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2012—Continued**

Indicator	Measurement	Type of indicator
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) were timely and accurate.	Compliance

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table,” 2012–13. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2014/index.html> (accessed July 2, 2014).

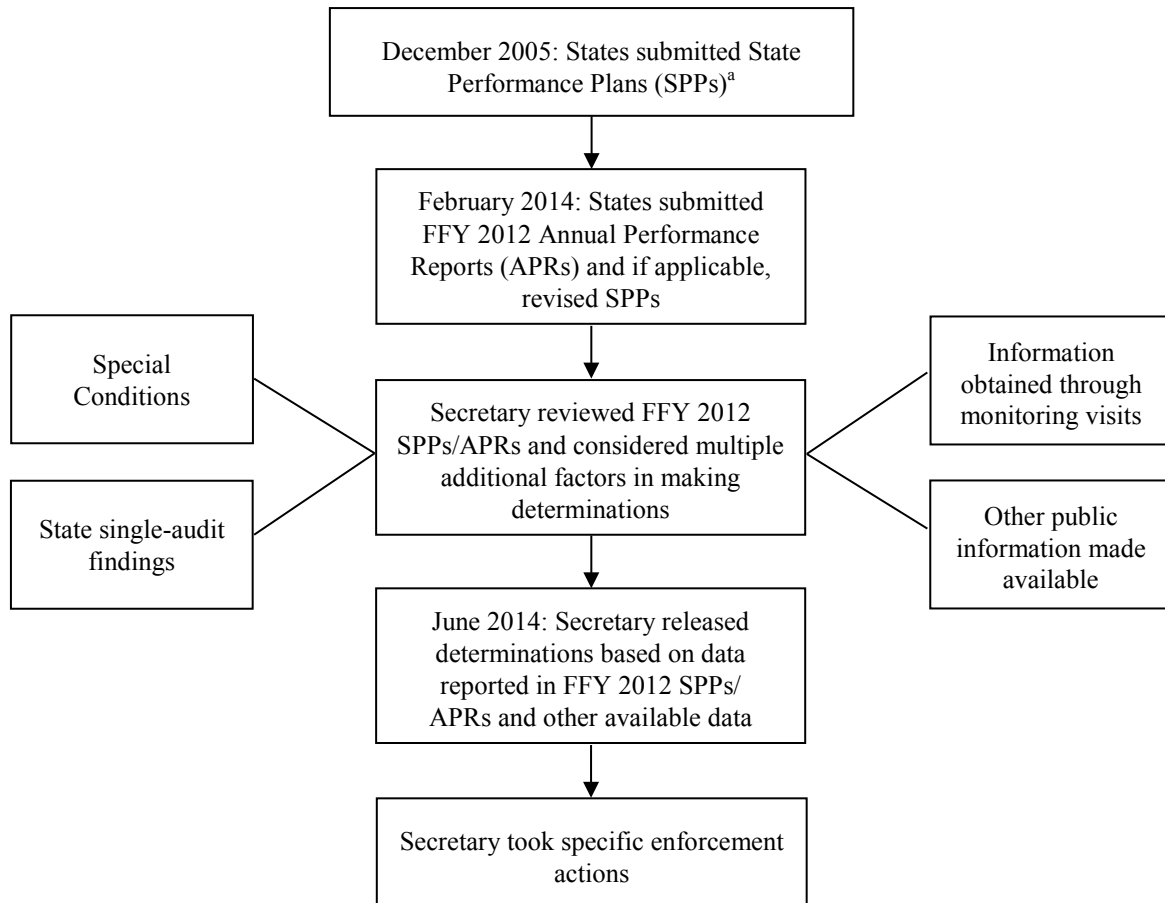
**The Determination Process**

Sections 616(d)(2)(A) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state is meeting the requirements of Parts B and C of *IDEA*. The secretary determines if a state:

- Meets the requirements and purposes of *IDEA*,
- Needs assistance in implementing the requirements of *IDEA*,
- Needs intervention in implementing the requirements of *IDEA*, or
- Needs substantial intervention in implementing the requirements of *IDEA*.

Exhibit 79 presents the key components in the determination process.

**Exhibit 79. Process for determining the extent to which each state met IDEA, Part B and Part C, requirements: Federal fiscal year 2012**



<sup>a</sup>In December 2005, each state submitted an SPP that covered a period of six years for FFY 2005 through 2010. Sections 616(b)(1)(C) and 642 require each state to review its SPP under Part B and Part C at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once. The original SPP was extended for two years for FFYs 2011 and 2012. States were required to submit a new SPP for FFYs 2013 through 2018 on February 2, 2015.

NOTE: In June 2013, the secretary issued determinations based on data reported in the FFY 2011 APR and other available data. A discussion of those determinations is found in the 36th Annual Report to Congress, 2014.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP Memo 14-2 to State Education Agency Directors of Special Education and State Data Managers dated October 30, 2013.” Available at: <http://www2.ed.gov/policy/speced/guid/idea/bapr/2014/index.html> (accessed July 2, 2014). “OSEP Memo 14-3 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons dated October 30, 2013. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2014/index.html> (accessed July 2, 2014).

Since 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 they reflected very low performance, (2) whether the state lacked valid and reliable data for that indicator, or (3) as was the

case in the later years, the state's inability to correct long-standing noncompliance that had been the subject of continuing Departmental enforcement actions such as special conditions on the state's grant. In making each state's determination under Parts B and C in 2013, the Department used a Compliance Matrix that reflected the totality of the state's compliance data instead of one particular factor. However in making this transition to a matrix approach in 2013 to consider multiple factors, the Department also applied the prior single factor approach such that no state would receive a lower determination under the 2013 Compliance Matrix approach than it would have had in the 2012 single factor approach.

For the first time in 2014, as part of its new accountability framework, called Results-Driven Accountability (RDA), the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a state's determination. Specifically, the Department considered the totality of information available about a state, including information related to the participation of children with disabilities on regular statewide assessments; the proficiency gap between children with disabilities and all children on regular statewide assessments; and 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*. For each state (with the exception of the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, Palau, and the Virgin Islands), the Department used a Compliance Matrix and a Results Matrix in making each state's 2014 Part B determination in June 2014. The Compliance Matrix reflected the following data:

1. The state's FFY 2012 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, 13, 15, and 20 (including whether the state reported valid and reliable data for each indicator), and, if the FFY 2012 data the state reported under Indicators 11, 12, and 13 reflected compliance between 90 percent and 95 percent (or, for Indicators 4B, 9, and 10, were between 5 percent and 10 percent), whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2011 under such indicators;
2. The state's FFY 2012 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions;
3. Whether the Department imposed Special Conditions on the state's FFY 2013 *IDEA* Part B grant award and those Special Conditions were in effect at the time of the 2014 determination, and the number of years for which the state's Part B grant award has been subject to Special Conditions; and
4. Whether there were any findings of noncompliance identified in FFY 2010 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 one above and for the additional factors listed in items two through four above. Using the cumulative possible number of points as the denominator, and using as the numerator the actual points the state received in its scoring under these factors, the Compliance Matrix reflected a percentage that was used to calculate the 2014 Part B determination for those entities (BIE, American Samoa, the Northern Mariana Islands, Federated States of Micronesia, Guam, the Republic of the Marshall Islands, Palau, and the Virgin Islands) for which the Department did not have results data. In making 2014 Part B determinations for all other entities, using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under these factors as the numerator, the Compliance Matrix reflected a compliance performance percentage, which was combined with a results performance percentage, to calculate the State's RDA percentage and determination. The Results Matrix reflected the following data:

1. The percentage of fourth-grade and eighth-grade children with disabilities participating in regular statewide assessments;
2. The percentage of fourth-grade and eighth-grade children with disabilities scoring proficient on regular statewide assessments compared to all students scoring proficient on regular statewide assessments (proficiency gap);
3. The percentage of fourth-grade children with disabilities scoring at basic or above on the NAEP;
4. The percentage of fourth-grade children with disabilities included in NAEP testing;
5. The percentage of eighth-grade children with disabilities scoring at basic or above on the NAEP; and
6. The percentage of eighth-grade children with disabilities included in NAEP testing.

Using the Results Matrix, a state was assigned a score of -1, 0, 1, or 2, for each of the results elements listed above. Using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under the results elements as the numerator, the Results Matrix reflected a percentage that constituted the state's results performance percentage. The state's RDA percentage was calculated by adding 50 percent of the state's results performance percentage and 50 percent of the state's compliance performance percentage. The state's RDA percentage was used to calculate the 2014 Part B determination as follows:

1. Meets Requirements: A state's 2014 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 (FFYs 2011, 2012, and 2013) *IDEA* Part B grant awards, and those Special Conditions were in effect at the time of the 2014 determination.



2. Needs Assistance: A state's 2014 RDA Determination was Needs Assistance if the RDA percentage was at least 60 percent, but less than 80 percent. A state also would be Needs Assistance if its RDA percentage was 80 percent or above, but the Department had imposed Special Conditions on the state's last three (FFYs 2011, 2012, and 2013) *IDEA* Part B grant awards, and those Special Conditions were in effect at the time of the 2014 determination.
3. Needs Intervention: A state's 2014 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 2014.

In making the 2014 Part C determination for each state, the Department considered the totality of the information available about the state, including 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*. For each state, the Department used a Compliance Matrix, reflecting the following data in making each state's 2014 Part C determination in June 2014:

1. The state's FFY 2012 data for Part C Compliance Indicators 1, 7, 8A, 8B, 8C, 9, and 14 (including whether the state reported valid and reliable data for each indicator), and, if the FFY 2012 data the state reported under Indicators 1, 7, 8A, 8B, and 8C reflected compliance between 90 percent and 95 percent, whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2011 under such indicators;
2. The state's FFY 2012 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions;
3. Whether the Department imposed Special Conditions on the state's FFY 2013 *IDEA* Part C grant award and those Special Conditions were in effect at the time of the 2014 determination, and the number of years for which the state's Part C grant award had been subject to Special Conditions; and
4. Whether there were any findings of noncompliance identified in FFY 2010 or earlier by either the Department or the state that the state had not yet corrected.

Using a Compliance Matrix, the Department assigned each state a score of 0, 1, or 2, for each of the compliance indicators in item one above and for the additional factors listed in items two through four above. Using the cumulative possible number of points as the denominator, and using the actual points the state received in its scoring under these factors as the numerator, the Compliance Matrix reflected a percentage that was used to calculate the 2014 Part C determination as follows:

1. Meets Requirements: A state's 2014 determination was Meets Requirements if the matrix percentage was at least 90 percent, unless the Department imposed Special Conditions on the state's last three (FFYs 2011, 2012, and 2013) *IDEA* Part C grant awards, and those Special Conditions were in effect at the time of the Department's 2014 determination.

2. Needs Assistance: A state's 2014 determination was Needs Assistance if its matrix percentage was at least 75 percent, but less than 90 percent, or was below 75 percent but the state did not meet the criteria for Needs Intervention set forth below. A state was also Needs Assistance if its matrix percentage was at least 90 percent, but the Department imposed Special Conditions on the state's last three (FFYs 2011, 2012, and 2013) *IDEA* Part C grant awards, and those Special Conditions were in effect at the time of the Department's 2014 determination.
3. Needs Intervention: A state's 2014 determination was Needs Intervention if the matrix percentage was less than 75 percent, and the state met one or more of the following criteria (which were the criteria for a determination of Needs Intervention in 2013):
  - a. Compliance was below 50 percent for one or more of the following Compliance Indicators (Indicators 1, 7, 8A, 8B, 8C, or 9) or for timely state complaint decisions or timely due process hearing decisions;
  - b. The state provided no data or did not provide valid and reliable data for the following Compliance Indicators: Indicators 1, 7, 8A, 8B, 8C, or 9; or
  - c. The state had been subject to Special Conditions for multiple years for failing to comply with key *IDEA* requirements, the noncompliance had been long-standing, the state's data in response to the Department's FFY 2013 Special Conditions demonstrated continued noncompliance, and those Special Conditions were in effect at the time of the Department's 2014 determination.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any state in 2014.

## **Enforcement**

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take an enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take action when the Department has determined that a state (1) needs assistance for two or more consecutive years, (2) needs intervention for three or more consecutive years, or (3) at any time when the secretary determines that a state needs substantial intervention in implementing the requirements of *IDEA* or that there is a substantial failure to comply with any condition of a state's eligibility under *IDEA*. The Department has taken enforcement actions based on the first two categories in the former sentence but, to date, no state has received a determination that it needs substantial intervention in implementing the requirements of *IDEA*.

## **Determination Status**

In June 2014, the secretary issued determination letters on the implementation of *IDEA* to each SEA for Part B and to each state lead agency for Part C. Exhibit 80 shows the results of the FFY 2012 determinations by state for Part B; Exhibit 81 shows the results for Part C.

**Exhibit 80. States determined to have met IDEA, Part B, requirements, by determination status:  
Federal fiscal year 2012**

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

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. Based on the states' data submissions, the secretary of education made the determinations based on the totality of each state's data, including its FFY 2011 APR data. These determinations were issued in June 2014. California's initial determination was "needs intervention," but the determination was appealed and changed to "needs assistance." Kentucky and Ohio's initial determinations were "needs assistance," but the determinations were changed to "meets requirements" due to a change in the criteria that the Department used in making 2014 Part B determinations. Specifically, the Department changed the way in which it included the participation of children with disabilities on the NAEP as a factor in determinations in 2014.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2013 and 2014. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed September 2015).

**Exhibit 81. States determined to have met IDEA, Part C, requirements, by determination status:  
Federal fiscal year 2012**

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

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. Based on the states' data submissions, the secretary of education made the FFY 2012 determinations, which were released in June 2014.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2013 and 2014. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed July 2, 2014).

The results of an examination of the states' Part B and Part C determinations for FFY 2011 and FFY 2012 are presented in exhibits 82 and 83. A summation of the numbers presented in exhibit 82 shows that 20 states met the requirements for Part B in FFY 2012. In addition, this exhibit shows that between FFY 2011 and FFY 2012, only two states had a more positive determination or made progress; 25 states received a more negative determination or slipped; and 33 states received the same determination for both years. Both states that showed progress made sufficient progress to meet the requirements in FFY 2012. Of the 33 states that received the same determination status in both years, 18 met the requirements in both years; 12 were found to be in need of assistance for another year; and three were determined to be in need of intervention for another year.

**Exhibit 82. Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2011 and 2012**

Determination status FFY 2012	Change in determination status since FFY 2011			Total
	Progress	Slippage	No change	
Total	2	25	33	60
Meets requirements	2	0	18	20
Needs assistance	0	23	0	23
Needs assistance: two or more consecutive years	0	0	12	12
Needs intervention	0	2	0	2
Needs intervention: two consecutive years	0	0	1	1
Needs intervention: three or more consecutive years	0	0	2	2

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made the FFY 2011 determinations, which were released in June 2013. The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. Based on the states' data submissions, the secretary of education made the FFY 2012 determinations, which were released in June 2014. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2013 and 2014. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed September 2015).

A summation of the numbers presented in exhibit 83 shows that 36 states met the requirements for Part C in FFY 2012. In addition, this exhibit shows that between FFY 2011 and FFY 2012, three states had a more positive determination or made progress; six states received a more negative determination or slipped; and 47 states received the same determination for both years. Of the three states that showed progress, two made sufficient progress to meet the requirements in FFY 2012. Of the 47 states that received the same determination status in both years, 34 met the requirements in both years; 11 were found to be in need of assistance for another year; and two were found to be in need of intervention for another year.

**Exhibit 83. Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2011 and 2012**

Determination status FFY 2012	Change in determination status since FFY 2011			Total
	Progress	Slippage	No change	
Total	3	6	47	56
Meets requirements	2	0	34	36
Needs assistance	1	4	0	5
Needs assistance: two or more consecutive years	0	0	11	11
Needs intervention	0	2	0	2
Needs intervention: three or more consecutive years	0	0	2	2

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. Based on the states' data submissions, the secretary of education made the FFY 2011 determinations, which were released in June 2013. The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. Based on the states' data submissions, the secretary of education made the FFY 2012 determinations, which were released in June 2014. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2013 and 2014. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed July 2, 2014).

As a result of the determinations for Part B and Part C issued to states for FFY 2011 and FFY 2012, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and the states determined to need intervention for three or more consecutive years. Subject to the provisions in section 616(e)(1)(A), the secretary advised each of these states of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <https://osep.grads360.org/#program> for additional information about the type of TA activities that are available and have been used in the past.

**Status of Selected Indicators**

This section summarizes the results of a 2014 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2012 APRs. In the APRs, states reported actual performance data from FFY 2012 on the indicators. States also discussed how the FFY 2012 actual performance data compared to FFY 2011 actual performance data on the indicators. The four indicators focus on early childhood transition and general supervision and include Part B Indicators 12 (Early Childhood Transition) and 15 (General Supervision) and Part C Indicators 8 (Early Childhood Transition) and 9 (General Supervision). These indicators, along with other indicators not examined in this section, were used for the 2014 determinations. The two early childhood transition and the two general supervision indicators were chosen for examination in this section because their data and the results of their analyses in 2014 were sufficiently complete to show how states performed on related Part B and

Part C indicators. This section summarizes states' FFY 2012 actual performances on each indicator and how states' FFY 2012 actual performances compare to states' FFY 2011 actual performances. Two documents published online by OSEP in 2014, *Part B State Performance Plan/Annual Performance Report 2014 Indicator Analyses* (<https://osep.grads360.org/#communities/pdc/documents/5651>) and *Part C State Performance Plan/Annual Performance Report 2014 Indicator Analyses* (<https://osep.grads360.org/#communities/pdc/documents/5652>), were used as the sources for the summaries of the results of the analysis of the indicators presented in this section. Both sources were accessed on Oct. 6, 2014.

### Early Childhood Transition: Part B Indicator 12

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had an individualized education program (IEP) developed and implemented by their third birthday. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 84 displays the results of a 2014 analysis of FFY 2012 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

**Exhibit 84. Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had individualized education programs (IEPs) developed and implemented by their third birthday: Federal fiscal year 2012**

Percentage of children <sup>a</sup>	Number of states
Total	56
90 to 100	53
80 to 89	2
70 to 79	1

<sup>a</sup>“Percentage of children” measures a state’s performance on Part B Indicator 12, for which the target is 100 percent.  
 NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, <https://osep.grads360.org/#communities/pdc/documents/5651>, 2014 (accessed Oct. 6, 2014).

For Indicator 12, 53 states reported percentages that were 90 to 100 percent of the target. Only one state reported a percentage less than 80 percent of the target, and its percentage was 78 percent.

## Early Childhood Transition: Part C Indicator 8

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition from the *IDEA* Part C early intervention program to preschool and other appropriate community services by their third birthday. Timely transition planning is measured by the following three sub-indicators: (a) individualized family service plans (IFSPs) with transition steps and services; (b) notification to the local education agency (LEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is eligible for Part B.<sup>16</sup> Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 85 displays the results of a 2014 analysis of FFY 2012 actual performance data on the three sub-indicators from the 55 states for which Indicator 8 applies and valid and reliable data were available.

---

<sup>16</sup> Note that the timely transition requirements in effect during the FFY 2011 APR reporting period were the requirements in the prior Part C regulations in 34 C.F.R. section 303.148 and that the early childhood transition requirements in the new Part C regulations in 34 C.F.R. section 303.209 were published on Sept. 28, 2011, and became effective on July 1, 2012 (which was the FFY 2012 APR reporting year). The three sub-indicators changed with the FFY 2012 APR reporting period to reflect the new requirements.



**Exhibit 85. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2012**

Percentage of children <sup>a</sup>	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	50	45	49
80 to 89	2	4	4
70 to 79	2		2
60 to 69			1
50 to 59			
40 to 49	1		
30 to 39		1	
20 to 29			
10 to 19			
0 to 9		3	
Valid and reliable actual performance data not available	1	3	

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

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, <https://osep.grads360.org/#communities/pdc/documents/5652>, 2014 (accessed Oct. 6, 2014).

As shown in exhibit 85, 50 states reported that they had complied with the requirement of the sub-indicator 8A concerning IFSPs with transition steps and services for 91 to 100 percent of the children. Similarly, 49 states reported meeting the requirement of sub-indicator 8C concerning a transition conference for 91 to 100 percent of the children. In contrast, only 45 states reported that they had complied with the requirement of the sub-indicator 8b concerning notifications to the LEA for 91 to 100 percent of the children.

**General Supervision: Part B Indicator 15**

The SEA is responsible for ensuring the general supervision of all educational programs for children and students ages 3 through 21 served under *IDEA*, Part B, including all such programs administered by any other state agency or local agency. Part B Indicator 15 measures whether the state’s general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within

one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, the BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Exhibit 86 displays the results of a 2014 analysis of FFY 2012 actual performance data on Indicator 15 for the 60 states for which this indicator applies.

**Exhibit 86. Number of states, by percentage of IDEA, Part B, noncompliance findings corrected within one year of identification: Federal fiscal year 2012**

Percentage of noncompliance findings corrected <sup>a</sup>	Number of states
Total	60
100	24
90 to 99	22
80 to 89	8
70 to 79	2
60 to 69	1
Valid and reliable actual performance data not available	3

<sup>a</sup>“Percentage of noncompliance findings corrected” measures a state’s performance on Part B Indicator 15, for which the target is 100 percent.

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, <https://osep.grads360.org/#communities/pdc/documents/5651>, 2014 (accessed Oct. 6, 2014).

For Indicator 15, there were 24 states that reported achieving 100 percent of the target, 22 states that reported achieving between 90 and 99 percent of the target, eight states that reported achieving between 80 and 89 percent of the target, two states that reported achieving between 70 and 79 percent of the target, and one state that reported achieving between 60 and 69 percent. Reliable valid data were not available for three states.

Exhibit 87 presents the results of a 2014 analysis that compared FFY 2012 actual performance data to FFY 2011 actual performance data on Indicator 15 from the 57 states for which reliable and valid data were available for both time periods. Overall, 26 states showed improvement; 14 states showed slippage; and 17 states showed no change in performance.

**Exhibit 87. Number of states, by change in performance status on IDEA, Part B, Indicator 15:  
Federal fiscal year 2012**

Change in status <sup>a</sup>	Number of states
Total	60
Progress	25
Slippage	14
No change	17
Valid and reliable actual performance data not available for FFY 2011 or FFY 2012, or both	4

<sup>a</sup>“Change in status” was determined by whether a state’s FFY 2011 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part B noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2011 actual performance data.

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, <https://osep.grads360.org/#communities/pdc/documents/5651>, 2014 (accessed Oct. 6, 2014).

**General Supervision: Part C Indicator 9**

The state lead agency is responsible for ensuring the general supervision of all early intervention service programs and providers for infants and toddlers birth through age 2 served under *IDEA*, Part C. Part C Indicator 9 measures whether the state lead agency’s general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. The target for this compliance indicator is 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 88 displays the results of a 2014 analysis of FFY 2012 actual performance data on Indicator 9 from the 56 states for which this indicator applies.

**Exhibit 88. Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2012**

Percentage of noncompliance findings corrected <sup>a</sup>	Number of states
Total	56
100	40
90 to 99	9
80 to 89	5
70 to 79	
60 to 69	
50 to 59	1
40 to 49	1

<sup>a</sup>“Percentage of noncompliance findings corrected” measures a state’s performance on Part C Indicator 9, for which the target is 100 percent.

NOTE: The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, <https://osep.grads360.org/#communities/pdc/documents/5652>, 2014 (accessed Oct. 6, 2014).

For Indicator 9, there were 40 states that reported correcting 100 percent of the noncompliant findings and nine states that reported correcting between 90 percent and 99 percent of the noncompliant findings. In addition, five states reported percentages that ranged from 80 to 89 percent of the target, and two states reported percentages that ranged from 40 to 59 percent of the target.

Exhibit 89 shows the results of a 2014 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2012 actual performance data to FFY 2011 actual performance data on Indicator 9 from the 50 states for which valid and reliable data for both time periods were available. The exhibit reveals 14 states reported progress, while seven states reported slippage, and 29 states reported the same performance in FFY 2011 and FFY 2012.

**Exhibit 89. Number of states, by change in performance status on IDEA, Part C, Indicator 9:  
Federal fiscal year 2012**

Change in status <sup>a</sup>	Number of states
Total	56
Progress	14
Slippage	7
No change	29
Valid and reliable actual performance data not available for FFY 2011 or FFY 2012, or both	6

<sup>a</sup>“Change in status” is determined by whether a state’s FFY 2012 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part C noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2011 actual performance data.

NOTE: The FFY 2011 APR reporting period was from July 1, 2011, through June 30, 2012. The FFY 2012 APR reporting period was from July 1, 2012, through June 30, 2013. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs,  
<https://osep.grads360.org/#communities/pdc/documents/5652>, 2014 (accessed Oct. 6, 2014).



## **Section IV**

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





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

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

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

In federal fiscal year (FFY) 2014 (i.e., Oct. 1, 2013, through Sept. 30, 2014), after paying continuation costs for grants awarded in previous years, funds were insufficient for NCSER to conduct any grant competitions. NCSER was able to fund one unsolicited application in FFY 2014. A description of this project follows.

### **Unsolicited and Other Awards: Special Education Research**

**Award Number:** R324U140001

**Institution:** University of Oregon

**Principal Investigator:** Robert Horner

**Description:** *Summer Research Training Institute: Single-Case Intervention Research Design and Analysis.* The purpose of this project is to improve the capacity of education researchers to conduct high-quality single-case design (SCD) intervention research by holding two one-week SCD Training Institutes during the summers of 2014 and 2015 at the University of Wisconsin-Madison. Over the past decade, there have been a number of advances in single-case intervention research, including new developments in research design, visual and statistical analysis, and methods for summarizing single-case intervention research in literature reviews. SCD methodology and data-analysis strategies have grown in sophistication and will continue to play a central role in applied and clinical research in psychology, education, and related fields. The SCD Training Institutes are intended to improve the methodological rigor of SCD intervention research and the visual and statistical analysis of SCD data. The Institutes cover various methods of SCD statistical analysis, including nonparametric randomization tests and multi-level

modeling, introduce researchers to recently proposed quantitative effect-size measures, and examine methods to appraise SCD intervention research in literature reviews and meta-analyses with an emphasis on the What Works Clearinghouse SCD Pilot Standards.

**Amount:** \$311,999

**Period of Performance:** 7/1/2014–12/31/2015

## **Section V**

### **Summary of Studies and Evaluations Under Section 664 of *IDEA***



## Summary of Studies and Evaluations Under Section 664 of *IDEA*

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to conduct studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. This section of the annual report describes studies authorized by sections 664(a) and 664(c) of the law; the next section (Section VI) describes studies that contribute to the national assessment of *IDEA* required by section 664(b).

As specified in section 664(a), IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*. This includes the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training, and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to conduct a national study or studies related to students with disabilities who take alternate assessments. In particular, IES is responsible for carrying out a national study or studies that examine (1) the criteria that states use to determine eligibility for alternate assessments and the number and type of children who take those assessments and are held accountable to alternate achievement standards; (2) the validity and reliability of alternate assessment instruments and procedures; (3) the alignment of alternate assessments and alternate achievement standards to state academic content standards in reading, mathematics, and science; and (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

The National Center for Special Education Research (NCSER) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under sections 664(a), (b), and (c) of *IDEA*. The following studies, authorized by section 664(a) of *IDEA* and supported by IES, were ongoing during federal fiscal year 2014 (i.e., Oct. 1, 2013, through Sept. 30, 2014).

**Contract Number:** ED-IES-10-C-0048

**Contractor:** Westat

**Project Director:** Karen Tourangeau

**Description:** *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), First- and Second-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies conducted by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It is following a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children are expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study design also includes data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children were expected to be in fourth grade; and spring 2016, when most of the children are expected to be in fifth grade. This particular contract covered national data collections in spring 2012, fall 2012, and spring 2013. These data collections included one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science, as well as executive function, height, and weight); computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, an evaluation of children’s hearing was conducted in the fall 2012 collection. Data collection from special education teachers on study children with an individualized education program (IEP) and from classroom teachers and school administrators on Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$859,454). A report on findings from the first-grade rounds of the study was released in November 2014 and is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015109>. A report on findings from the second-grade rounds of the study was released in May 2015 and is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015077> (accessed June 17, 2015).

**Amount:** \$31,347,491

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

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

**Contractor:** Westat

**Project Director:** Karen Tourangeau

**Description:** *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Third- and Fourth-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies conducted by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It is following a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children are expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study design also includes data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children were

expected to be in fourth grade; and spring 2016, when most of the children are expected to be in fifth grade. This particular contract covers national data collections in spring 2014 and spring 2015. These data collections include one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science, as well as executive function, height, and weight); a child questionnaire; computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, an evaluation of children's hearing was conducted in the spring 2014 collection. Data collection from special education teachers on study children with an individualized education program (IEP) and from classroom teachers and school administrators on Response to Intervention practices in study schools is supported with *IDEA* studies and evaluations funding (\$350,926). The reports from this study are expected to be available at <http://nces.ed.gov/ecls/> (accessed June 17, 2015).

**Amount:** \$28,346,941

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

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

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

**Project Director:** Jose Blackorby

**Description:** *Study of Early Intervention and Special Education Services and Personnel.* This study is supporting the analysis of extant data to examine early intervention and special education service delivery and the personnel providing services. The study is examining how early intervention service delivery varies across states; how special education and related services received by children and youths vary over time, across states, and by school characteristics; and how the distribution of personnel providing special education services varies over time, across states, and by school characteristics. Among the extant data sources the study team is using are cross-sectional data from the *IDEA* section 618 data states submit to the U.S. Department of Education and from the Schools and Staffing Survey. The report from this study will be available at <http://ies.ed.gov/ncee> (accessed June 17, 2015).

**Amount:** \$1,149,233

**Period of Performance:** 9/17/2010–9/16/2016

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

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

**Project Director:** Joshua Haimson

**Description:** *National Longitudinal Transition Study 2012 (NLTS 2012)* (also referred to as *Study of Transition Outcomes for Youth with Disabilities, Phase I*). This study is the third in a series examining the characteristics and school experiences of a nationally representative sample of youths with disabilities. The study is addressing several questions. What are the personal, family, and school characteristics of youths with disabilities in public schools across the country? What regular education, special education, transition planning, and other relevant services and accommodations do youths with disabilities receive? How do the services and accommodations differ from those for youths not served under *IDEA*, including those identified for services under section 504 of the *Rehabilitation Act of 1973*? How do the services and accommodations for youths with disabilities vary with youth characteristics? How much have the services and accommodations of youths with disabilities changed over time? The NLTS 2012 focuses on a group of about 12,000 students ages 13 to 21 (in December 2011), of which 10,000 were students with individualized education programs across the federal disability categories. Data collection includes surveys of youths and their parents/guardians. The study team gathered information in 2012 and 2013 to describe the transition experiences of youths and outcomes as they prepare to leave school. The study team also conducted a systematic review of the research literature on post-high school transition programs for youths with disabilities. A report reviewing evidence on improving post-high school outcomes for youths with disabilities was released in August 2013 and is available at

<http://ies.ed.gov/ncee/pubs/20134011/index.asp> (accessed Sept. 12, 2014). Reports describing the survey results will be announced on <http://ies.ed.gov/ncee> (accessed June 17, 2015).

**Amount:** \$24,093,405

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



## **Section VI**

### **Extent and Progress of the Assessment of National Activities**



## Extent and Progress of the Assessment of National Activities

As specified in section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, the secretary has the responsibility to conduct a “national assessment” of activities carried out with federal funds under *IDEA*. The secretary has delegated to the Institute of Education Sciences (IES), [in accordance with section 664(a) of *IDEA*] the responsibility for performing this national assessment [as required by section 664(b)] of the implementation and effectiveness of *IDEA* and of the federal, state, and local programs and services supported under the law. IES is carrying out this national assessment to determine the effectiveness of *IDEA* in achieving the law’s purpose and to collect information on how to implement *IDEA* more effectively. Information generated through this national assessment is intended to help federal policymakers and state and local administrators implement the law more effectively and help federal policymakers shape future legislation regarding infants, toddlers, preschoolers, children, and youths with disabilities. The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment of *IDEA*, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies and evaluations related to the national assessment during federal fiscal year (FFY) 2014 (i.e., Oct. 1, 2013, through Sept. 30, 2014).

**Contract Number:** ED-04-CO-0025/0013

**Contractor:** American Institutes for Research and NORC at the University of Chicago

**Project Director:** Mengli Song

**Description:** *Study of School Accountability for Students with Disabilities.* This study described the extent to which schools were accountable for the performance of the students with disabilities (SWD) subgroup under the *Elementary and Secondary Education Act*, how adequate yearly progress and school improvement status of schools varied with school accountability status, and how regular and special education practices for students with disabilities varied with school accountability for the SWD subgroup. Data sources for the evaluation included extant data from the U.S. Department of Education’s *EDFacts* database and 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. The evaluation addressed three research questions: (1) To what extent were schools accountable for the performance of the SWD subgroup, and how did this accountability vary across schools and over time? (2) To what extent were schools accountable for the SWD subgroup identified as needing improvement? and (3) How did school accountability for the SWD subgroup relate to regular and special education practices for SWD? An interim report, relying on analysis of *EDFacts* data from 2005–06 to 2008–09 school years from up to 40 states, was released in May 2012 and is available at <http://ies.ed.gov/ncee/pubs/20124056/> (accessed Sept. 23, 2014). An update on the interim report, using data through the 2009–10 school year from up to 44 states, was released in October 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134017/> (accessed Sept. 23, 2014). A third report, relying on analysis of data from *EDFacts* and 2011 surveys of school staff in 12 states, was released in February 2015 and is available at [http://ies.ed.gov/ncee/pubs/20154006](http://ies.ed.gov/ncee/pubs/20154006/) (accessed June 17, 2015).

**Amount:** \$3,626,218

**Period of Performance:** 2/28/2008–2/27/2015

**Contract Number:** ED-04-CO-0111/0003

**Contractor:** MDRC, SRI International, Instructional Research Group, and Survey Research Management

**Project Director:** Fred Doolittle

**Description:** *Evaluation of Response to Intervention Practices for Elementary School Reading.* Response to Intervention (RtI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting. In principle, RtI begins with research-based instruction and behavioral support provided to students in the general education classroom, followed by screening of all students to identify those who may need systematic progress monitoring, intervention, or support. Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a "tiered" system, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly special education for students determined to have a disability. This evaluation is investigating the effects on Grades 1–3 reading achievement of providing intensive interventions to children who have been identified as at risk for reading difficulties. This study is also investigating the range of RtI practices for early grade reading being used by a representative sample of schools in 13 states and how schools experienced with RtI vary the intensity of reading instruction to children based on student benchmark reading performance. The evaluation is relying on a combination of regression discontinuity methods and descriptive comparisons. Site recruitment and data collection occurred in 2011 and 2012. The report from this study is scheduled for release in 2015 and will be announced at <http://ies.ed.gov/ncee/> (accessed Nov. 1, 2015).

**Amount:** \$14,204,339

**Period of Performance:** 3/26/2008–12/24/2015

**Contract Number:** ED-04-CO-0059/0032

**Contractor:** Westat and Empatha

**Project Director:** Tamara Daley

**Description:** *National Evaluation of the IDEA Technical Assistance and Dissemination Program.* As specified in *IDEA* Part D, the Technical Assistance and Dissemination (TA&D) Program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The national evaluation of the *IDEA* TA&D Program is designed to describe the products and services provided by the TA&D Program grantees, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting those needs and supporting implementation of *IDEA* 2004. Research questions focus on three topic areas: (1) description of needs for and uses of TA&D services: What are the areas in which states and local providers report needing and/or receiving technical assistance to support *IDEA* implementation across all education levels? Which services are seen as most helpful in contributing to the improvement of key student outcomes, and what are the perceived barriers to local-level implementation? (2) description of TA&D grantee services: What are the TA&D Network objectives and provider areas of practice? How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients? (3) relationship between technical assistance and implementation of practices and policy: To what extent is assistance from TA&D grantees perceived as helpful in the implementation of special education policies and practices, and how satisfied are customers with the support they receive related to the implementation of *IDEA*? Data collection for the interim report occurred in 2011 and 2012 and included administering surveys to TA&D Program grantees, all state *IDEA* Part B and Part C administrators, and a sample of state-level special education program staff. An interim report based on these data was released in October 2013 and is available at <http://ies.ed.gov/ncee/pubs/20144000/> (accessed Sept. 23, 2014). For the final report, the evaluation team is collecting additional data from each State Deaf-Blind Technical Assistance Project grantee and from those who provide services at the local level to children with deaf-blindness and their families. The team will analyze these data together with relevant extant data. The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed June 17, 2015).

**Amount:** \$2,995,294

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

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

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

**Project Director:** Cheri Vogel

**Description:** *Evaluation of Preschool Special Education Practices, Phase I.* There is limited information available on the special education services and supports that young children ages 3 through 5 are receiving and the preschool practices and interventions being used in programs across states. A review of the evidence available on interventions targeting preschool-age children's language, literacy, and social-emotional skills found there to be limited and mixed evidence on the interventions reviewed addressing each of the above skill areas. The objectives of the first phase of the evaluation are threefold: (1) to assess the feasibility of conducting an impact study of curricula or interventions promoting the literacy, language, and/or social-emotional skills of preschool-age children with disabilities; (2) to identify feasible study design options for an impact study; and (3) to prepare for the conduct of the impact study, if deemed feasible to conduct. The Phase I study will collect information to address questions such as the following. Which curricula and interventions are used nationally for preschool children with disabilities to promote learning of language, literacy, and social emotional skills? What are the curricula and interventions that recent research demonstrates to have the most promise for improving the literacy, language, and social emotional skills of preschool children with disabilities? Through what agencies, in what settings, and using what program structures are these curricula and interventions being used with preschool children with disabilities? The Phase I study team will collect new data from state and district grantees of *IDEA* funds to obtain nationally representative information on the programs, services, curricula, and interventions available to children ages 3 through 5 identified for special education services. New data collection will inform assessment of the feasibility to conduct an impact study and study design options for an impact study. Additionally, the study team will conduct an evidence review focusing on preschool interventions targeting the improvement of literacy, language, and social emotional skills for preschool-aged children with disabilities in order to identify curricula or interventions for the design of impact study options. If an impact study is feasible to conduct, preparations for the impact study will occur under Phase I. A descriptive report based on the survey and extant data will be prepared and announced on <http://ies.ed.gov/ncee/> (accessed June 17, 2015).

**Amount:** \$6,669,202

**Period of Performance:** 11/22/2013–1/17/2018

**Contract Number:** ED-IES-14-C-0003

**Contractor:** MDRC and American Institutes for Research

**Project Director:** Fred Doolittle

**Description:** *Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior (MTSS-B).* Training school staff in supporting student behavior is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it. Over a third of U.S. districts report implementing multi-tiered systems of behavior support at the elementary school level. Recent studies have shown the promise of MTSS-B, and a large-scale study of the effectiveness of MTSS-B is needed. This study will address several questions: What is the impact on school staff practices, school climate, and student outcomes of providing training in the MTSS-B framework plus universal (Tier I) positive behavior supports (Tier I) and a targeted (Tier II) intervention? What are the impacts for relevant subgroups (e.g., at-risk students)? The contractor, with assistance and input from the U.S. Department of Education and in consultation with a panel of experts, selected an MTSS-B training provider. The study team randomly assigned approximately 90 elementary schools to either (1) training in MTSS-B that

includes universal supports (Tier I) plus a targeted (Tier II) intervention, or (2) a business-as-usual control group. The provider will provide training in MTSS-B at treatment schools prior to and across two school years, 2015–16 and 2016–17, and the schools receiving the training will implement MTSS-B across the two years. Data collection will include staff and student surveys, student testing, teacher ratings of student behavior, classroom observations, and student records data. The impact report will be announced on <http://ies.ed.gov/ncee/> (accessed June 17, 2015).

**Amount:** \$21,999,650

**Period of Performance:** 11/26/2013–11/25/2018

## **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 2013**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Alabama	3,023	1.7	7,238	4.0	73,565	7.2
Alaska	655	1.9	2,062	6.5	15,858	9.6
Arizona	4,932	1.9	15,278	5.7	114,523	7.8
Arkansas	1,378	1.2	12,529	10.7	52,637	8.3
California	34,759	2.3	76,345	5.0	622,602	7.5
Colorado	6,077	3.1	12,576	6.1	78,328	7.0
Connecticut	4,515	4.0	8,034	6.7	62,751	8.2
Delaware	993	2.9	1,815	5.4	16,902	9.0
District of Columbia (DC)	510	1.9	1,441	6.8	10,333	9.5
Florida	13,251	2.0	37,633	5.8	318,855	8.6
Georgia	8,185	2.1	17,528	4.3	173,059	7.7
Hawaii	1,709	3.1	2,402	4.5	16,819	6.2
Idaho	1,887	2.8	3,260	4.6	24,332	6.5
Illinois	20,142	4.2	37,611	7.7	256,616	9.2
Indiana	9,127	3.6	18,014	7.0	151,816	10.4
Iowa	3,488	3.0	6,534	5.4	58,170	8.6
Kansas	4,383	3.7	11,218	9.1	57,407	8.8
Kentucky	4,163	2.5	17,332	10.3	80,135	8.7
Louisiana	4,145	2.3	9,784	5.2	68,883	6.9
Maine	833	2.2	3,722	9.2	28,497	11.4
Maryland	7,773	3.5	13,136	5.9	90,652	7.4
Massachusetts	17,542	7.9	16,759	7.6	150,100	11.0
Michigan	8,984	2.6	20,511	5.8	179,940	8.5
Minnesota	5,162	2.5	15,175	7.1	109,332	9.5
Mississippi	2,033	1.7	10,070	8.2	55,617	8.3
Missouri	4,988	2.2	16,047	7.0	107,245	8.4
Montana	732	2.0	1,596	4.2	14,877	7.2
Nebraska	1,434	1.8	5,373	6.8	41,610	9.9
Nevada	2,512	2.4	8,241	7.4	43,811	7.6
New Hampshire	1,879	4.8	3,173	7.9	25,838	9.5
New Jersey	10,809	3.4	17,821	5.5	211,023	11.5
New Mexico	5,130	6.2	4,347	5.1	42,936	9.4
New York	28,325	4.0	65,705	9.6	389,266	9.9
North Carolina	10,190	2.8	18,801	5.0	174,291	8.3
North Dakota	1,040	3.5	1,830	6.4	11,536	7.4
Ohio	10,221	2.5	22,933	5.4	231,608	9.5
Oklahoma	2,612	1.7	8,599	5.3	94,537	11.2
Oregon	3,302	2.4	10,122	7.1	72,595	9.3
Pennsylvania	18,875	4.4	32,464	7.5	263,785	10.2
Rhode Island	2,087	6.4	2,906	8.7	20,496	9.3
South Carolina	3,672	2.1	9,728	5.4	89,202	8.9
South Dakota	1,158	3.2	2,668	7.4	15,840	8.5
Tennessee	4,127	1.7	12,583	5.1	117,804	8.7

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 2013—Continued**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Texas	23,525	2.0	42,868	3.6	400,744	6.4
Utah	3,557	2.4	9,516	6.1	65,912	8.6
Vermont	802	4.4	1,779	9.5	12,125	9.4
Virginia	8,532	2.8	16,400	5.3	144,760	8.4
Washington	6,080	2.3	14,667	5.4	117,330	8.3
West Virginia	2,925	4.8	5,363	8.6	39,012	11.0
Wisconsin	5,740	2.8	16,166	7.6	106,488	8.7
Wyoming	1,120	5.0	—	—	11,993	9.8
50 states and DC	335,023	2.8	729,703	6.0 <sup>d</sup>	5,734,393	8.5
BIE schools <sup>e</sup>	†	†	—	†	—	†
American Samoa	43	—	148 <sup>f</sup>	—	—	—
Guam	161	—	166 <sup>f</sup>	—	1,815	—
Northern Mariana Islands	75	—	87 <sup>f</sup>	—	819	—
Puerto Rico (PR)	3,639	3.1	15,038	12.1	108,716	13.8
Virgin Islands	130	—	163 <sup>f</sup>	—	1,111	—
50 states, DC, BIE schools, PR, and outlying areas <sup>g</sup>	339,071	—	745,305	—	5,846,854	—
Federated States of Micronesia	†	—	— <sup>h</sup>	—	—	—
Republic of Palau	†	—	7 <sup>h</sup>	—	97	—
Republic of the Marshall Islands	†	—	24 <sup>h</sup>	—	673	—
50 states, DC, BIE schools, PR, outlying areas, and freely associated states <sup>i</sup>	—	—	745,336	—	5,847,624	—

— Not available.

† Not applicable.

<sup>a</sup>Percentage 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.

<sup>b</sup>Percentage 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.

<sup>c</sup>Percentage 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.

<sup>d</sup>Excludes data for the estimated resident population age 3 through 5 for Wyoming.

<sup>e</sup>The 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.

<sup>f</sup>The 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).

<sup>g</sup>The four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.

<sup>h</sup>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).

<sup>i</sup>The 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*,” 2013. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA Part B Child Count and Educational Environments Collection*,” 2013. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 2013**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	46	896	262	x	1,727	88
Alaska	209	15	19	43	6	279	84
Arizona	249	77	147	1,848	11	2,503	97
Arkansas	9	15	308	86	3	924	33
California	93	3,191	2,154	19,708	73	8,851	689
Colorado	22	166	240	1,904	8	3,546	191
Connecticut	463	10	136	1,339	25	2,448	94
Delaware	0	x	277	140	x	421	135
District of Columbia	0	x	249	84	x	142	24
Florida	41	236	3,033	4,544	15	4,959	423
Georgia	13	288	3,175	572	13	3,880	244
Hawaii	x	466	x	170	162	265	618
Idaho	27	15	19	301	6	1,456	63
Illinois	8	619	2,888	5,871	8	10,243	505
Indiana	10	114	856	1,087	9	6,742	309
Iowa	20	86	185	410	6	2,606	175
Kansas	17	85	273	804	11	3,017	176
Kentucky	7	54	353	232	8	3,306	203
Louisiana	7	41	1,779	156	0	2,042	120
Maine	7	3	10	12	0	775	26
Maryland	6	397	2,286	1,165	8	3,617	294
Massachusetts	31	837	1,642	4,138	12	10,246	636
Michigan	76	140	1,576	550	5	6,437	200
Minnesota	105	199	453	480	5	3,701	219
Mississippi	7	23	958	35	0	981	29
Missouri	8	67	801	288	8	3,615	201
Montana	74	3	7	37	0	571	40
Nebraska	10	13	58	195	4	1,109	45
Nevada	9	98	245	939	22	1,024	175
New Hampshire	3	55	20	63	3	1,654	81
New Jersey	11	674	1,116	3,245	19	5,301	443
New Mexico	489	33	80	3,301	6	1,163	58
New York	58	1,675	3,503	6,719	45	16,047	278
North Carolina	128	174	2,790	1,750	10	5,127	211
North Dakota	101	8	18	19	3	824	67
Ohio	33	164	1,512	433	22	7,552	505
Oklahoma	111	30	194	410	5	1,672	190
Oregon	41	95	74	726	22	2,231	113
Pennsylvania	18	456	2,614	2,296	6	12,477	1,008
Rhode Island	x	42	156	571	x	1,213	89
South Carolina	6	45	1,303	359	5	1,839	115
South Dakota	199	9	20	39	3	845	43
Tennessee	8	80	730	333	12	2,830	134
Texas	29	567	2,054	12,493	33	8,144	205

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 2013—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	49	45	36	688	28	2,621	90
Vermont	0	17	23	13	0	722	27
Virginia	x	340	1,666	857	x	5,011	647
Washington	121	346	245	1,323	57	3,542	446
West Virginia	x	21	91	x	3	2,688	84
Wisconsin	68	94	600	867	0	3,895	216
Wyoming	45	6	4	158	3	879	25
American Samoa	0	x	0	0	33	0	x
Guam	0	x	x	0	110	0	25
Northern Mariana Islands	0	32	0	0	33	x	x
Puerto Rico	0	x	0	x	0	0	0
Virgin Islands	0	x	94	23	0	x	8

x Data suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA Part C Child Count and Settings Collection*,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

**Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2013**

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	25	76	2,135	346	3	4,488	165
Alaska	586	79	70	151	35	933	208
Arizona	813	275	563	6,863	33	6,311	420
Arkansas	48	90	3,448	1,224	18	7,438	263
California	297	6,525	4,456	42,113	247	19,150	3,557
Colorado	94	270	474	4,529	27	6,716	466
Connecticut	24	290	939	2,218	7	4,284	272
Delaware	24	52	483	287	4	924	41
District of Columbia	x	10	988	306	x	109	22
Florida	80	644	9,332	11,258	31	15,090	1,198
Georgia	34	435	6,280	2,263	15	7,913	588
Hawaii	5	472	60	441	602	413	409
Idaho	61	x	22	532	x	2,537	77
Illinois	169	1,241	4,713	8,338	78	21,733	1,339
Indiana	20	238	1,694	1,838	6	13,314	904
Iowa	115	38	381	592	13	5,127	268
Kansas	104	196	688	1,837	17	7,878	498
Kentucky	10	141	1,507	908	7	14,127	632
Louisiana	52	107	4,084	397	12	4,887	245
Maine	35	24	81	52	0	3,437	93
Maryland	48	614	4,374	1,945	27	5,574	554
Massachusetts	38	859	1,470	3,483	15	10,308	586
Michigan	158	401	3,185	1,463	26	14,600	678
Minnesota	361	654	1,417	1,656	11	10,252	824
Mississippi	17	53	4,450	206	10	5,226	108
Missouri	52	209	2,220	819	22	12,180	545
Montana	193	4	6	71	5	1,269	48
Nebraska	128	81	282	854	5	3,816	207
Nevada	97	202	912	3,044	68	3,419	499
New Hampshire	7	60	65	184	11	2,804	42
New Jersey	23	1,367	2,358	5,112	54	8,603	304
New Mexico	492	31	87	2,504	7	1,164	62
New York	291	3,131	9,724	17,874	98	33,304	1,283
North Carolina	448	346	5,135	2,510	40	9,612	710
North Dakota	197	12	64	86	4	1,413	54
Ohio	16	345	2,827	1,144	20	17,560	1,021
Oklahoma	1,411	122	567	969	26	5,040	464
Oregon	154	245	291	2,541	43	6,503	345
Pennsylvania	35	738	4,606	3,807	16	21,775	1,487
Rhode Island	53	73	191	652	6	1,821	110
South Carolina	25	89	3,626	763	3	4,910	312
South Dakota	499	19	41	108	3	1,899	99
Tennessee	41	200	2,385	885	8	8,818	246
Texas	246	1,415	4,727	21,806	55	13,662	957

See notes at end of exhibit.

**Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2013—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	165	100	96	1,462	96	7,452	145
Vermont	x	16	45	18	x	1,682	12
Virginia	65	774	3,649	2,307	24	8,799	782
Washington	251	720	645	3,680	81	8,148	1,142
West Virginia	10	21	155	92	0	4,945	140
Wisconsin	215	362	1,831	2,401	25	10,855	477
Wyoming	—	—	—	—	—	—	—
BIE schools <sup>a</sup>	—	—	—	—	—	—	—
American Samoa	0	0	0	0	148	0	0
Guam	0	38	0	0	120	x	x
Northern Mariana Islands	0	37	0	0	35	0	15
Puerto Rico	5	5	3	14,976	6	43	0
Virgin Islands	0	x	136	19	0	x	x
Federated States of Micronesia	—	—	—	—	—	—	—
Republic of Palau	0	0	0	0	7	0	0
Republic of the Marshall Islands	0	0	0	0	24	0	0

x Data suppressed to limit disclosure.

— Not available.

<sup>a</sup>Although Bureau of Indian Education (BIE) schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with *IDEA*, Part B, section 611(h)(1)(A) funds.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

**Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2013**

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	535	404	28,895	2,751	37	40,049	894
Alaska	4,691	560	679	1,098	350	6,950	1,530
Arizona	7,431	1,538	7,669	49,450	249	45,984	2,202
Arkansas	413	359	12,665	4,799	193	33,146	1,062
California	4,767	36,411	60,203	337,876	2,676	164,684	15,985
Colorado	928	1,280	5,196	27,986	139	40,246	2,553
Connecticut	240	1,298	10,237	15,464	46	34,135	1,331
Delaware	89	225	6,651	2,299	5	7,338	295
District of Columbia	9	60	8,582	1,153	9	448	72
Florida	1,159	3,959	83,043	89,098	257	131,943	9,396
Georgia	360	2,748	68,592	20,180	127	75,792	5,260
Hawaii	108	3,589	435	1,517	7,590	2,368	1,212
Idaho	550	185	368	4,342	75	18,285	527
Illinois	972	5,261	56,807	55,321	313	130,275	7,667
Indiana	498	1,184	20,860	12,125	59	109,801	7,289
Iowa	369	604	5,244	6,127	92	43,643	2,091
Kansas	817	772	5,583	9,180	71	38,140	2,844
Kentucky	120	508	9,834	3,148	41	64,362	2,122
Louisiana	517	435	34,599	2,036	30	30,416	850
Maine	385	240	848	610	25	25,891	498
Maryland	311	2,412	39,164	10,971	78	34,859	2,857
Massachusetts	442	4,165	15,515	30,524	149	95,016	4,289
Michigan	1,774	2,274	37,899	11,772	139	121,123	4,959
Minnesota	3,225	4,416	13,865	10,191	64	73,326	4,245
Mississippi	142	248	27,329	1,083	13	26,462	340
Missouri	558	1,067	20,605	4,515	110	77,936	2,454
Montana	2,175	91	184	701	39	11,302	385
Nebraska	886	524	3,583	7,045	33	27,996	1,543
Nevada	825	1,070	6,026	16,702	374	16,649	2,165
New Hampshire	73	276	679	1,116	24	23,550	120
New Jersey	297	8,196	39,563	48,191	262	112,517	1,997
New Mexico	4,727	240	998	26,251	30	10,081	609
New York	2,561	14,089	87,168	110,104	540	170,546	4,258
North Carolina	3,066	1,826	56,770	21,447	141	84,837	6,204
North Dakota	1,260	77	404	559	21	9,006	209
Ohio	375	1,741	44,694	9,778	77	164,632	10,311
Oklahoma	15,657	745	10,781	10,838	133	52,463	3,920
Oregon	1,638	1,474	2,489	16,650	389	46,277	3,678
Pennsylvania	495	3,665	45,815	26,727	120	179,151	7,812
Rhode Island	226	314	1,882	5,039	30	12,335	670
South Carolina	332	546	37,850	4,997	49	43,011	2,417
South Dakota	2,731	141	495	739	16	11,314	404
Tennessee	336	947	30,188	6,969	53	77,844	1,467
Texas	1,772	6,654	67,330	197,237	416	120,105	7,230

See notes at end of exhibit.



**Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2013—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	1,170	569	1,270	12,475	718	48,503	1,207
Vermont	100	84	330	155	6	11,353	97
Virginia	474	4,566	41,869	19,078	146	72,377	6,250
Washington	2,760	4,518	7,355	26,371	896	67,419	8,011
West Virginia	47	109	1,857	437	4	35,901	657
Wisconsin	2,087	2,435	16,863	11,481	65	70,893	2,664
Wyoming	489	69	178	1,640	15	9,354	248
BIE schools <sup>a</sup>	—	—	—	—	—	—	—
American Samoa	—	—	—	—	—	—	—
Guam	4	266	4	6	1,498	15	22
Northern Mariana Islands	0	174	0	0	491	3	151
Puerto Rico	122	6	24	108,439	6	119	0
Virgin Islands	9	x	1,001	36	x	46	13
Federated States of Micronesia	—	—	—	—	—	—	—
Republic of Palau	0	x	0	0	x	0	0
Republic of the Marshall Islands	0	0	0	0	673	0	0

— Not available.

x Data suppressed to limit disclosure.

<sup>a</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to

<http://www2.ed.gov/about/reports/annual/osep/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***

*IDEA* allows states flexibility in the use of the *developmental delay* category. Per statute, use of the category is optional. Only children ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although *IDEA* does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information about the children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 states, the District of Columbia (DC), and Puerto Rico (PR) represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2004 through 2013. 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 2013.

**Exhibit B-1. Number of states reporting children ages 3 through 5 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2004 through fall 2013**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2004	48	2.94
2005	49	2.92
2006	49	2.78
2007	49	2.86
2008	49	2.73
2009	50	2.78
2010	49	2.84
2011	49	2.89
2012	48	2.98
2013	48	2.94

<sup>a</sup>These are states that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the states that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2004–2013. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013," 2004–13. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. For 2010, 2012, and 2013, data for Wyoming were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004–11 were accessed fall 2012. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

**Exhibit B-2. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2004 through fall 2013**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2004	29	1.15
2005	31	1.17
2006	33	1.17
2007	35	1.11
2008	34	1.26
2009	37	1.25
2010	35	1.33
2011	35	1.41
2012	36	1.49
2013	36	1.56

<sup>a</sup>These are states that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Percentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2004–13. These data are for the states, DC, BIE schools, and PR that reported children under the category of developmental delay. For 2007 and 2008, data for Vermont were not available. For 2010 and 2011, data for Puerto Rico were not available. For 2010, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2013," 2004–13. These data are for the states, DC, and PR that reported children under the category of developmental delay. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2011, data for Puerto Rico were excluded. For 2010, data Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2004–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/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 2013**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Alabama	Yes	Yes
Alaska	Yes	Yes
American Samoa	No	—
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools <sup>a</sup>	—	—
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	No
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	—	—
Florida	Yes	No
Georgia	Yes	Yes
Guam	Yes	No
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	No
Iowa	No	No
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	Yes	Yes
Nevada	Yes	No
New Hampshire	Yes	Yes
New Jersey	Yes	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Northern Marianas	Yes	Yes
Ohio	Yes	No
Oklahoma	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 2013—  
Continued**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Oregon	Yes	No
Pennsylvania	Yes	Yes
Puerto Rico	Yes	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	No
Tennessee	Yes	Yes
Texas	No	No
Utah	Yes	Yes
Vermont	Yes	Yes
Virgin Islands	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	Yes	Yes
Wyoming	—	Yes

— Not available.

<sup>a</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.



## **Appendix C**

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



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

Appendix C presents state-level information on *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS). In particular, Exhibit C-1 presents the number of students who received CEIS and number and percentage of local education agencies (LEAs) and educational service agencies (ESAs) in the 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands), that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of funds reserved for CEIS. Exhibit C-2 presents state-level data on the number and percentage of LEAs and ESAs that met the *IDEA*, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in section 611 allocations, and took the *MOE reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2012–13.

**Exhibit C-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2012–13**

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
Alabama	5,129	4	3.0
Alaska	614	1	1.9
American Samoa	0	0	0.0
Arizona	9,926	19	3.2
Arkansas	2,418	30	11.6
BIE schools <sup>b</sup>	82,997	52	4.9
California	0	0	0.0
Colorado	3,865	13	7.7
Connecticut	7,344	4	11.1
Delaware	3,113	1	2.5
District of Columbia (DC)	0	0	0.0
Federated States of Micronesia	79,749	26	34.7
Florida	3,369	22	11.1
Georgia	0	0	0.0
Guam	0	0	0.0
Hawaii	229	3	2.3
Idaho	70,217	118	13.7
Illinois	23,666	71	19.5
Indiana	5,104	19	5.2
Iowa	53	1	1.3
Kansas	6,035	9	5.1
Kentucky	58,128	118	79.7
Louisiana	0	0	0.0
Maine	2,898	3	12.0
Maryland	33,197	6	1.5
Massachusetts	5,881	37	6.7
Michigan	3,335	132	49.1
Minnesota	12,943	49	32.7
Mississippi	333	6	1.1
Missouri	0	0	0.0
Montana	4,913	39	15.6
Nebraska	48,743	1	5.9
Nevada	468	10	5.8
New Hampshire	8,014	21	3.1
New Jersey	16,594	15	10.3
New Mexico	87,590	98	14.0
New York	23,451	22	9.7
North Carolina	5,129	4	3.0

See notes at end of exhibit.

**Exhibit C-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2012–13—  
Continued**

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
North Dakota	2,210	8	25.0
Northern Marianas	0	0	0.0
Ohio	45,475	172	17.7
Oklahoma	2,734	13	2.4
Oregon	14,251	18	9.0
Pennsylvania	36,922	5	0.8
Puerto Rico (PR)	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	8,230	33	61.1
South Carolina	13,778	25	27.8
South Dakota	1,427	12	7.9
Tennessee	3,296	5	3.6
Texas	126,239	122	9.9
Utah	6,660	18	14.3
Vermont	1,700	8	13.3
Virgin Islands	1,086	2	100.0
Virginia	23,067	15	11.4
Washington	321	5	1.9
West Virginia	0	0	0.0
Wisconsin	25,085	101	22.5
Wyoming	5,478	23	46.9
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	928,275	1,535	10.4

<sup>a</sup>Percentage was calculated by dividing the number of LEAs and ESAs that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality in school year 2012–13 and the number of LEAs and ESAs that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS, by the total number of LEAs and ESAs in school year 2012–13, then multiplying the result by 100.

<sup>b</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2013. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.

**Exhibit C-2. Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2012–13 by state**

State	LEAs/ESAs had an increase in 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
Alabama	7	5.2
Alaska	0	0.0
American Samoa	0	0.0
Arizona	0	0.0
Arkansas	0	0.0
BIE schools <sup>b</sup>	—	—
California	0	0.0
Colorado	1	1.7
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia (DC)	0	0.0
Federated States of Micronesia	0	0.0
Florida	0	0.0
Georgia	0	0.0
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	—	—
Indiana	9	2.5
Iowa	0	0.0
Kansas	0	0.0
Kentucky	33	18.8
Louisiana	1	0.7
Maine	0	0.0
Maryland	0	0.0
Massachusetts	1	0.3
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	9	1.7
Montana	0	0.0
Nebraska	8	3.2
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	63	43.2
New York	0	0.0
North Carolina	0	0.0
North Dakota	0	0.0

See notes at end of exhibit.



**Exhibit C-2 Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2012–13 by state—Continued**

State	LEAs/ESAs had an increase in 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
Northern Marianas	0	0.0
Ohio	4	0.4
Oklahoma	86	15.7
Oregon	0	0.0
Pennsylvania	31	4.7
Puerto Rico (PR)	0	0.0
Republic of Palau	0	0.0
Republic of the Marshall Islands	0	0.0
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	0	0.0
Texas	11	0.9
Utah	0	0.0
Vermont	0	0.0
Virgin Islands	0	0.0
Virginia	0	0.0
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	0	0.0
Wyoming	0	0.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	264	1.8

— Not available.

<sup>a</sup>Percentage was calculated by dividing the number of LEAs and ESAs that met the *IDEA*, Part B, requirements and had an increase in 611 allocations and took the *MOE reduction* in school year 2012–13, by the total number of LEAs and ESAs, then multiplying the result by 100.

<sup>b</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2013. Data were accessed fall 2014. For actual data used, go to <http://www2.ed.gov/about/reports/annual/osep/index.html>.





The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

[www.ed.gov](http://www.ed.gov)