



U.S. DEPARTMENT OF EDUCATION

**31st Annual Report to Congress
On the Implementation of the
*Individuals with Disabilities
Education Act, 2009***

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31st Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2009

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

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

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November 2012

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Preface

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

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

The *31st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2009*[†] describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for all children with disabilities, (2) ensuring that the rights of children with disabilities and their parents are protected, (3) assisting states and localities in providing for the education of all children with disabilities, and (4) assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C and B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, infants and toddlers served under *IDEA*, Part C, children served under *IDEA*, Part B, and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under

^{*} 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 (ESEA)* of 1965, as amended by the *No Child Left Behind Act* of 2001. 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. §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 2006 through December 2007.

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.

This *31st Annual Report to Congress, 2009* follows the *30th Annual Report to Congress, 2008* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *30th Annual Report*, the *31st Annual Report* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are: (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;[‡] (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation. New to the *31st Annual Report* are summaries and analyses of *IDEA* section 618 dispute resolution data, which are found in Sections I and II of the report. Finally, although the three appendices in the *31st Annual Report* are not new to the report, Appendix B has been expanded to include *developmental delay*[§] information on children ages 3 through 5 and states’ *developmental delay* reporting practices for children ages 3 through 9.

A summary of the six sections and three appendices that make up the *31st Annual Report* follows.

Section I. Summary and Analysis of *IDEA* Section 618 Data and Longitudinal Study 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 tables and figures 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 transitions as they move from early childhood through

[‡] Section 618 data consist of (1) the number of infants and toddlers served under *IDEA*, Part C, the settings in which they receive program services and information on their transition at age 3 out of Part C; and (2) the number of children and students served under *IDEA*, Part B, the environments in which they receive education, 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.

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

elementary and secondary school and into adult life, 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. To the extent possible, the data are presented through tables, figures and bulleted text. Data are included for the 50 states, the District of Columbia, Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). In addition, the report presents data for special education and related services provided under *IDEA*, Part B, for Bureau of Indian Education (BIE) schools administered by the U.S. Department of the Interior.

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

Section II contains state-level data regarding Part C and Part B of *IDEA*. Similar to Section I, this section is organized into four subsections. The first subsection presents information about infants and toddlers served under *IDEA*, Part C, while the second and third subsections present information about children ages 3 through 5 and students ages 6 through 21 served under *IDEA*, Part B, respectively. The fourth subsection provides information about children and students ages 3 through 21 served under *IDEA*, Part B. The subsections address questions about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their transitions as they move from early childhood through elementary and secondary school and into adult life, 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 tables 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* requires the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of the statute. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP) and Annual Performance Report (APR). Based on the information provided by the state in the SPP and APR, information obtained through monitoring visits 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 2008, the Department issued determination letters on implementation of *IDEA* to 60 state educational agencies for Part B and to 56 lead agencies for Part C. Section III presents the results of the determinations.

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

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

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

Section IV of this report describes the 25 research projects funded by fiscal year (FY) 2008 grants made 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 in 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 alternative achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES with FY 2008 funds.

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

Under section 664(b) of *IDEA* (as amended in 2004), the secretary is responsible for carrying out a “national assessment” of activities carried out with federal funds under *IDEA*. As delegated by the secretary, IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in

achieving the law's purpose; (2) provide timely information to the president, Congress, the states, local educational agencies and the public on how to implement *IDEA* more effectively; and (3) provide the president and Congress with information that will be useful in developing legislation to achieve 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 funded 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 FY 2008 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 number and percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, children ages 3 through 5 served under *IDEA*, Part B, students ages 6 through 21 served under *IDEA*, Part B, and students ages 14 through 21 served under *IDEA*, Part B, in 2007, by state (including the District of Columbia, BIE schools, Puerto Rico and the four outlying areas).

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

Appendix B presents information on states that reported children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*. It also provides child count data on children ages 3 through 5 and students ages 6 through 9 classified with *developmental delay*, percentage of the resident population of these children and students and information on the relative likelihood of being served under *IDEA*, Part B, for *developmental delay* by race/ethnicity.

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

Appendix C presents information on the states that reported children and students ages 3 through 21 with *other health impairments* and *multiple disabilities* in different categories for *IDEA*, Part B, child count and educational environments data collections in 2007 and the exiting and discipline data collections for 2006–07.

Key Findings at the National Level

The *31st Annual Report to Congress* showcases the data collected from states, along with some data from a national longitudinal study that assesses the implementation of *IDEA*. 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 and Longitudinal Study Data at the National Level” follow.

Infants and Toddlers Served Under *IDEA*, Part C

- In 2007, there were 321,925 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 316,761 were served in the 50 states and the District of Columbia. This number represented 2.5 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia (Table 1).
- From 1998 through 2007, the percentage of the resident population of infants and toddlers served under *IDEA*, Part C, increased for each of the age spans served. The increase was largest for 2-year-olds. In 1998, Part C served 2.5 percent of 2-year-olds. By 2007, Part C served 4.1 percent of children this age (Figure 1).
- In 2007, *home* was the primary early intervention service setting for more than 80 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group (Figure 3).
- In 2006–07, two-thirds (67.2 percent) of children served under *IDEA*, Part C, who had reached age 3 were determined to be “*Part B eligible*.” In 2006–07, 16.2 percent of the children served under *IDEA*, Part C, who had reached age 3 exited Part C without having their Part B eligibility determined. The remaining 16.7 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. These children who were not eligible for Part B included those who exited with referrals to other programs (11.2 percent) and those who exited with no referrals (5.5 percent) (Figure 4).
- In 2006–07, more than half of the children in every racial/ethnic group served under Part C who reached age 3 were found to be eligible for Part B services (Figure 5).
- During 2006–07, 169 *written, signed complaints*, 107 *mediation requests* and 112 *hearing requests* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C (Figures 6, 7 and 8).

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

- In 2007, *IDEA*, Part B, served 710,371 children ages 3 through 5. Of these children, 700,166 were served in 49 states, the District of Columbia and Bureau of Indian Education schools. This number represented 5.7 percent of the resident population ages 3 through 5 in the 49 states, the District of Columbia and Bureau of Indian Education schools (Table 3).

- The percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3 percent in 1998 to 3.9 percent in 2007; the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5 percent in 1998 to 6.6 percent in 2003 then declined to 6.1 percent in 2007; and the percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.2 percent in 1998 to 7.7 percent in 2005 then declined to 7.3 percent in 2007 (Figure 9).
- In 2007, American Indian/Alaska Native children and white (not Hispanic) children ages 3 through 5 had risk ratios above 1 (1.51 and 1.29, respectively). This indicates that they were more likely to be served under Part B than were children ages 3 through 5 of all other racial/ethnic groups combined. Black (not Hispanic) children ages 3 through 5, with a risk ratio of 0.97, were almost as likely to be served under Part B as children ages 3 through 5 of all other racial/ethnic groups combined. Asian/Pacific Islander children ages 3 through 5, with a risk ratio of 0.72, and Hispanic children ages 3 through 5, with a risk ratio of 0.74, were less likely to be served under Part B than children ages 3 through 5 of all other racial/ethnic groups combined (Table 4).
- In 2007, nearly one-half (48.1 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time* and more than one-fifth (22 percent) of children were served in a *separate class* (Figure 11).
- In 2006, 30,176 (87.9 percent) of the 34,330 full-time equivalent *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified. In addition, 31,144 (82.5 percent) of the 37,737 full-time equivalent *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 (Tables 5 and 6).
- According to the Pre-Elementary Education Longitudinal Study (PEELS), the percentage of children with disabilities who were 4 years old in school year 2003–04 and whose parents reported as having *age appropriate* behavior compared to the behavior of other children about the same age increased significantly, from 58.3 percent in school year 2003–04 to 64.4 percent in school year 2005–06 (Table 11).

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

- In 2007, a total of 6,007,832 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,912,586 were served in 49 states, the District of Columbia and Bureau of Indian Education schools. This number represented 9 percent of the resident population ages 6 through 21 in the 49 states, the District of Columbia and Bureau of Indian Education schools (Table 12).
- In 2007, the most prevalent disability category for students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (43.6 percent). The next most common disability category was *speech or language impairments* (19.2 percent), followed by *other health impairments* (10.5 percent), *intellectual disabilities* (8.3 percent) and *emotional disturbance* (7.3 percent) (Figure 14).
- For most disability categories, annual change in the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was negligible (i.e., less than 0.1 of a percentage point) from 1998 through 2007 (Table 13).

- In 2007, American Indian/Alaska Native students ages 6 through 21 were 1.58 times more likely to be served under *IDEA*, Part B, than students ages 6 through 21 in all other racial/ethnic groups combined. Black (not Hispanic) students were 1.45 times more likely to be served. Asian/Pacific Islander students, white (not Hispanic) students and Hispanic students were less likely to be served under *IDEA*, Part B, than students in all other racial/ethnic groups combined (0.53, 0.88 and 0.95, respectively) (Table 16).
- In 2007, 94.7 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied. More than half of all students ages 6 through 21 served under *IDEA*, Part B (57.2 percent), were educated *inside the regular class 80% or more of the day*. Just under one-fourth (22.1 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 less than one-fifth (15.4 percent) were educated *inside the regular class less than 40% of the day*. Only 5.3 percent were educated outside of the regular classroom in other environments (Figure 18).
- From 2000 through 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46.5 percent to 57.2 percent. From 1998 through 2000, the percentage remained relatively unchanged. From 1998 through 2007, 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 28.4 percent to 22.1 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.1 percent in 1998 to 15.4 percent in 2007. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1998 to 2005. From 2005 to 2007, the percentage increased from 4 percent to 5.3 percent (Figure 19).
- In 2007, more than four-fifths of students served under the category of *speech or language impairments* (86.6 percent) were educated *inside the regular class 80% or more of the day*. Only 16.4 percent of students served under the category of *intellectual disabilities* and 13.1 percent of students served under the category of *multiple disabilities* were educated in this environment (Table 17).
- In 2007, for each racial/ethnic group, the largest percentage of students ages 6 through 21 was served under *IDEA*, Part B, *inside the regular class 80% or more of the day*. The students who were served *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups except for the black (not Hispanic) group. The percentages of students in the racial/ethnic groups who were served *inside the regular class 80% or more of the day* ranged from 48.2 percent to 60.8 percent (Figure 20).
- In 2006–07, a total of 56 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*, and 25.7 percent *dropped out*. From 1997–98 through 2006–07, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 45.3 percent to 56 percent. From 1997–98 through 2006–07, the percentage of students who exited special education and school by having *dropped out* decreased from 43.7 percent to 25.7 percent (Figure 21).

- In 2006, 359,065 (88.7 percent) of the 404,582 full-time equivalent *special education teachers* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified. In 2006, 312,973 (87.2 percent) of the 358,731 full-time equivalent *special education paraprofessionals* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Tables 21 and 22).

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

- In 2006, 96.5 percent of full-time equivalent 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 full-time equivalent related services personnel had full certification percentages of 94 percent or greater. *Interpreters* had the smallest full certification percentage (83.2 percent), while nearly all *psychologists* (98.9 percent) and *social workers* (98.7 percent) were fully certified (Table 23).
- Of the children and students ages 3 through 21 served under *IDEA*, Part B, in 2006, 11,627 (0.17 percent) were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury in school year 2006–07. A much smaller number (903) and percentage (0.01 percent) of children and students were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others. During the 2006–07 school year, the number (75,978) of children and students ages 3 through 21 served under *IDEA*, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days was more than twice the number (32,322) of those who received *in-school suspensions* for more than 10 days (Table 24).
- A larger percentage of children and students ages 3 through 21 who were served under *IDEA*, Part B, under the category of *emotional disturbance* (0.51 percent) than children and students served under any other disability category were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury during school year 2006–07 (Table 25).
- During 2006–07, 5,366 *written, signed complaints*, 8,644 *mediation requests* and 18,358 *hearing requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B (Figures 22, 23 and 24).

Data Sources Used in This Report

This *31st Annual Report to Congress* contains data obtained from the U.S. Department of Education's (Department's) Office of Special Education Programs' (OSEP's) Data Analysis System (DANS). In addition, this report includes information from the Pre-Elementary Education Longitudinal Study, a Department-funded national study that assesses the implementation of *IDEA*. Other data sources used in this report include the Department's Institute of Education Sciences, OSEP's Regional Resource Center Program and the U.S. Census Bureau. Brief descriptions of all these data sources¹ follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was last accessed on Sept. 19, 2012.

Data Analysis System

Data Collections

The text and graphics contained in the *31st Annual Report to Congress* were developed primarily from data in OSEP's DANS. DANS is a repository for all of the data mandated by section 618 of the *Individuals with Disabilities Education Act (IDEA)* to be collected from states. The data from the states that are in DANS are obtained each year through a set of data collections. Each data collection concerns a distinct domain of information. The data collections considered in this report concern:

- the number of infants and toddlers served under Part C of *IDEA* and the number of children and students served under Part B of *IDEA*,
- the settings in which Part C program services and environments in which Part B education services are received,
- the exiting status and transitions of infants and toddlers from Part C to Part B and the reasons students exit from Part B,
- Part C and Part B legal disputes and their resolution status,
- the personnel employed to provide special education and related services for children and students under Part B, and
- disciplinary actions for Part B program participants.

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

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

Program	Data category	Collection date	Date due to OSEP
Part C	Child Count	Oct. 1, 2007–Dec. 1, 2007*	Feb. 1, 2008
	Program Settings	Oct. 1, 2007–Dec. 1, 2007*	Feb. 1, 2008
	Exiting	Cumulative, state-determined 12-month reporting period, 2006–07	Nov. 1, 2007
	Dispute Resolution	July 1, 2006–June 30, 2007	Nov. 1, 2007
Part B	Child Count	Oct. 1, 2007–Dec. 1, 2007*	Feb. 1, 2008
	Educational Environments	Oct. 1, 2007–Dec. 1, 2007*	Feb. 1, 2008
	Exiting	July 1, 2006–June 30, 2007	Nov. 1, 2007
	Personnel	On or about Dec. 1, 2006	Nov. 1, 2007
	Discipline	School year 2006–07	Nov. 1, 2007
	Dispute Resolution	July 1, 2006–June 30, 2007	Nov. 1, 2007

* States used a state-designated date between Oct. 1, 2007, and Dec. 1, 2007 (inclusive) as the reference date for reporting these data.

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 and personnel concern measures at a particular point in time, the state-designated date. The data collected under each of the categories concerns a specific group defined in terms of the Part C or Part B program participants’ ages at that point in time. The data collections regarding Part C and Part B exits and Part B disciplinary actions are also associated with a specific group defined by the participants’ ages, but they concern what happens to the group during a period of time, either a school year or a 12-month period defined by a starting date and ending date. The data collections regarding Part C and Part B dispute resolution concern any complaint that was made during a 12-month period, defined by a starting date and ending date. The complaints concern any program participant during that time period as opposed to a specific group of participants defined by the participants’ ages.

All Part C and Part B data regarding all domains except dispute resolution are discussed in this report in terms of the participants’ ages used to identify the group being represented. For example, a table may present data for infants and toddlers birth through age 2, children ages 3 through 5 or students ages 6 through 21. In addition, the titles of tables and figures have been worded to indicate the point in time or

time period represented by the corresponding data collections. Specifically, the tables and figures that contain data that were collected by states at a particular point in time (e.g., Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years considered. Similarly, the tables and figures 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 year span(s) during which the states collected data for any given 12-month period (e.g., 2006–07).

As was the case in previous years, many states submitted their most recent data directly to OSEP, which places such data in DANS. However, several states submitted some data indirectly to OSEP through the Education Data Exchange Network (EDEN), which is part of the Department’s *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts and schools. As part of this initiative, OSEP is in the process of transitioning all Part B data collection that is required under *IDEA*, section 618 to EDEN. For the 2007 Part B child count and educational environments data collections, 35 states² and 33 states,³ respectively, submitted data through EDEN. For the 2006–07 Part B exiting data collection, 34 states⁴ submitted data through EDEN.

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

Many of the tables and figures in this report present only Part C or Part B data for the most current reporting periods considered (e.g., fall 2007; school year 2006–07). These data as well as some

² Alabama, Alaska, Arkansas, California, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Washington, West Virginia and Wisconsin.

³ Alaska, Arkansas, California, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Washington, West Virginia and Wisconsin.

⁴ Alaska, Arizona, Arkansas, California, Delaware, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin and Wyoming.

data for other years presented by state or states were derived from files accessed as of fall 2011 to take advantage of the fact that OSEP permits states to update data as necessary after their initial submissions. The other Part C and Part B data included in this report are from files containing the data originally submitted by the states. The use of files with updated data increases the likelihood that problematic data in the files originally submitted by states that do not necessarily have a notable impact on the statistics for the nation as a whole but might incorrectly distinguish a state, have been detected and corrected. The source notes for the tables and figures in this report indicate the date on which each data file used for the report was last updated. Specifically, the tables and figures with one year of data have source notes that indicate that the data were updated as of a specific month, day and year (e.g., Nov. 5, 2009). In contrast, the source notes for tables and figures presenting data for multiple years usually include a general reference to the time periods during which some of the data were updated and a specific date or dates on which the rest of the data were updated. For example, a source note for a table presenting data from 1998 through 2007 (referenced years) would state that, the “data for the referenced year were updated as of July or August of the year following the referenced year except data for 2007. Data for 2007 were updated as of Sept. 28, 2009.” This approach ensures that the source notes present the necessary information about the data used as succinctly as possible. Additional tables and data related to the Part C and Part B data collections and a data analytic tool are available at <https://www.ideadata.org>.

Within the data categories associated with the domains of information considered in this report, there are various subcategories. Some of these subcategories require detailed descriptors.⁵ These descriptors are italicized within table and figure titles, text and notes to clarify that the reference is to an actual subcategory or classification.

Changes in Data Categories and Subcategories

Beginning in 2006–07, states collected data on two new categories that OSEP introduced. One category concerned the legal disputes associated with participants in Part C and Part B; the other concerned the participation and performance on state math and reading assessments by students who received Part B services. While information about the three major options for registering and resolving disputes is presented in this report, no assessment information is presented because the data reported by a number of states were incomplete and in some instances incorrect.

⁵ 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.

Over the period of time for which the data examined in this report were collected, there were not only notable changes regarding two data categories but also changes to some subcategories. For the exiting category for infants and toddlers served under *IDEA*, Part C, for the 2006–07 data collection, there were the following changes to the subcategories:

- The *completion of IFSP prior to reaching maximum age for Part C* subcategory used in previous years was renamed *completion of IFSP prior to reaching age 3*;
- The *Part B eligible* subcategory was renamed *Part B eligible, exiting Part C*; and
- The *Part B eligible, continuing in Part C* subcategory was introduced.

The latter subcategory was designed to be used only by a state that had received *IDEA*, Part C, funds to support the state’s policy to offer parents of children with disabilities who were eligible for Part B services under the Preschool Grants program (*IDEA*, section 619) and previously received services under Part C this option: to have their child continue to receive early intervention services under Part C until the child becomes eligible to enter kindergarten. Under section 635(c) of *IDEA*, a state has the authority to develop and implement such a policy.

Another change involved the subcategories used to represent Part B personnel employed to provide services for children and students ages 3 through 21 served under *IDEA*, Part B. Beginning with the 2006 data collection, the personnel subcategories changed from 20 subcategories to 13 subcategories. Subcategory changes associated with special education and related services personnel involved the following:

- The *special education teachers* (fully certified) subcategory used in previous years was replaced with a new *special education teachers* (highly qualified) subcategory;
- The *speech pathologists* subcategory was renamed *speech/language pathologists* and the *school social workers* subcategory was renamed *social workers*;
- The *physical education teachers* and *recreation and therapeutic recreation therapists* subcategories were combined to create one subcategory, and the *counselors* and *rehabilitation counselors* subcategories were combined to create one subcategory;
- *Special education paraprofessionals, orientation and mobility specialists* and *medical/nursing services staff* subcategories were introduced; and
- *Vocational educational teachers, work-study coordinators, teacher aides, diagnostic and evaluation staff, supervisors/administrators (LEA), supervisors/administrators (SEA), other professional staff* and *non-professional staff* subcategories were dropped.

There also were notable changes to the subcategories of the discipline category for children and students ages 3 through 21 served under *IDEA*, Part B. In general, some of the discipline subcategories used in previous years were revised and expanded for the 2006–07 data collection, and several new subcategories were introduced. The most important changes to the subcategories relevant to this report include the following:

- The subcategory involving the removal of children to an interim alternative educational setting by school personnel for drugs and weapons used in previous years was expanded to include the removal of children for serious bodily injury offenses;
- The subcategory involving suspensions or expulsions totaling more than 10 days was reworded to mention out-of-school suspensions or expulsions totaling more than 10 days;
- The subcategory involving in-school suspensions totaling more than 10 days was introduced; and
- The subcategory involving multiple short-term suspensions or expulsions summing to more than 10 days was dropped.

More complete information about the categories and subcategories of Part C and Part B data considered for and in many cases used in the report as well as the actual data examined are available at <https://www.ideadata.org/Archive/ARCArchive.asp>.

Data Notes

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

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 preschools 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>.

Pre-Elementary Education Longitudinal Study

The Department's assessment of the implementation of *IDEA* includes various studies and evaluations authorized under Part D, section 664(a) of *IDEA*. Data from one of these studies, the Pre-Elementary Education Longitudinal Study, are included in this report.

The Pre-Elementary Education Longitudinal Study (PEELS) was conducted by Westat for the Department's National Center for Special Education Research in the Institute of Education Sciences. The PEELS examined children's preschool experiences and outcomes, their transition to kindergarten and their early elementary school experiences and outcomes. The study focused on five research questions:

- What were the characteristics of children receiving preschool special education?
- What preschool programs and services did they receive?
- What were their transitions like—between early intervention and preschool and between preschool and elementary school?
- How did these children function and perform in preschool, kindergarten and early elementary school?
- Which child, service and program characteristics were associated with children's performance over time on assessments of academic and adaptive skills?

The PEELS followed approximately 3,000 children nationwide who, at the study's start, were 3 through 5 years old and had individualized education programs or individualized family service plans to receive special education services. The study tracked their progress as they moved through their preschool years and into early elementary school.

The PEELS used a two-stage sample design to select a nationally representative sample of children ages 3 through 5 receiving special education services. In the first stage, a national sample of local educational agencies (LEAs) was selected. In the second stage, a sample of preschoolers with disabilities was selected from a list of eligible children provided by the participating LEAs. In spring 2003, some 199 LEAs confirmed their participation and began supplying lists of preschool children receiving special education services. The final study sample of children totaled 3,104.

The study used telephone interviews with parents of preschoolers with disabilities, direct one-on-one assessments of children participating in this study and mail surveys with the children's teachers and

other service providers, school principals, district administrators and state educational agency administrators. Data were collected in five waves, including 2003–04 (Wave 1), 2004–05 (Wave 2), 2005–06 (Wave 3), 2006–07 (Wave 4) and 2008–09 (Wave 5).

The data examined in this report from PEELS are maintained in databases that are not accessible to the general public. More information about PEELS is available at http://ies.ed.gov/ncser/projects/datasets_peels.asp.

Regional Resource Center Program

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

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

U.S. Census Bureau

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

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised

back to the last census. Previously published estimates are superseded and archived. See the U.S. Census Bureau's document *Methodology for the State and County Total Resident Population Estimates (Vintage 2007): April 1, 2000 to July 1, 2007* for more information about how population estimates are produced (<http://www.census.gov/popest/methodology/2007-st-co-meth.pdf>).

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

Specific population data estimates used in this report are available at <https://www.ideadata.org/Archive/ARCArchive.asp>. 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 and Longitudinal Study 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, social or emotional development and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated and multidisciplinary interagency system to make early intervention services available to all infants and toddlers with disabilities and their families.

An infant or toddler with a disability is defined as an individual under 3 years of age who needs early intervention services because the individual is experiencing developmental delays 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 kindergarten⁶ [see *IDEA*, section 632(5)(B)]. The decisions that states make regarding these options may explain some of the differences found between states with respect to Part C data.

The Part C tables and figures that follow present data for the infants and toddlers with disabilities who were served in the 50 states and the District of Columbia (DC). Where indicated in the footnotes, the tables and figures include data from Puerto Rico (PR) and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands) that receive Part C funds. Data about infants and toddlers with disabilities served through Bureau of Indian Education (BIE)⁷ schools, for which reporting is required by the U.S. Department of the Interior, are not represented in these tables and figures.

⁶ Most of the Part C data tables 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 2007, 451 children age 3 or older participated in Part C.

⁷ The BIE receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) on the number of children contacted and served under *IDEA*, Part C, and annually on the amount of payments distributed to tribal entities.

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?

Table 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 1998 through fall 2007

Year	Total served under Part C (birth through age 2)		Birth through age 2 resident population in the 50 states and DC	Percentage ^a of the birth through age 2 population served under Part C in the 50 states and DC
	For the 50 states, DC, PR and the four outlying areas	For the 50 states and DC only		
1998	188,926	183,826	11,350,630	1.6
1999	205,769	202,376	11,417,776	1.8
2000	230,853	227,188	11,485,257	2.0
2001	247,433	244,005	11,711,409	2.1
2002	268,331	265,145	11,950,413	2.2
2003	272,454	269,596	12,048,310	2.2
2004	284,536	280,957	12,113,299	2.3
2005	299,042	294,708	12,235,143	2.4
2006	305,392	300,730	12,341,931	2.4
2007	321,925	316,761	12,549,649	2.5

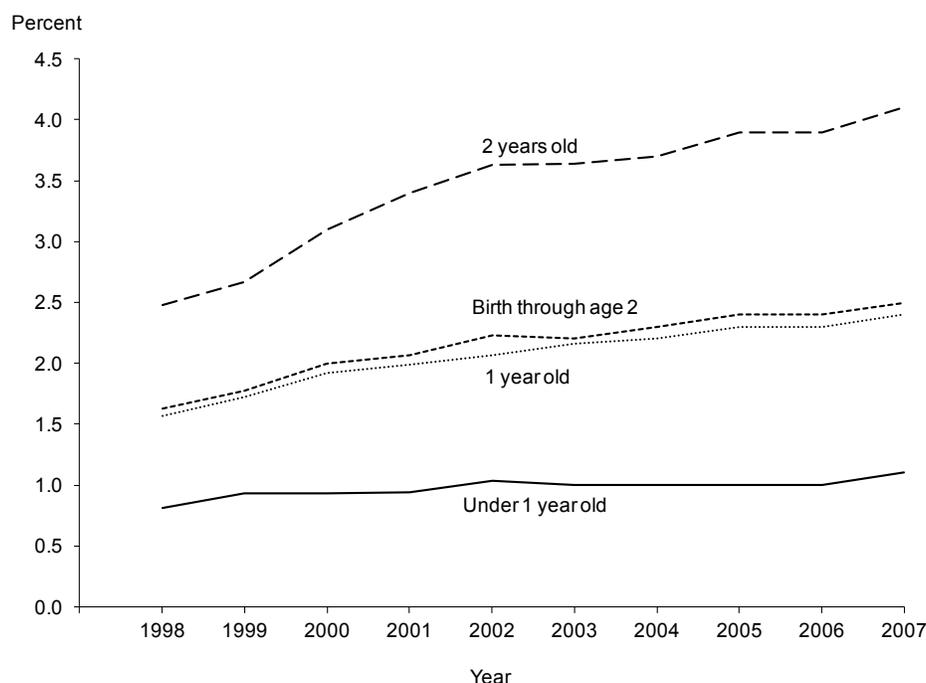
^aPercentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004–07. Data for 2004 and 2005 were updated as of Aug. 29, 2007; data for 2006 were updated as of Oct. 14, 2008; and data for 2007 were updated as of Oct. 13, 2009. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, there were 321,925 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 316,761 were served in the 50 states and the District of Columbia. This number represented 2.5 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia.
- Between 1998 and 2007, the total number of infants and toddlers served under *IDEA*, Part C, in the 50 states, the District of Columbia, Puerto Rico and the four outlying areas grew from 188,926 to 321,925. This increase of 132,999 children was equivalent to 70.4 percent of the 1998 count.
- In the 50 states and the District of Columbia, the percentage of the birth-through-age-2 resident population served under *IDEA*, Part C, increased between 1998 and 2007. In 1998, Part C served 1.6 percent of the children birth through age 2. By 2007, this percentage was up to 2.5 percent.

How did the percentage of the resident population birth through age 2 served under *IDEA, Part C*, vary by child's age?

Figure 1. Percentage of the population in four age spans from birth through age 2 served under *IDEA, Part C*, by year: Fall 1998 through fall 2007



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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004–07. Data for 2004 and 2005 were updated as of Aug. 29, 2007; data for 2006 were updated as of Oct. 14, 2008; and data for 2007 were updated as of Oct. 13, 2009. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

- From 1998 through 2007, the percentage of the resident population of infants and toddlers served under *IDEA, Part C*, increased for each of the age spans served. The increase was largest for 2-year-olds. In 1998, Part C served 2.5 percent of 2-year-olds. By 2007, Part C served 4.1 percent of children this age.
- The percentage of 1-year-olds in the resident population served under *IDEA, Part C*, increased from 1.6 percent in 1998 to 2.4 percent in 2007.
- The percentage of children in the resident population under 1 year of age who were served under *IDEA, Part C*, increased slightly from 0.8 percent in 1998 to 1.1 percent in 2007.

What differences existed among racial/ethnic groups with respect to the percentages of infants and toddlers birth through age 2 served under IDEA, Part C?

Table 2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, 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 2007

Race/ethnicity	Child count ^a	Birth through age 2 resident population in the 50 states and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	316,065 ^e	12,549,651 ^f	2.5	†	†
American Indian/Alaska Native	3,223	116,783	2.8	2.5	1.1
Asian/Pacific Islander	14,389	583,829	2.5	2.5	1.0
Black (not Hispanic)	42,829	1,859,660	2.3	2.6	0.9
Hispanic	71,084	3,041,721	2.3	2.6	0.9
White (not Hispanic)	184,540	6,947,658	2.7	2.3	1.2

† Not applicable.

^aChild count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group(s).

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

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

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

^eThis total (based on the sum of the five race/ethnicity counts) may not include infants and toddlers who are considered to be two or more races and who are not reported in the five racial/ethnic groups. The total does not include infants and toddlers whose race/ethnicity was not identified. Therefore, this total does not match the total number of infants and toddlers reported by states and DC in table 1.

^fThis total (based on the sum of the five race/ethnicity U.S. population counts) was estimated based on a proportional allocation of the infants and toddlers in the population who are considered to be two or more races into the five racial/ethnic groups. Due to rounding, this total does not match the total population in table 1.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2007. Data were updated as of Oct. 13, 2009. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. U.S. Department of Commerce, U.S. Census Bureau. "State by Age, Sex, Race and Hispanic Origin: Six Race Groups," 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

- American Indian/Alaska Native infants and toddlers and white (not Hispanic) infants and toddlers had a risk ratio of 1.1 and 1.2, respectively, indicating that children in these groups were slightly more likely than children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.

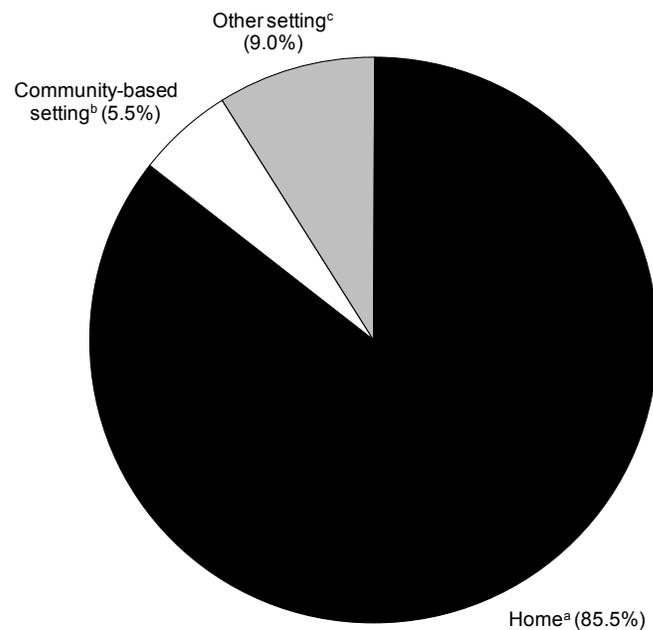
- Asian/Pacific Islander infants and toddlers had a risk ratio of 1, indicating that children in this group were equally as likely as children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Black (not Hispanic) infants and toddlers and Hispanic infants and toddlers had a risk ratio of 0.9, indicating that children in these groups were slightly less likely than children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.

Primary Early Intervention Service Settings for Infants and Toddlers 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.

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

Figure 2. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2007



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

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

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

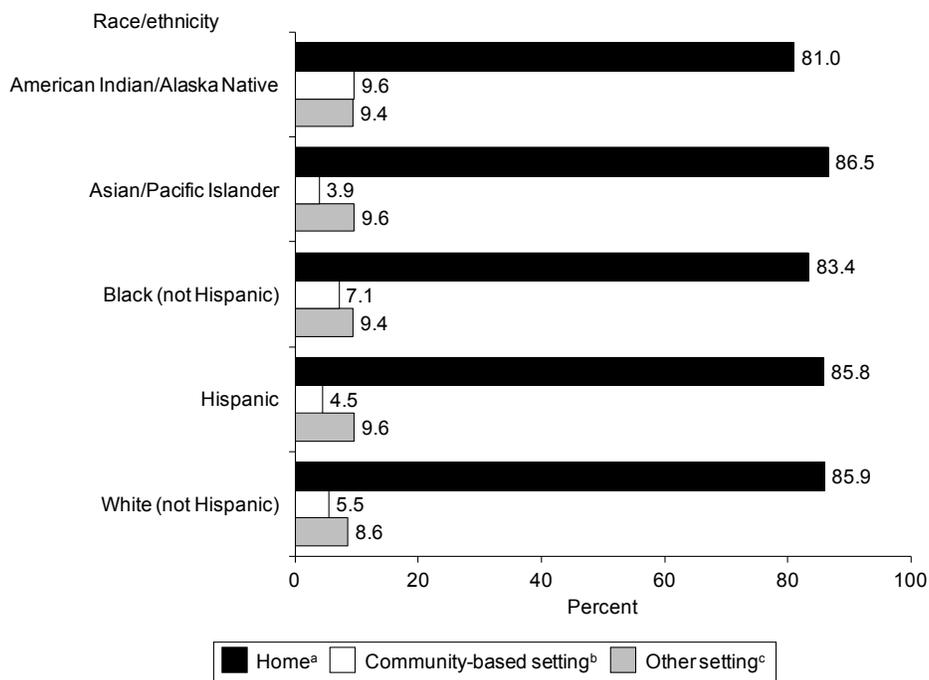
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the primary service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the primary service settings, then multiplying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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2007. Data were updated as of Oct. 13, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- In 2007, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the *home* (85.5 percent). The next most common setting was *other setting* (9 percent), followed by *community-based setting* (5.5 percent).
- Overall, in 2007, 91 percent of infants and toddlers served under *IDEA*, Part C, received their early intervention services primarily in natural environments, which are defined as the *home* or *community-based setting*.

How did infants and toddlers birth through age 2 served under IDEA, Part C, in specific primary service settings differ by race/ethnicity?

Figure 3. 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 2007



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

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

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

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

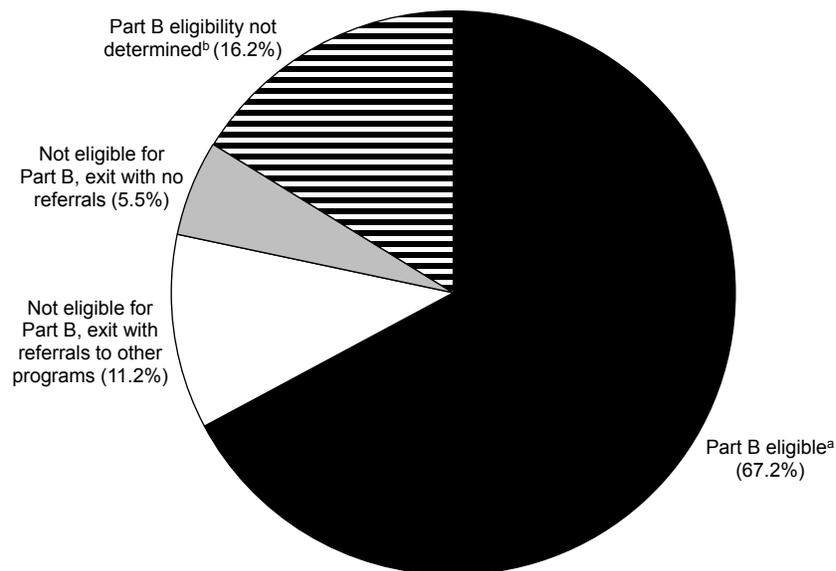
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C,” 2007. Data were updated as of Oct. 13, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- In 2007, *home* was the primary early intervention service setting for more than 80 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* were American Indian/Alaska Native children (9.6 percent), while the smallest percentage served in this setting were Asian/Pacific Islander children (3.9 percent).

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

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

Figure 4. Percentage of children served under *IDEA*, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2006–07



^a“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C (63.3 percent) and children served under *IDEA*, Part C, who reached age 3 and continued in Part C (3.9 percent). Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

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

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]* and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For the 2006–07 Part C exiting data collection, the *Part B eligible* category used in previous years was renamed *Part B eligible, exiting Part C* and the

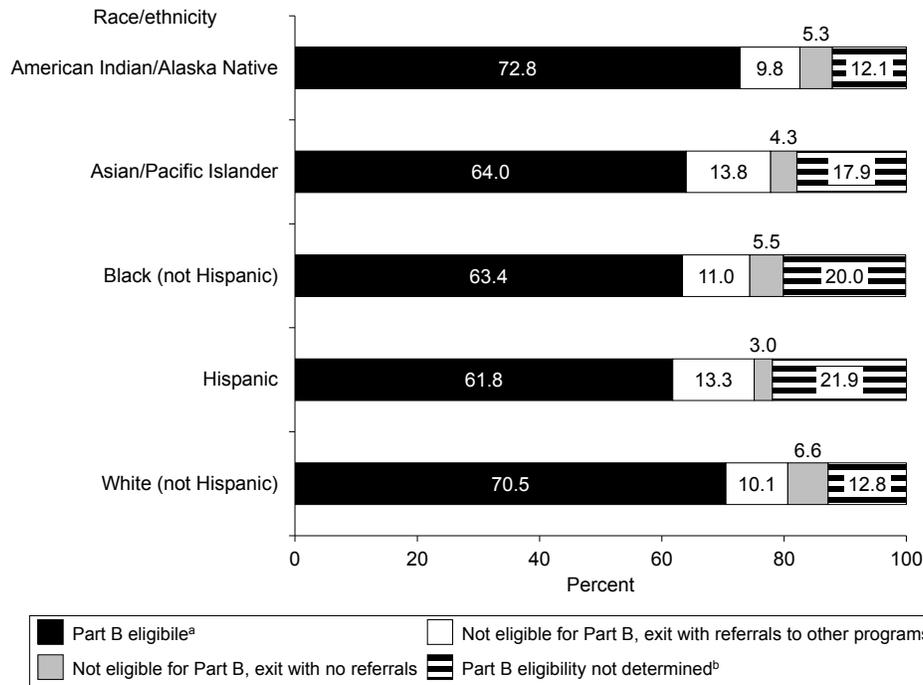
- In 2006–07, two-thirds (67.2 percent) of children served under *IDEA*, Part C, who had reached age 3 were determined to be “Part B eligible.”
- In 2006–07, 16.2 percent of the children served under *IDEA*, Part C, who had reached age 3 exited Part C without having their Part B eligibility determined.
- The remaining 16.7 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. These children who were not eligible for Part B included those who exited with referrals to other programs (11.2 percent) and those who exited with no referrals (5.5 percent).

category, *Part B eligible, continuing in Part C*, was introduced. Data on all 10 exiting categories are available at <https://www.ideadata.org>. 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. The sum may not total 100 percent because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

How did Part B eligibility status vary for children served under Part C in different racial/ethnic groups when they reached age 3?

Figure 5. Percentage of children served under IDEA, Part C, within racial/ethnic groups who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2006–07



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

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

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased, moved out of state, withdrawal by parent [or guardian]* and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For the 2006–07 Part C exiting data collection, the *Part B eligible* category used in previous years was renamed *Part B eligible, exiting Part C* and the category, *Part B eligible, continuing in Part C*, was introduced. Data on all 10 exiting categories are available at <https://www.ideadata.org>. 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 in the racial/ethnic group and the Part B eligibility status exiting category by the total number of children served under *IDEA*, Part C, who reached age 3 and in the racial/ethnic group and the five Part B eligibility status exiting categories, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- In 2006–07, more than half of the children in every racial/ethnic group served under Part C who reached age 3 were found to be eligible for Part B services.
- The percentages of Hispanic children (21.9 percent), black (not Hispanic) children (20 percent) and Asian/Pacific Islander children (17.9 percent) who exited Part C when they reached age 3 with their *Part B eligibility not determined* were larger than the percentages for American Indian/Alaska Native children (12.1 percent) and white (not Hispanic) children (12.8 percent).

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

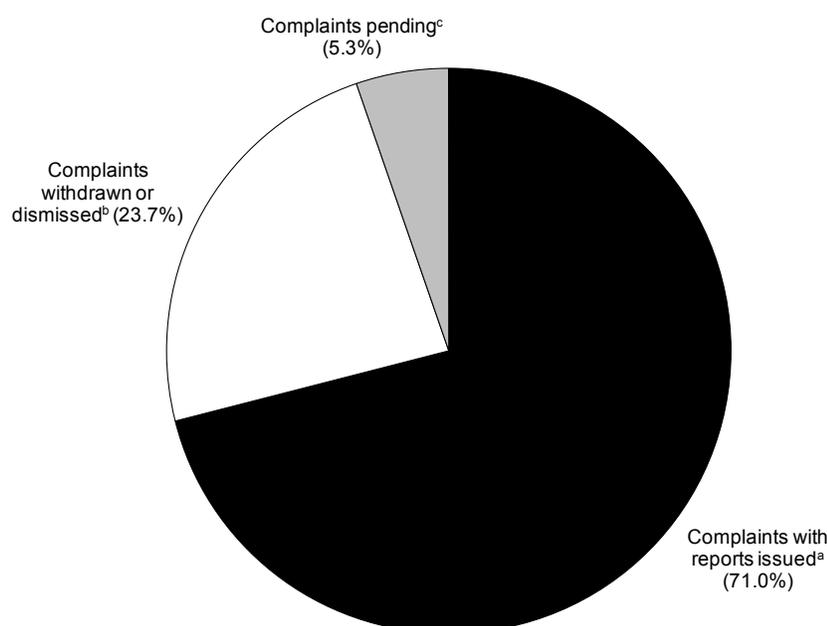
To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a signed written complaint. Any individual or organization can file a signed written complaint alleging a violation of any Part C requirement by a local provider, the lead agency, or any other public agency. A second option available to parents and public agencies are due process complaints. By filing a due process complaint, a parent or a public agency may request a due process hearing⁸ 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 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>.

Data on legal disputes related to *IDEA*, Part C, and their resolutions were collected for the first time in 2006–07. Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define “infants and toddlers” as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B)] and serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected.

⁸ 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 served under *IDEA*, Part C.

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

Figure 6. Percentage of written, signed complaints for infants and toddlers served under IDEA, Part C, by complaint status: 2006–07



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

^bA complaint withdrawn or dismissed refers to a written, signed complaint that was withdrawn by the complainant for any reason.

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

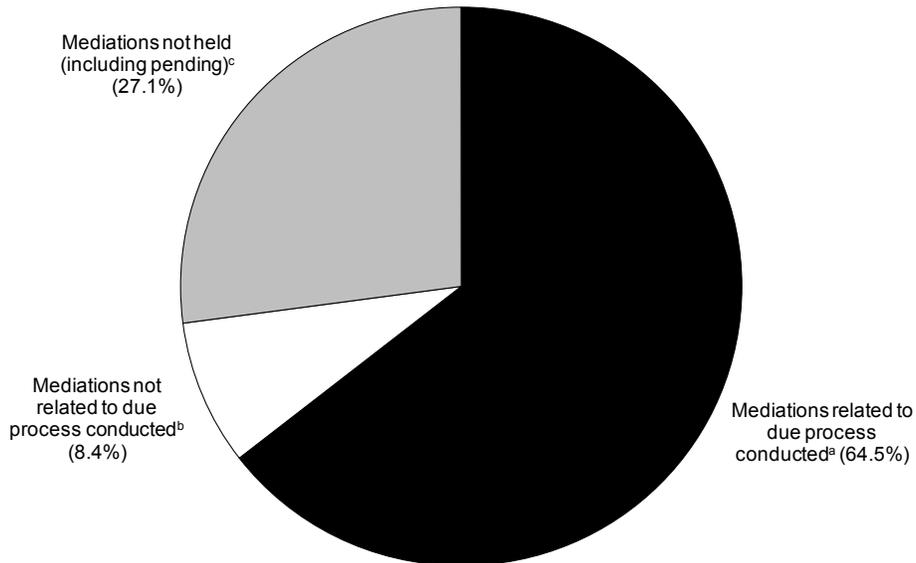
NOTE: A written, signed complaint is a written and signed formal letter submitted to a lead agency by an individual or organization that alleges a violation of a requirement of Part C of *IDEA*. Many states reported zero complaints related to Part C. Twenty-eight states and PR reported one or more complaints. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 169 *written, signed complaints*. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: "Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*," 2006–07. Data were updated as of July 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- During 2006–07, a total of 169 *written, signed complaints* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C.
- A report was issued for 120 (71 percent) of the complaints while 40 (23.7 percent) of the complaints were withdrawn or dismissed. Only nine (5.3 percent) of the complaints that were received during the 2006–07 reporting period were pending or unresolved by the end of the reporting period.

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

Figure 7. Percentage of mediation requests for infants and toddlers served under IDEA, Part C, by request status: 2006–07



^aA mediation related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated due to a due process hearing request.

^bA mediation not related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated due to a due process hearing request.

^cA mediation that has not been held (including pending) is a request for mediation that has not been conducted.

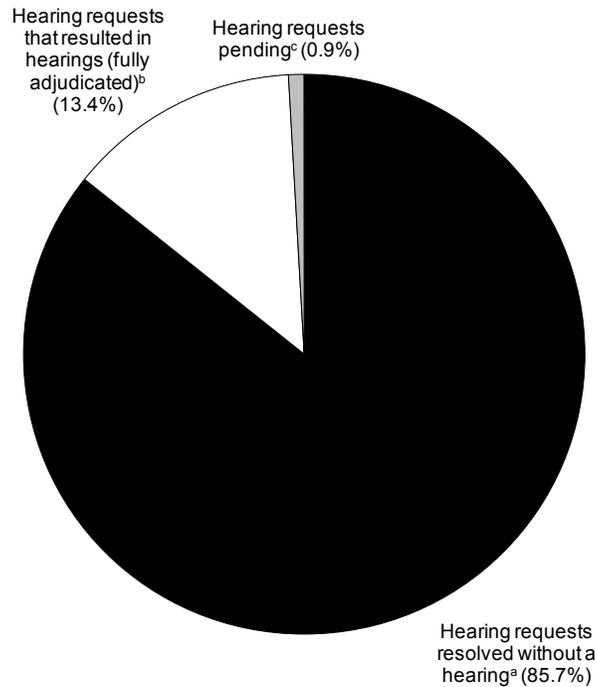
NOTE: A mediation request is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. Many states reported zero mediation requests related to Part C. Eleven states and PR reported one or more mediation requests. Percentage was calculated by dividing the number of mediation requests in the status category by the total number of mediation requests, then multiplying the result by 100. Percentage was based on a total of 107 mediation requests. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of July 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- During 2006–07, a total of 107 mediation requests were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C.
- For 69 (64.5 percent) of the total mediation requests received, a mediation session related to due process was conducted. For 29 (27.1 percent) of the mediation requests received, a mediation session had not been held by the end of the 2006–07 reporting period. For the remaining nine requests (8.4 percent), the mediation session that was held was not related to due process.

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

Figure 8. Percentage of *hearing requests* for infants and toddlers served under IDEA, Part C, by request status: 2006–07



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

^bA hearing is fully adjudicated when a hearing officer conducts a hearing, decides matters of law and issues a written decision to the parent and public agency.

^cThe number of *hearing requests* pending is the difference between the total number of *hearing requests* and the sum of the numbers for *hearing requests* that resulted in hearings (fully adjudicated) and *hearing requests* resolved without a hearing. NOTE: A hearing request is a filing by any party to initiate a due process hearing on matters 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. Many states reported zero *hearing requests* related to Part C. Eleven states and PR reported one or more *hearing requests*. Percentage was calculated by dividing the number of *hearing requests* in the status category by the total number of *hearing requests*, then multiplying the result by 100. Percentage was based on a total of 112 *hearing requests*. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of July 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

- A total of 112 *hearing requests* were received during 2006–07 through the dispute resolution process for infants and toddlers served under *IDEA*, Part C.
- For 96 (85.7 percent) of the *hearing requests* received during the 2006–07 reporting period, a resolution was achieved without a hearing. For 15 (13.4 percent) of the *hearing requests* received, a hearing was conducted and a written legal decision was issued. For the one remaining request, no resolution was reached during the reporting period.

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

Part B of *IDEA* 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.

For Part B tables and figures in Section I, data presented for the 50 states and the District of Columbia (DC) include Bureau of Indian Education (BIE) schools.⁹ In addition, where indicated in the footnotes, the tables and figures include data from Puerto Rico (PR) and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands).¹⁰

⁹ 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).

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

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

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

Table 3. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 1998 through fall 2007

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 states ^a and DC	Percentage ^b of the population ages 3 through 5 served under Part B in the 50 states, DC and BIE schools
	For the 50 states, DC, BIE schools, PR and the four outlying areas	For the 50 states, DC and BIE schools		
1998	573,637	567,628	11,858,822	4.8
1999	588,300	581,164	11,742,075	4.9
2000	599,678	591,176	11,676,304	5.1
2001	620,182	612,084	11,576,018	5.3
2002	647,420	638,700	11,490,860	5.6
2003	680,142	670,750	11,588,824	5.8
2004	701,949	693,245	11,809,727	5.9
2005	704,087	698,938	11,976,528	5.8
2006	714,384	706,635	12,155,316	5.8
2007	710,371	700,166	12,186,196	5.7

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

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

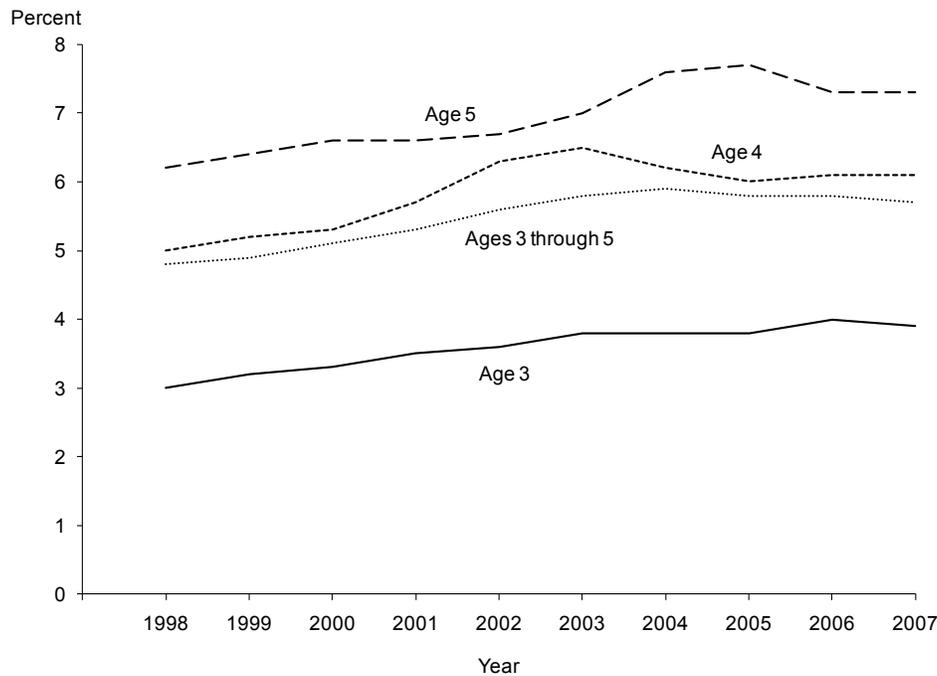
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. For 2007, data for Vermont were excluded.

- In 2007, *IDEA*, Part B, served 710,371 children ages 3 through 5. Of these children, 700,166 were served in 49 states, the District of Columbia and Bureau of Indian Education (BIE) schools. This number represented 5.7 percent of the resident population ages 3 through 5 in 49 states, the District of Columbia and BIE schools.
- The number of children ages 3 through 5 served under *IDEA*, Part B, increased from 573,637 in 1998 to 710,371 in 2007. This increase of 136,734 children represents a 23.8 percent increase in the number of children served.

- From 1998 to 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased. The percentage of the resident population increased by 1.1 percentage points, from 4.8 percent in 1998 to 5.9 percent in 2004. After 2004, the percentages of the resident population decreased slightly.

How did the percentage of the resident population ages 3 through 5 served under IDEA, Part B, vary by child's age?

Figure 9. Percentage of the population in four age spans from ages 3 through 5 served under IDEA, Part B, by year: Fall 1998 through fall 2007



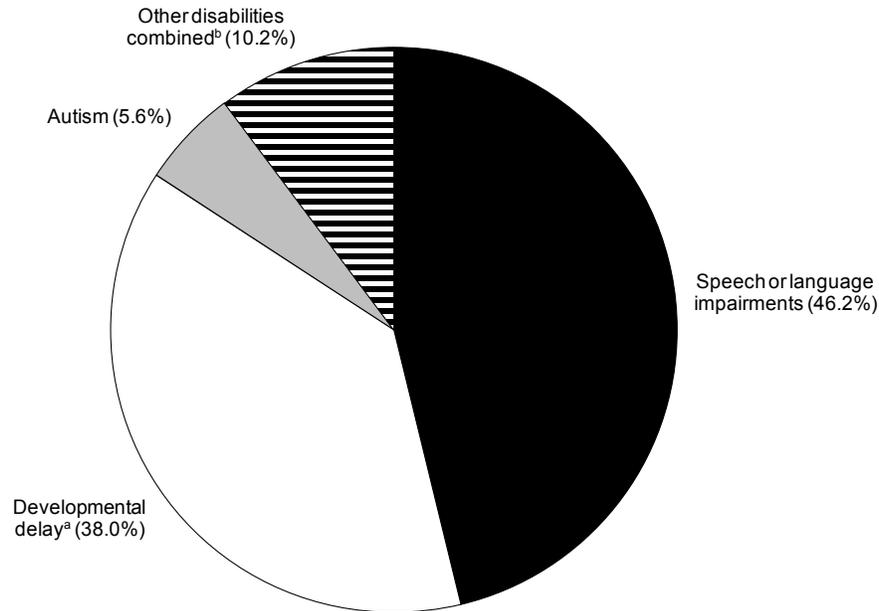
NOTE: Percentage was calculated by dividing the number of children in the age span served under *IDEA*, Part B, by the estimated U.S. resident population in the age span for that year, then multiplying the result by 100.
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Children served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- The percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3 percent in 1998 to 3.9 percent in 2007.
- The percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5 percent in 1998 to 6.6 percent in 2003 then declined to 6.1 percent in 2007.

- The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.2 percent in 1998 to 7.7 percent in 2005 then declined to 7.3 percent in 2007.

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

Figure 10. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2007



^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on children ages 3 through 5 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-1, B-2 and B-5 in Appendix B.

^b“Other disabilities combined” includes *deaf-blindness* (less than 0.1 percent), *emotional disturbance* (0.5 percent), *hearing impairments* (1.1 percent), *intellectual disabilities* (1.8 percent), *multiple disabilities* (1 percent), *orthopedic impairments* (1.1 percent), *other health impairments* (2.3 percent), *specific learning disabilities* (1.9 percent), *traumatic brain injury* (0.1 percent) and *visual impairments* (0.5 percent). Due to rounding, it may not be possible to reproduce the value presented in the figure 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, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were updated as of Nov. 5, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, the most prevalent disability category for children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (46.2 percent). The next most common disability category was *developmental delay* (38 percent), followed by *autism* (5.6 percent).

- Children ages 3 through 5 in “Other disabilities combined” made up the remaining 10.2 percent of children served under *IDEA*, Part B.

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

Table 4. Number of children ages 3 through 5 served under IDEA, Part B, 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 2007

Race/ethnicity	Child count ^a	Resident population ages 3 through 5 in 49 states and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	697,376 ^e	12,186,192 ^f	5.72	†	†
American Indian/Alaska Native	9,377	108,772	8.62	5.70	1.51
Asian/Pacific Islander	23,649	564,302	4.19	5.80	0.72
Black (not Hispanic)	100,133	1,794,677	5.58	5.75	0.97
Hispanic	124,796	2,773,732	4.50	6.08	0.74
White (not Hispanic)	439,421	6,944,709	6.33	4.92	1.29

† Not applicable.

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s).

^bPercentage 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.

^cRisk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of 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.

^dRisk 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.

^eThis total (based on the sum of the five race/ethnicity counts) may not include children who are considered to be two or more races and who are not reported in the five racial/ethnic groups. The total does not include children whose race/ethnicity was not identified. Therefore, this total does not match the total number of children reported by states, DC and BIE schools in table 3.

^fThis total (based on the sum of the five race/ethnicity U.S. population counts) was estimated based on a proportional allocation of the children in the population who are considered to be two or more races into the five racial/ethnic groups. Due to rounding, this total does not match the total population in table 3.

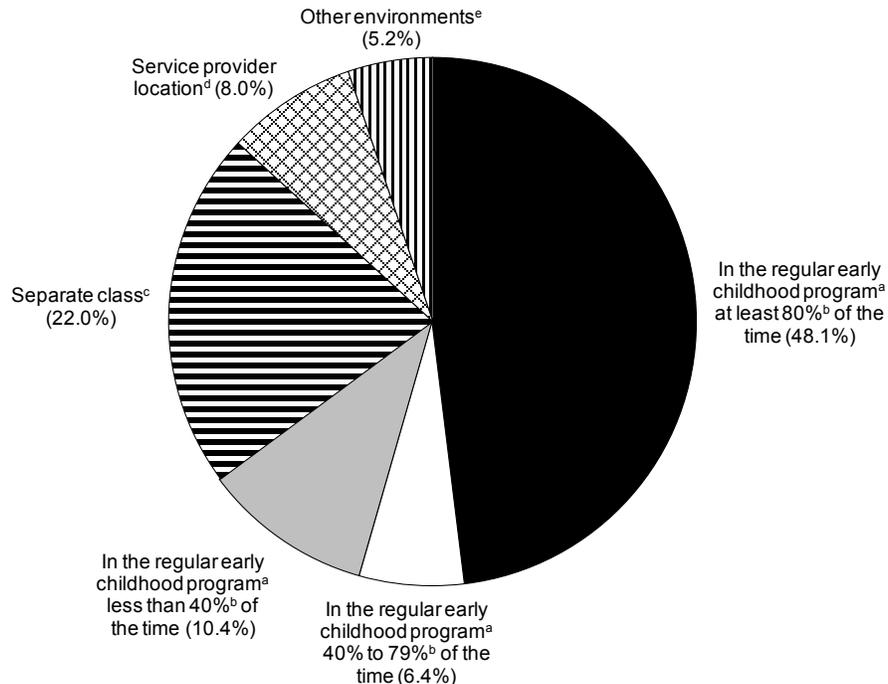
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC and BIE schools. Data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. “State by Age, Sex, Race and Hispanic Origin: Six Race Groups,” 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states and DC. Children served through the BIE are included in the population estimates of the individual states in which they reside. Data for Vermont were excluded.

- In 2007, American Indian/Alaska Native children and white (not Hispanic) children ages 3 through 5 had risk ratios above 1 (1.51 and 1.29, respectively). This indicates that they were more likely to be served under Part B than were children ages 3 through 5 of all other racial/ethnic groups combined.
- Black (not Hispanic) children ages 3 through 5, with a risk ratio of 0.97, were almost as likely to be served under Part B as the children ages 3 through 5 of all other racial/ethnic groups combined.
- Asian/Pacific Islander children ages 3 through 5, with a risk ratio of 0.72, and Hispanic children ages 3 through 5, with a risk ratio of 0.74, were less likely to be served under Part B than children ages 3 through 5 of 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?

Figure 11. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2007



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

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

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

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

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

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

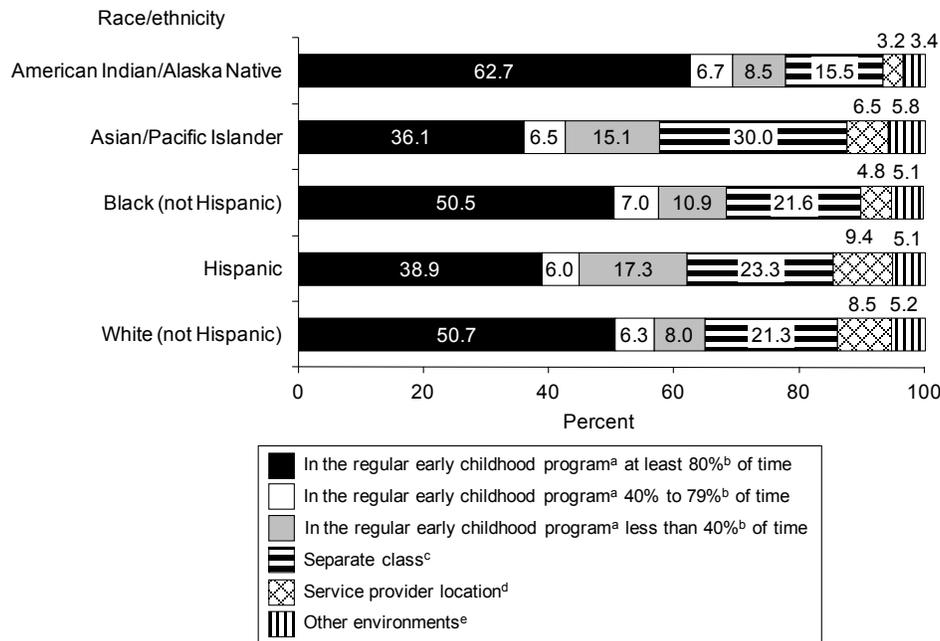
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, nearly one-half (48.1 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time* and more than one-fifth (22 percent) of children were served in a *separate class*.

- *In the regular early childhood program less than 40% of the time was the third most prevalent educational environment but was reported for only 10.4 percent of children ages 3 through 5 served under IDEA, Part B.*

How did children ages 3 through 5 served under IDEA, Part B, in each educational environment vary by race/ethnicity?

Figure 12. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2007



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

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

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

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

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

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group and educational environment by the total number of children ages 3 through 5 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, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- For the children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group, the category *in the regular early childhood program at least 80% of the time* was the most prevalent educational environment in 2007. The percentages of children served in this environment ranged from 36.1 percent to 62.7 percent. In particular, this environment accounted for more than one-third (36.1 percent) of Asian/Pacific Islander children and the majority (62.7 percent) of American Indian/Alaska Native children.
- *Separate class* was the second most commonly reported educational environment for each racial/ethnic group. The percentages of children served in this environment ranged from 15.5 percent to 30 percent. Compared to other racial/ethnic groups, American Indian/Alaska Native children had the smallest percentage and Asian/Pacific Islander children had the largest percentage associated with *separate class*.
- The total percentages of children served in environments outside of the regular early childhood program ranged from 22.1 percent to 42.3 percent. In particular, environments outside of the regular early childhood program accounted for almost one-quarter (22.1 percent) of American Indian/Alaska Native children and two-fifths (42.3 percent) of Asian/Pacific Islander children.

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?

Table 5. 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 2006

Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
34,330 ¹	30,176 ¹	87.9 ¹

¹ Interpret data with caution. DC appears to have overreported the number of FTE *special education teachers* for children ages 3 through 5. DC reported 768 total FTE *special education teachers*, 565 highly qualified *special education teachers* and 203 not highly qualified *special education teachers* for children ages 3 through 5; however, DC did not report data about the total FTE *special education teachers* for students ages 6 through 21.

^a *Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. §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 (ESEA)*, as amended by the *No Child Left Behind Act*, 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* [20 U.S.C. §1401(10)].

^b 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.

NOTE: Beginning with the 2006 personnel data collection, highly qualified and not highly qualified replaced fully certified and not fully certified, respectively, for *special education teachers*. The new terms are not comparable in meaning to those they replaced.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2006. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 48 states, DC, BIE schools, PR and the four outlying areas. Data for Mississippi and Oklahoma were not available.

- In 2006, 30,176 (87.9 percent) of the 34,330 full-time equivalent *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified.

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

Table 6. 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 2006

Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
37,737 ¹	31,144 ¹	82.5 ¹

¹ Interpret data with caution. DC appears to have overreported the number of FTE special education paraprofessionals for children ages 3 through 5. DC reported 1,296 total FTE special education paraprofessionals, 496 qualified special education paraprofessionals and 800 not qualified special education paraprofessionals for children ages 3 through 5; however, DC did not report data about the total FTE special education paraprofessionals for students ages 6 through 21.

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

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

NOTE: The special education paraprofessionals category was introduced in the 2006 personnel data collection.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2006. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 44 states, DC, BIE schools, PR and the four outlying areas. Data for Alaska, Connecticut, Illinois, Mississippi, North Dakota and Rhode Island were not available.

- In 2006, 31,144 (82.5 percent) of the 37,737 full-time equivalent 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.

The Pre-Elementary Education Longitudinal Study

The Pre-Elementary Education Longitudinal Study (PEELS), sponsored by the U.S. Department of Education, was designed to use a nationally representative sample of children ages 3 through 5 with disabilities to generate estimates that apply to all children ages 3 through 5 with disabilities in the U.S., not just the sample of participating children. The study included a nationally representative sample of 3,104 children. These children were 3 through 5 years old and had individualized education programs (IEPs) or individualized family service plans (IFSPs) to receive special education services when they

were recruited for the study.¹¹ Their progress was tracked as they moved through their preschool years and into early elementary school. Approximately 38 percent of the PEELS children had received early intervention services under *IDEA*, Part C. The study used telephone interviews with parents of preschoolers with disabilities, one-on-one assessments of children participating in the study and mail surveys with the children's teachers and other service providers, school principals, district administrators and state educational agency administrators. Data were collected in five waves, including school year (SY) 2003–04 (Wave 1), SY 2004–05 (Wave 2), SY 2005–06 (Wave 3), SY 2006–07 (Wave 4) and SY 2008–09 (Wave 5). The PEELS data presented next focus on transition support for children in kindergarten during Wave 1, Wave 2 and Wave 3 and changes in children's social skills and behavior between Wave 1 and Wave 3. Because these data are based on a nationally representative sample of children, inferential statistical methods were used to draw conclusions about the population on the basis of the sample results. When appropriate, a chi-square test or a *t*-test¹² for dependent samples was conducted to determine whether the differences observed between specific subgroups were statistically significant (i.e., sufficiently large and reliable in light of the amount of variation that was observed within various subgroups to suggest that the difference observed is unlikely to be merely a finding with a probability of occurring less than 5 times out of 100 by chance).

¹¹ Some children in the sample were recruited from districts that used IFSPs instead of IEPs for children ages 3 through 5.

¹² A chi-square test was used to determine significant differences between groups regarding categorical variables, such as gender (male, female) for which the classifications have no logical order and are distinguished based on some defined characteristic. A *t*-test was used to determine significant differences between groups regarding noncategorical variables, such as levels of child participation that have a logical order based on a measure of quantity.

What strategies did teachers use to facilitate children's transition into kindergarten?

Table 7. Percentage of kindergarten children who received preschool special education services under IDEA, Part B, whose kindergarten teachers reported using various strategies to help the children transition into kindergarten, by characteristics of the preschool setting, type of teacher respondent and transition strategy: School years 2003–04 through 2005–06

Transition strategy used by teacher	Percentage of children			
	Characteristics of their preschool setting ^a		Their type of teacher respondent ^{b,c}	
	Preschool class in same school	Some other program or at home	Regular education teacher	Special education teacher
Received children's previous records	91.0*	85.0	84.4	94.4*
Parents/guardians encouraged to meet new staff	88.2	82.8	82.9	89.8
Sending programs provided information about children	89.6*	78.5	78.5	91.7*
Children's families visited the classroom or school	80.7	77.5	80.8	71.9*
Provided parents with written information	76.8	73.7	79.0	61.7*
Participated in children's IEP development	65.7	59.6	57.4	69.2*
Met with staff of sending programs	67.5*	49.7	49.5	72.4*
Called the children's parents	51.8	54.0	46.8	65.0*
Developed children-specific preparatory strategies	53.4	52.3	47.3	64.4*
Visited children's previous settings	62.4*	31.0	37.4	56.3*
Visited children's home	16.6	7.6	9.6	15.4

* The chi-square test, which was performed to determine whether statistically significant differences existed between subgroups, yielded a result that was statistically significant at the $p < .05$ level. The probability (p) that the result was attributed to chance was less than 5 percent.

^aPercentage was calculated by dividing the number of children in kindergarten who received preschool special education services in a specific setting and whose kindergarten teachers reported using a specific transition strategy, by the total number of children in kindergarten who received preschool special education services, then multiplying the result by 100.

^bPercentage was calculated by dividing the number of children in kindergarten who received preschool special education services and whose kindergarten teachers (regular education or special education teachers) reported using a specific transition strategy, by the total number of children in kindergarten who received preschool special education services, then multiplying the result by 100.

^cEach teacher respondent selected his or her own teacher type.

NOTE: Displayed results were collected from teacher respondents for 353 children in school year 2003–04 (Wave 1), 1,117 children in school year 2004–05 (Wave 2) and 1,126 children in 2005–06 (Wave 3) who had valid and complete data for the time period specified and who were included in the analyses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE). *Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings From the Pre-Elementary Education Longitudinal Study*, 2009, table 21 (NCSE 2009-3016). Available at <http://ies.ed.gov/ncser/pdf/20093016.pdf> (last accessed Sept. 19, 2012).

- For school year 2005–06, in regard to kindergarten children with disabilities who had been in two different categories of preschool settings, there were significant differences between the percentages of such children whose teachers used four of 11 transition strategies.
 - A significantly larger percentage of the children with disabilities who had attended preschool programs in the same school where they attended kindergarten than children with disabilities who had attended some other preschool program outside of the school where they attended kindergarten or who had been served at home had a kindergarten teacher who (1) received the children’s previous records (91 percent versus 85 percent), (2) received information about the children provided by the sending programs (89.6 percent versus 78.5 percent), (3) met with staff of the sending programs (67.5 percent versus 49.7 percent) and (4) visited the children’s previous settings (62.4 percent versus 31 percent).

- In regard to kindergarten children with disabilities who had two different types of kindergarten teachers, there were significant differences between the percentages of such children whose teachers used nine of 11 transition strategies.
 - A significantly larger percentage of the children who were taught by special education teachers than the children taught by regular education teachers had a teacher who (1) received the children’s previous records (94.4 percent versus 84.4 percent), (2) received information about the children provided by the sending programs (91.7 percent versus 78.5 percent), (3) participated in the development of the children’s IEPs (69.2 percent versus 57.4 percent), (4) met with staff of the sending programs (72.4 percent versus 49.5 percent), (5) called the children’s parents (65 percent versus 46.8 percent), (6) developed children-specific preparatory strategies (64.4 percent versus 47.3 percent) and (7) visited the children’s previous settings (56.3 percent versus 37.4 percent). Conversely, a significantly smaller percentage of the children taught by special education teachers than children taught by regular education teachers had a teacher who (1) had the children’s families visit the classroom or school (71.9 percent versus 80.8 percent), and (2) provided parents with written information (61.7 percent versus 79 percent).

How did parents view their children's ability to socialize with other children?

Table 8. Percentage of young children who received preschool special education services under IDEA, Part B, by the extent to which they had trouble playing with other children as reported by parents during two time periods, by school year and age cohort: School years 2003–04 and 2005–06

Age cohort ^a	2003–04	2005–06
Cohort A ^a		
No trouble playing with other children*	47.3	56.3
Some trouble*	42.2	35.4
A lot of trouble*	10.4	8.3
Cohort B ^a		
No trouble playing with other children*	54.0	59.1
Some trouble	35.6	31.2
A lot of trouble	10.3	9.7
Cohort C ^a		
No trouble playing with other children	62.9	59.6
Some trouble	27.5	32.2
A lot of trouble	9.5	8.2

* The *t*-test, which was performed to determine whether statistically significant differences existed between the school year subgroups for the study cohorts associated with each response option, yielded a result that was statistically significant at the $p < .05$ level. The probability (p) that the result was attributed to chance was less than 5 percent.

^aIn school year 2003–04, children in Cohort A were 3 years old; children in Cohort B were 4 years old; and children in Cohort C were 5 years old. Displayed results were collected from parent respondents for 3,104 children in school years 2003–04 (Wave 1) and 2005–06 (Wave 3), who had valid and complete data for the time period specified and who were included in the analyses. NOTE: Detail may not sum to totals because of rounding. Percentage was calculated by dividing the number of children who received preschool special education services, who were in a specific age cohort and who were reported in a specific trouble category, by the total number of children who received preschool special education services and who were in a specific age cohort during the specified school year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), *Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings From the Pre-Elementary Education Longitudinal Study*, 2009, table 25 (NCSE 2009-3016). Available at <http://ies.ed.gov/ncser/pdf/20093016.pdf> (last accessed Sept. 19, 2012).

- The percentage of children with disabilities who were 3 years old in school year 2003–04 (Cohort A) and whose parents reported as having *no* trouble playing with other children increased significantly, from 47.3 percent in school year 2003–04 to 56.3 percent in school year 2005–06. In contrast, the percentage of children in Cohort A who were reported as having *some* trouble or *a lot* of trouble playing with other children decreased significantly between school years 2003–04 and 2005–06: from 42.2 percent to 35.4 percent for “some trouble,” and 10.4 percent to 8.3 percent for “a lot of trouble.”
- The percentage of children with disabilities who were 4 years old in school year 2003–04 (Cohort B) and whose parents reported as having *no* trouble playing with other children increased significantly between school years 2003–04 and 2005–06. The percentage increased from 54 percent to 59.1 percent.

How did parents view their children's involvement in everyday activities at home?

Table 9. Percentage of young children who received preschool special education services under IDEA, Part B, by the extent to which they were easily involved in everyday things that went on at home as reported by parents during two time periods, by school year and age cohort: School years 2003–04 and 2005–06

Age cohort ^a	2003–04	2005–06
Cohort A ^a		
Very easily involved in everyday things that went on at home	50.1	52.8
Somewhat involved	40.6	37.1
Not easily involved	9.3	10.1
Cohort B ^a		
Very easily involved in everyday things that went on at home	55.6	57.7
Somewhat involved	32.0	32.1
Not easily involved	12.4	10.2
Cohort C ^a		
Very easily involved in everyday things that went on at home*	53.6	58.3
Somewhat involved*	35.9	31.4
Not easily involved	10.4	10.3

* The *t*-test, which was performed to determine whether statistically significant differences existed between the school year subgroups for the study cohorts associated with each response option, yielded a result that was statistically significant at the $p < .05$ level. The probability (p) that the result was attributed to chance was less than 5 percent.

^aIn school year 2003–04, children in Cohort A were 3 years old; children in Cohort B were 4 years old; and children in Cohort C were 5 years old. Displayed results were collected from parent respondents for 3,104 children in school years 2003–04 (Wave 1) and 2005–06 (Wave 3), who had valid and complete data for the time period specified and who were included in the analyses.

NOTE: Detail may not sum to totals because of rounding. Percentage was calculated by dividing the number of children who received preschool special education services, who were in a specific age cohort and who were reported in a specific involvement category, by the total number of children who received preschool special education services and who were in a specific age cohort during the specified school year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), *Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings From the Pre-Elementary Education Longitudinal Study*, 2009, table 26 (NCSE 2009-3016). Available at <http://ies.ed.gov/ncser/pdf/20093016.pdf> (last accessed Sept. 19, 2012).

- The percentage of children with disabilities who were 5 years old in school year 2003–04 (Cohort C) and whose parents reported as *very easily* involved in everyday things at home saw a statistically significant increase: from 53.6 percent in school year 2003–04 to 58.3 percent in school year 2005–06. However, this change was not observed for the other younger age cohorts.
- The percentage of children with disabilities who were 5 years old in school year 2003–04 (Cohort C) and whose parents reported as *somewhat* involved in everyday things that went on at home decreased significantly, from 35.9 percent in school year 2003–04 to 31.4 percent in school year 2005–06. No similar statistically significant decreases were detected for the other younger age cohorts.

How did parents view their children's frequency of aggressive behavior?

Table 10. Percentage of young children who received preschool special education services under IDEA, Part B, by the extent to which they were aggressive with other children as reported by parents during two time periods, by school year and age cohort: School years 2003–04 and 2005–06

Age cohort ^a	2003–04	2005–06
Cohort A ^a		
Not at all aggressive with other children*	37.0	46.8
Sometimes aggressive*	54.3	47.4
Often aggressive*	8.6	5.8
Cohort B ^a		
Not at all aggressive with other children*	41.2	54.3
Sometimes aggressive*	52.1	40.1
Often aggressive	6.8	5.7
Cohort C ^a		
Not at all aggressive with other children*	47.4	53.0
Sometimes aggressive	47.6	44.0
Often aggressive	4.9	3.0

* The *t*-test, which was performed to determine whether statistically significant differences existed between the school year subgroups for the study cohorts associated with each response option, yielded a result that was statistically significant at the $p < .05$ level. The probability (p) that the result was attributed to chance was less than 5 percent.

^aIn school year 2003–04, children in Cohort A were 3 years old; children in Cohort B were 4 years old; and children in Cohort C were 5 years old. Displayed results were collected from parent respondents for 3,104 children in school years 2003–04 (Wave 1) and 2005–06 (Wave 3), who had valid and complete data for the time period specified and who were included in the analyses.

NOTE: Detail may not sum to totals because of rounding. Percentage was calculated by dividing the number of children who received preschool special education services, who were in a specific age cohort and who were reported in a specific aggressive category, by the total number of children who received preschool special education services and who were in a specific age cohort during the specified school year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), *Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings From the Pre-Elementary Education Longitudinal Study*, 2009, table 27 (NCSE 2009-3016). Available at <http://ies.ed.gov/ncser/pdf/20093016.pdf> (last accessed Sept. 19, 2012).

- The percentages of children with disabilities who were 3 years old, 4 years old and 5 years old in school year 2003–04 (Cohorts A, B and C) and whose parents reported as *not at all* aggressive with other children saw statistically significant increases between school years 2003–04 and 2005–06: for Cohort A, from 37 percent to 46.8 percent; for Cohort B, from 41.2 percent to 54.3 percent; and for Cohort C, from 47.4 percent to 53 percent.
- The percentages of children with disabilities who were 3 years old and 4 years old in school year 2003–04 (Cohorts A and B) and whose parents reported as *sometimes* aggressive with other children decreased significantly between school years 2003–04 and 2005–06: for Cohort A, from 54.3 percent to 47.4 percent; and for Cohort B, from 52.1 percent to 40.1 percent.
- The percentage of children with disabilities in Cohort A reported as *often* aggressive with other children also decreased significantly, from 8.6 percent in school year 2003–04 to 5.8 percent in school year 2005–06.

Did parents view their children's behavior as age appropriate?

Table 11. Percentage of young children who received preschool special education services under IDEA, Part B, by the extent to which their behavior was appropriate for their age as reported by parents during two time periods, by school year and age cohort: School years 2003–04 and 2005–06

Age cohort ^a	2003–04	2005–06
Cohort A^a		
Age appropriate behavior compared to other children's about the same age	56.7	57.7
Mildly inappropriate	23.2	24.4
Moderately inappropriate	16.2	12.9
Severely inappropriate	4.0	5.0
Cohort B^a		
Age appropriate behavior compared to other children's about the same age*	58.3	64.4
Mildly inappropriate	23.4	20.2
Moderately inappropriate	14.1	11.3
Severely inappropriate	4.2	4.1
Cohort C^a		
Age appropriate behavior compared to other children's about the same age	59.0	60.6
Mildly inappropriate	23.3	27.0
Moderately inappropriate	12.5	10.6
Severely inappropriate*	5.2	1.8

* The *t*-test, which was performed to determine whether statistically significant differences existed between the school year subgroups for the study cohorts associated with each response option, yielded a result that was statistically significant at the $p < .05$ level. The probability (p) that the result was attributed to chance was less than 5 percent.

^aIn school year 2003–04, children in Cohort A were 3 years old; children in Cohort B were 4 years old; and children in Cohort C were 5 years old. Displayed results were collected from parent respondents for 3,104 children in school years 2003–04 (Wave 1) and 2005–06 (Wave 3), who had valid and complete data for the time period specified and who were included in the analyses.

NOTE: Detail may not sum to totals because of rounding. Percentage was calculated by dividing the number of children who received preschool special education services, who were in a specific age cohort and who were reported in a specific behavior category, by the total number of children who received preschool special education services and who were in a specific age cohort during the specified school year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), *Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings From the Pre-Elementary Education Longitudinal Study*, 2009, table 30 (NCSE 2009-3016). Available at <http://ies.ed.gov/ncser/pdf/20093016.pdf> (last accessed Sept. 19, 2012).

- The percentage of children with disabilities who were 4 years old in school year 2003–04 (Cohort B) and whose parents reported as having *age appropriate* behavior compared to the behavior of other children about the same age increased significantly, from 58.3 percent in school year 2003–04 to 64.4 percent in school year 2005–06.
- The percentage of children with disabilities who were 5 years old in school year 2003–04 (Cohort C) and whose parents reported as having *severely* inappropriate behavior decreased significantly, from 5.2 percent in school year 2003–04 to 1.8 percent in school year 2005–06.

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.¹³ 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). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of using the *developmental delay* category¹⁴ for children ages 3 through 9.

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

¹³ This section presents some data by disability category. Please note that for two categories—*multiple disabilities* and *other health impairments*—a few states use different categories. For details, see Appendix C, table C-1.

¹⁴ 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 served under the category of *developmental delay*, see Appendix B.

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

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

Table 12. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 1998 through fall 2007

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states ^a and DC	Percentage ^b of the population ages 6 through 21 served under Part B in the 50 states, DC and BIE schools
	For the 50 states, DC, BIE schools, PR and the four outlying areas	For the 50 states, DC and BIE schools		
1998	5,541,166	5,488,001	63,763,580	8.6
1999	5,683,707	5,613,949	64,717,510	8.7
2000	5,775,722	5,705,177	65,323,415	8.7
2001	5,867,078	5,795,334	65,696,458	8.8
2002	5,959,282	5,893,038	65,845,492	8.9
2003	6,046,051	5,971,495	65,865,048	9.1
2004	6,118,437	6,033,425	65,871,265	9.2
2005	6,109,569	6,021,462	65,825,834	9.1
2006	6,081,890	5,986,644	66,002,955	9.1
2007	6,007,832	5,912,586	65,979,893	9.0

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

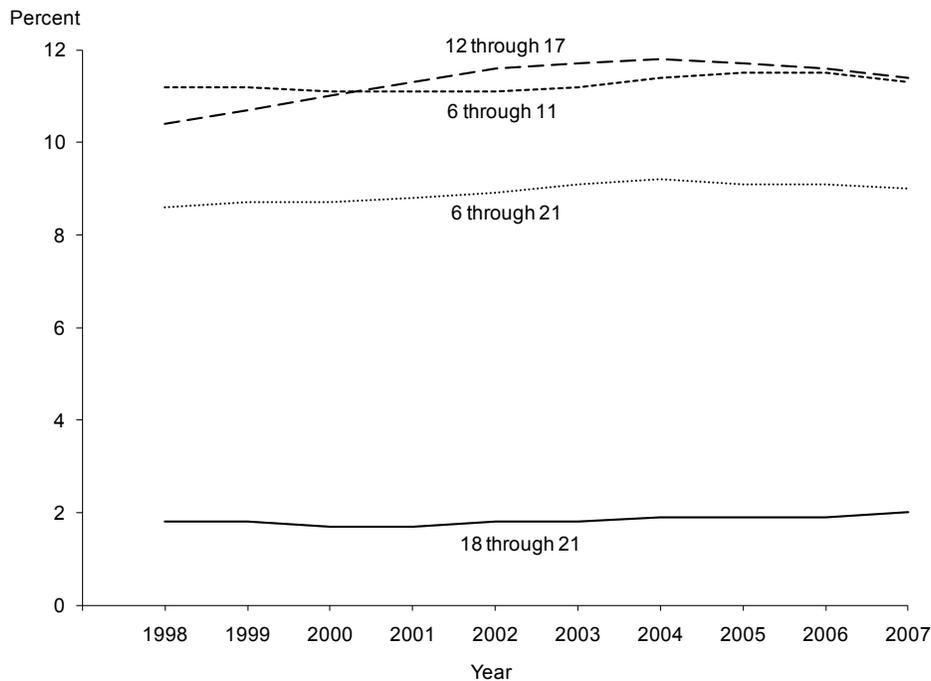
^bPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. For 2007, data for Vermont were excluded.

- In 2007, a total of 6,007,832 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,912,586 were served in 49 states, the District of Columbia and Bureau of Indian Education (BIE) schools. This number represented 9 percent of the resident population ages 6 through 21 in 49 states, the District of Columbia and BIE schools.
- From 1998 to 2004, both the number of students ages 6 through 21 served under *IDEA*, Part B, and the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased. The number increased by slightly more than 577,000 students, from 5.5 million in 1998 to 6.1 million in 2004. The percentage of the resident population increased by 0.6 of a percentage point, from 8.6 percent in 1998 to 9.2 percent in 2004. After 2004, the numbers of students served and the percentages of the resident population decreased slightly.

What were the percentages of the resident population ages 6 through 21 served under IDEA, Part B, by age group?

Figure 13. Percentage of the population in four age groups from ages 6 through 21 served under IDEA, Part B, by year: Fall 1998 through fall 2007



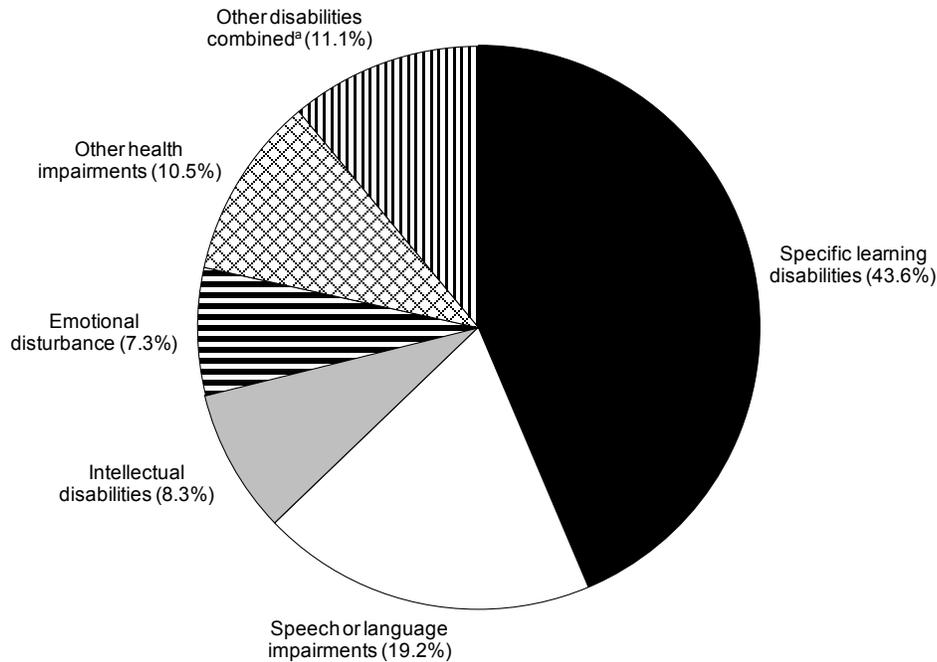
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, by the estimated U.S. population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- From 1998 through 2007, the percentage of the resident population ages 12 through 17 served under *IDEA*, Part B, increased from 10.4 percent to 11.4 percent. This was the largest increase among the age groups.
- The percentages of the resident population ages 6 through 11 and 18 through 21 served under *IDEA*, Part B, increased slightly from 1998 through 2007. Specifically, in 1998, 11.2 percent of the 6-through-11 resident population and 1.8 percent of the 18-through-21 resident population received services under Part B. By 2007, these percentages were 11.3 percent and 2 percent, respectively.

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

Figure 14. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2007



^a“Other disabilities combined” includes *autism* (4.3 percent), *deaf-blindness* (less than 0.1 percent), *developmental delay* (1.5 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.2 percent), *orthopedic impairments* (1 percent), *traumatic brain injury* (0.4 percent) and *visual impairments* (0.4 percent).

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were updated as of Nov. 5, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disabilities* (43.6 percent). The next most common disability category was *speech or language impairments* (19.2 percent), followed by *other health impairments* (10.5 percent), *intellectual disabilities* (8.3 percent) and *emotional disturbance* (7.3 percent).
- Students ages 6 through 21 in “Other disabilities combined” made up the remaining 11.1 percent of students served under IDEA, Part B.

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

Table 13. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 1998 through fall 2007

Disability ^a	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
All disabilities below	8.6	8.6	8.7	8.8	8.9	9.0	9.0	9.0	8.9	8.8
Autism	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.3	0.4
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disabilities	0.9	0.9	0.9	0.9	0.9	0.9	0.8	0.8	0.8	0.7
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.3	0.4	0.4	0.5	0.6	0.7	0.8	0.8	0.9	0.9
Specific learning disabilities	4.4	4.4	4.4	4.3	4.3	4.3	4.2	4.1	4.0	3.9
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#

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

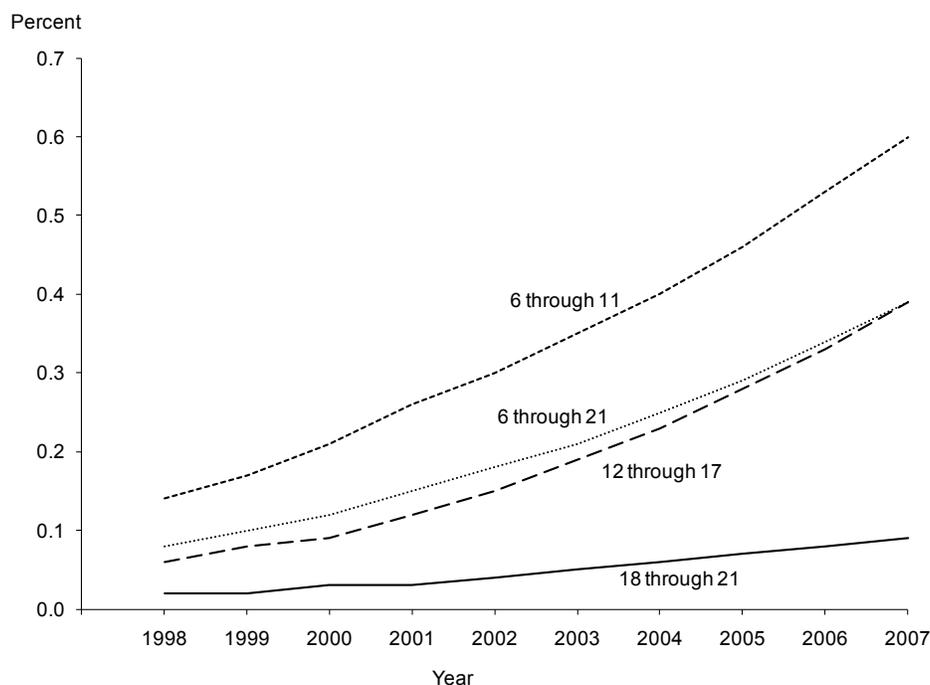
^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents percentages that are based on the estimated U.S. resident population ages 6 through 21, the *developmental delay* category is not included in this table. For information on the percentages of the population ages 6 through 9 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-3 and B-5 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 by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100. SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- For most disability categories, annual change in the percentage of the resident population ages 6 through 21 served under IDEA, Part B, was negligible (i.e., less than 0.1 of a percentage point) from 1998 through 2007.
- For two disability categories, the percentage of the population ages 6 through 21 served under IDEA, Part B, increased between 1998 and 2007. *Other health impairments* increased from 0.3 percent in 1998 to 0.9 percent in 2007. *Autism* increased from 0.1 percent in 1998 to 0.4 percent in 2007. In contrast, *specific learning disabilities* decreased from 4.4 percent to 3.9 percent, while *intellectual disabilities* decreased from 0.9 percent to 0.7 percent.

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

Figure 15. Percentage of the population in four age groups from ages 6 through 21 served under *IDEA*, Part B, under the category of autism, by year: Fall 1998 through fall 2007



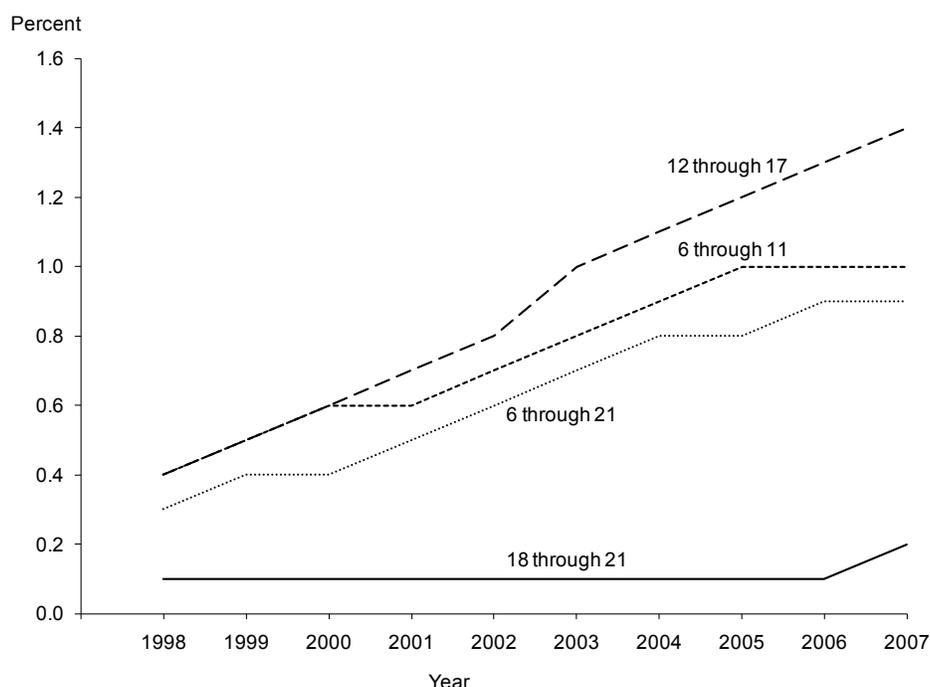
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, under the category of autism by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of students served under the category of autism. The slope cannot be compared with the slopes of figures 16 and 17.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months,” 1998, 1999 and 2000. Data were accessed January 2004; “State Single Year of Age and Sex Population Estimates—RESIDENT,” 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- In 2007, less than one-half of 1 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B, under the category of autism; however, that percentage steadily increased from 0.08 percent in 1998 to 0.39 percent in 2007.
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, under the category of autism increased for all age groups. The largest increase was for the group comprising students ages 6 through 11 (0.14 percent in 1998 and 0.6 percent in 2007).

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

Figure 16. Percentage of the population in four age groups from ages 6 through 21 served under IDEA, Part B, under the category of other health impairments, by year: Fall 1998 through fall 2007



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, under the category of *other health impairments* 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 students served under the category of *other health impairments*. The slope cannot be compared with the slopes of figures 15 and 17.

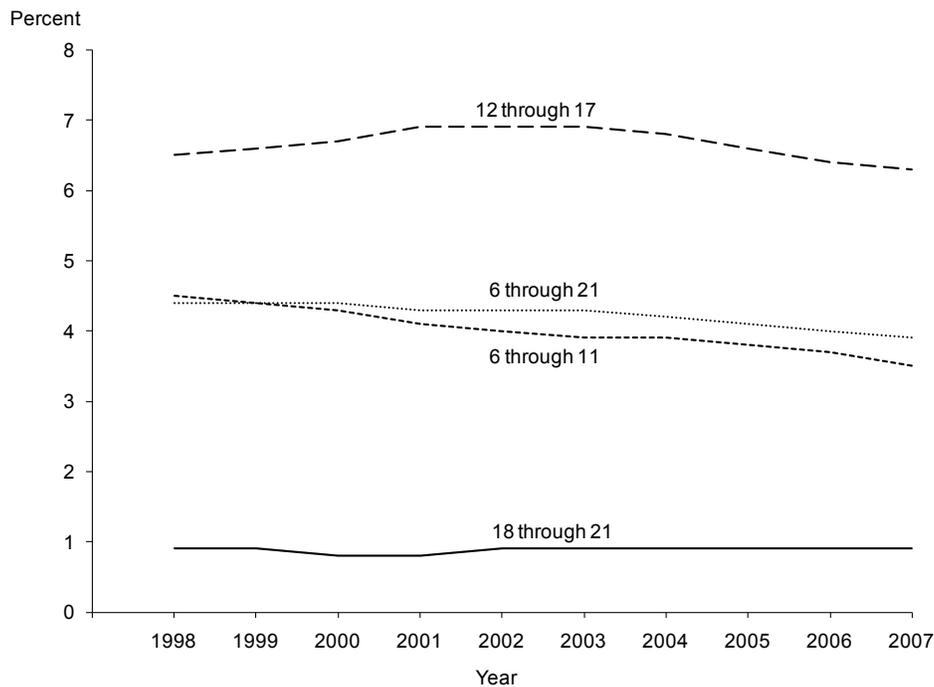
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- In 2007, less than 1 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B, under the category of *other health impairments*; however, that percentage increased from 0.3 percent in 1998 to 0.9 percent in 2007.
- In 2007, a larger percentage (1.4 percent) of the age group comprising students ages 12 through 17 than of the other age groups was served under *IDEA*, Part B, under the category of *other health impairments*.

- The increases in the percentages of the resident population ages 6 through 11 and ages 12 through 17 served under *IDEA*, Part B, under the category of *other health impairments* from 1998 through 2000 were approximately equal. From 2001 through 2007, the percentage of the resident population ages 12 through 17 served surpassed the percentage of the resident population ages 6 through 11 served.

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

Figure 17. Percentage of the population in four age groups from ages 6 through 21 served under IDEA, Part B, under the category of specific learning disabilities, by year: Fall 1998 through fall 2007



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, under the category of *specific learning disabilities* 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 students served under the category of *specific learning disabilities*. The slope cannot be compared with the slopes of figures 15 and 16.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, and BIE schools. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. For 2007, data for Vermont were excluded.

- In 2007, 3.9 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B, under the category of *specific learning disabilities*. That percentage was 4.4 percent in 1998 and decreased to 4 percent in 2006.
- From 1998 through 2003, the percentage of the resident population ages 12 through 17 served under *IDEA*, Part B, under the category of *specific learning disabilities* increased from 6.5 percent to 6.9 percent, while the percentage served in the other age groups decreased or stayed about the same. After 2003, there was a steady decrease in the percentage of the resident population ages 12 through 17 served under the category of *specific learning disabilities*, dropping from 6.9 percent in 2003 to 6.3 percent in 2007.
- From 1998 through 2007, the percentage of students in the resident population ages 6 through 11 served under *IDEA*, Part B, under the category of *specific learning disabilities* decreased from 4.5 percent to 3.5 percent.

To what extent were students in different racial/ethnic groups served under IDEA, Part B, under specific disabilities?

Table 14. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2007

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All disabilities	100.0	100.0	100.0	100.0	100.0
Autism	2.1	10.2	3.0	2.9	5.1
Deaf-blindness	#	#	#	#	#
Developmental delay ^a	3.5	1.8	1.7	0.8	1.6
Emotional disturbance	7.7	3.7	10.5	4.5	7.3
Hearing impairments	0.9	2.8	1.0	1.5	1.1
Intellectual disabilities	7.1	7.8	12.8	7.2	7.1
Multiple disabilities	1.8	2.7	2.3	1.6	2.4
Orthopedic impairments	0.7	1.6	0.7	1.2	1.0
Other health impairments	8.8	7.0	9.2	6.2	12.6
Specific learning disabilities	49.3	34.0	43.7	53.9	40.4
Speech or language impairments	17.3	27.1	14.5	19.4	20.6
Traumatic brain injury	0.4	0.4	0.3	0.3	0.5
Visual impairments	0.4	0.8	0.4	0.5	0.4

Percentage was non-zero, but < 0.1 or less than 1/10 of 1 percent.

^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-3, B-4 and B-5 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, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, for all racial/ethnic groups, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disabilities*. The percentages of students served under this disability category ranged from 34 percent to 53.9 percent, with the Asian/Pacific Islander group having the smallest percentage and the Hispanic group having the largest percentage.
- *Specific learning disabilities*, *speech or language impairments*, *intellectual disabilities* and *other health impairments* were among the five most prevalent disability categories for all racial/ethnic groups. *Emotional disturbance* was among the five most prevalent disability

categories for all racial/ethnic groups except Asian/Pacific Islander. *Autism* was one of the five most prevalent disability categories only for the Asian/Pacific Islander racial/ethnic group.

How did the percentage of the resident population served under IDEA, Part B, differ by race/ethnicity and disability?

Table 15. Percentage of the population (risk index) ages 6 through 21 served under IDEA, Part B, by race/ethnicity and disability category, and comparison risk index for all other racial/ethnic groups combined: Fall 2007

Disability ^a	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Risk index ^b (%)				
	(Risk index for all other racial/ethnic groups combined) ^c (%)				
All disabilities below	13.88 (8.77)	4.76 (9.00)	11.95 (8.26)	8.44 (8.91)	8.36 (9.53)
Autism	0.30 (0.39)	0.51 (0.38)	0.36 (0.39)	0.25 (0.42)	0.43 (0.33)
Deaf-blindness	# (#)	# (#)	# (#)	# (#)	# (#)
Emotional disturbance	1.11 (0.66)	0.18 (0.68)	1.27 (0.56)	0.41 (0.72)	0.62 (0.73)
Hearing impairments	0.14 (0.11)	0.13 (0.11)	0.12 (0.11)	0.13 (0.10)	0.10 (0.13)
Intellectual disabilities	1.01 (0.74)	0.39 (0.75)	1.56 (0.59)	0.59 (0.77)	0.60 (0.95)
Multiple disabilities	0.26 (0.20)	0.13 (0.20)	0.28 (0.19)	0.14 (0.21)	0.20 (0.20)
Orthopedic impairments	0.10 (0.09)	0.08 (0.09)	0.09 (0.09)	0.11 (0.09)	0.09 (0.09)
Other health impairments	1.26 (0.94)	0.34 (0.97)	1.12 (0.91)	0.52 (1.04)	1.07 (0.75)
Specific learning disabilities	7.10 (3.85)	1.60 (3.98)	5.32 (3.63)	4.55 (3.73)	3.43 (4.59)
Speech or language impairments	2.49 (1.72)	1.34 (1.74)	1.76 (1.72)	1.67 (1.74)	1.75 (1.69)
Traumatic brain injury	0.06 (0.04)	0.02 (0.04)	0.04 (0.04)	0.03 (0.04)	0.04 (0.03)
Visual impairments	0.05 (0.04)	0.04 (0.04)	0.04 (0.04)	0.04 (0.04)	0.04 (0.04)

Risk index was non-zero, but < 0.005 or less than 5/1000 of 1 percent.

^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents risk indexes that are based on the estimated U.S. resident population, the *developmental delay* category is not included in this table. For information on the risk indexes of students ages 6 through 9 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-4 and B-5 in Appendix B.

- In 2007, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, varied by race/ethnicity. The percentage served under *IDEA*, Part B (i.e., risk index) was largest for American Indian/Alaska Native students (13.88 percent), followed by black (not Hispanic) students (11.95 percent), Hispanic students (8.44 percent), white (not Hispanic) students (8.36 percent) and Asian/Pacific Islander students (4.76 percent).
- Regardless of race/ethnicity, the largest percentages of the resident population ages 6 through 21 were served under *IDEA*, Part B, under the category of *specific learning disabilities*.

^bPercentage of the population served may be referred to as the risk index. It was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and 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.

^cRisk index for all other racial/ethnic groups combined (i.e., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and 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. The estimated U.S. resident population for each racial/ethnic group includes a proportional allocation of the population of those considered to be two or more races.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC and BIE schools. Data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "State by Age, Sex, Race and Hispanic Origin: Six Race Groups," 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. Data for Vermont were excluded.

For students ages 6 through 21, how did the percentage of a particular racial/ethnic group served under IDEA, Part B, compare to the percentage served of all of the same age students in all other racial/ethnic groups combined?

Table 16. Risk ratio for students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and disability category: Fall 2007

Disability ^a	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All disabilities below	1.58	0.53	1.45	0.95	0.88
Autism	0.77	1.32	0.93	0.61	1.32
Deaf-blindness	2.02 ¹	1.00	0.84	1.02	1.04
Emotional disturbance	1.69	0.26	2.29	0.56	0.85
Hearing impairments	1.27	1.26	1.09	1.31	0.75
Intellectual disabilities	1.38	0.51	2.64	0.76	0.63
Multiple disabilities	1.29	0.66	1.49	0.67	1.03
Orthopedic impairments	1.06	0.87	0.94	1.20	0.93
Other health impairments	1.34	0.35	1.22	0.50	1.43
Specific learning disabilities	1.84	0.40	1.47	1.22	0.75
Speech or language impairments	1.45	0.77	1.03	0.96	1.03
Traumatic brain injury	1.64	0.57	1.10	0.66	1.27
Visual impairments	1.36	0.98	1.16	0.98	0.92

¹ Interpret data with caution. There were 26 American Indian/Alaska Native students reported in the *deaf-blindness* category.

^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents risk ratios that are based on the estimated U.S. resident population, the *developmental delay* category is not included in this table. For information on the risk ratios of students ages 6 through 9 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-4 and B-5 in Appendix B.

NOTE: Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. See table 15 for risk indexes.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC and BIE schools. Data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "State by Age, Sex, Race and Hispanic Origin: Six Race Groups," 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside. Data for Vermont were excluded.

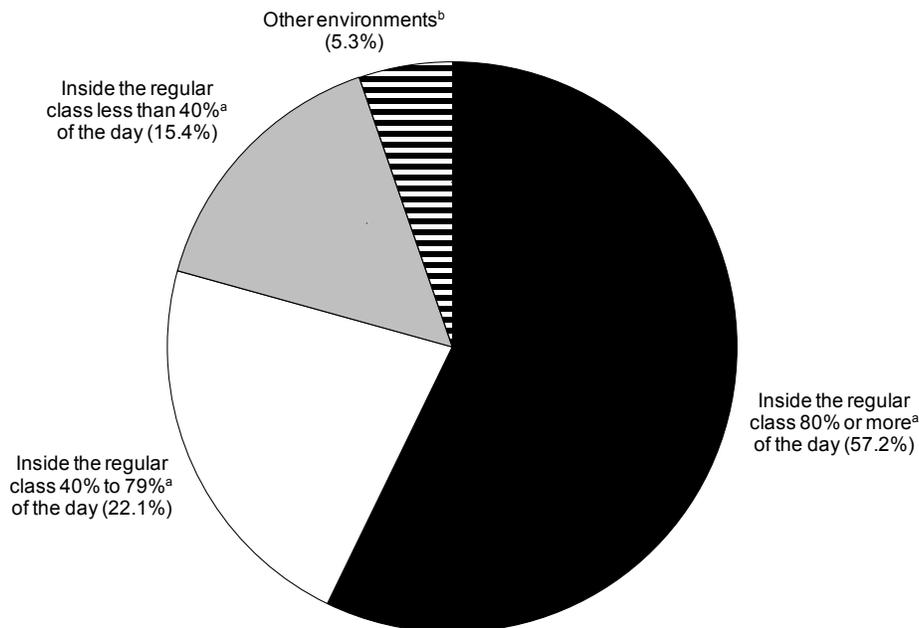
- In 2007, American Indian/Alaska Native students ages 6 through 21 were 1.58 times more likely to be served under IDEA, Part B, than students ages 6 through 21 in all other racial/ethnic groups combined. Black (not Hispanic) students were 1.45 times more likely to be served. Asian/Pacific Islander students, white (not Hispanic) students and Hispanic students were less likely to be served under IDEA, Part B, than students in all other racial/ethnic groups combined (0.53, 0.88 and 0.95, respectively).

- American Indian/Alaska Native students ages 6 through 21 were 1.84 times more likely to be served under *IDEA*, Part B, for *specific learning disabilities* than students ages 6 through 21 in all other racial/ethnic groups combined.
- Asian/Pacific Islander students ages 6 through 21 were 1.32 times more likely to be served under *IDEA*, Part B, for *autism* and 1.26 times more likely to be served under *IDEA*, Part B, for *hearing impairments* than students ages 6 through 21 in all other racial/ethnic groups combined. Asian/Pacific Islander students were also 0.26 times less likely to be served for *emotional disturbance* than students in all other racial/ethnic groups combined.
- Black (not Hispanic) students ages 6 through 21 were 2.64 times more likely to be served under *IDEA*, Part B, for *intellectual disabilities* and 2.29 times more likely to be served under *IDEA*, Part B, for *emotional disturbance* than students ages 6 through 21 in all other racial/ethnic groups combined.
- Hispanic students ages 6 through 21 were 1.31 times more likely to be served under *IDEA*, Part B, for *hearing impairments*, 1.22 times more likely to be served for *specific learning disabilities* and 1.2 times more likely to be served for *orthopedic impairments* than students ages 6 through 21 in all other racial/ethnic groups combined. Hispanic students were also 0.5 times less likely to be served for *other health impairments* than students in all other racial/ethnic groups combined.
- White (not Hispanic) students ages 6 through 21 were 1.43 times more likely to be served under *IDEA*, Part B, for *other health impairments* and 1.32 times more likely to be served under *IDEA*, Part B, for *autism* than students ages 6 through 21 in all other racial/ethnic groups combined.

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?

Figure 18. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2007



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

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

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 the educational environments, then multiplying the result by 100.

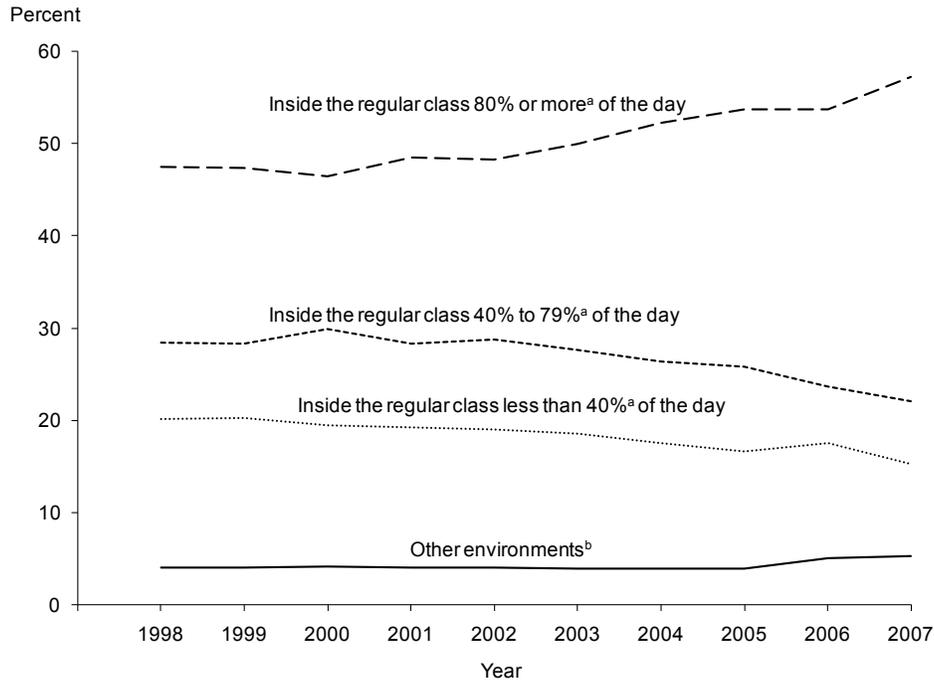
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, 94.7 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied.
- More than half of all students ages 6 through 21 served under *IDEA*, Part B (57.2 percent), were educated *inside the regular class 80% or more of the day*.
- Just under one-fourth (22.1 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 less than one-fifth (15.4 percent) were educated *inside the regular class less than 40% of the day*.

- Only 5.3 percent 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?

Figure 19. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 1998 through fall 2007



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

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

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 1998–2007. Data for the referenced year were updated as of July or August of the year following the referenced year except data for 1998, 1999, 2000 and 2007. Data for 1998 were updated as of Sept. 25, 2000; data for 1999 were updated as of Aug. 30, 2001; data for 2000 were updated as of Aug. 30, 2002; and data for 2007 were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2007, data for Vermont were not available.

- From 2000 through 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46.5 percent to 57.2 percent. From 1998 through 2000, the percentage remained relatively unchanged.

- From 1998 through 2007, 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 28.4 percent to 22.1 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.1 percent in 1998 to 15.4 percent in 2007.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1998 to 2005. From 2005 to 2007, the percentage increased from 4 percent to 5.3 percent.

How did educational environments differ by disability category?

Table 17. Percentage of students ages 6 through 21 served under *IDEA*, Part B, within disability category, by educational environment: Fall 2007

Disability	Time inside the regular class			Other environments ^b
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day	
All disabilities	57.2	22.1	15.4	5.3
Autism	34.6	18.2	37.0	10.2
Deaf-blindness	20.9	13.0	35.3	30.8
Developmental delay ^c	61.4	20.8	16.4	1.4
Emotional disturbance	37.4	19.7	24.1	18.8
Hearing impairments	52.0	17.5	16.9	13.7
Intellectual disabilities	16.4	27.2	48.8	7.5
Multiple disabilities	13.1	16.1	45.2	25.7
Orthopedic impairments	50.2	17.3	24.4	8.1
Other health impairments	59.2	25.2	11.7	4.0
Specific learning disabilities	59.6	29.1	9.2	2.1
Speech or language impairments	86.6	5.7	4.5	3.1
Traumatic brain injury	43.9	24.7	22.5	8.8
Visual impairments	60.5	14.1	12.7	12.8

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

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

^cStates’ 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 served under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see tables B-3, B-4 and B-5 in Appendix B.

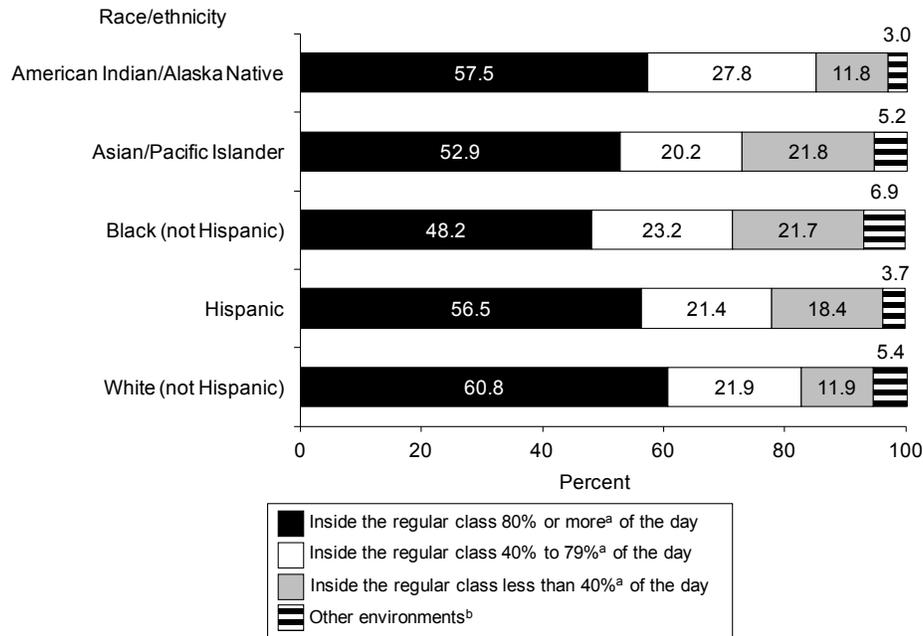
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and all the educational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

- In 2007, more than four-fifths of students served under the category of *speech or language impairments* (86.6 percent) were educated *inside the regular class 80% or more of the day*.
- In 2007, over half of the students served under the categories of *developmental delay* (61.4 percent), *visual impairments* (60.5 percent), *specific learning disabilities* (59.6 percent), *other health impairments* (59.2 percent), *hearing impairments* (52 percent) and *orthopedic impairments* (50.2 percent) were educated *inside the regular class 80% or more of the day*. Only 16.4 percent of students served under the category of *intellectual disabilities* and 13.1 percent of students served under the category of *multiple disabilities* were educated in this environment.
- In 2007, almost one-third (29.1 percent) of students served under the category of *specific learning disabilities* and a little more than one-fourth (27.2 percent) of students served under the category of *intellectual disabilities* were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*.
- In 2007, about one-half (48.8 percent) of students served under the category of *intellectual disabilities* were educated *inside the regular class less than 40% of the day*; 45.2 percent of students served under the category of *multiple disabilities* and 37 percent of students served under the category of *autism* were also educated in this environment. Only 4.5 percent of students served under the category of *speech or language impairments* were educated *inside the regular class less than 40% of the day*.
- In 2007, larger percentages of students served under the categories of *deaf-blindness* and *multiple disabilities* than under other disability categories were educated in “Other environments.”

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

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

Figure 20. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2007



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

^b“Other environments” includes *separate school, residential facility, homebound/hospital environment, correctional facility and parentally placed in private school*.

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, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont were not available.

- In 2007, for each racial/ethnic group, the largest percentage of students ages 6 through 21 was served under *IDEA*, Part B, *inside the regular class 80% or more of the day*. The students who were served *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups except for the black (not Hispanic) group. The percentages of students in the racial/ethnic groups who were served *inside the regular class 80% or more of the day* ranged from 48.2 percent to 60.8 percent.
- Each of the categories—*inside the regular class no more than 79% of the day and no less than 40% of the day* and *inside the regular class less than 40% of the day*—accounted for between 20 and 30 percent of the students within each racial/ethnic group except in two instances. The percentages of white (not Hispanic) students and American Indian/Alaska

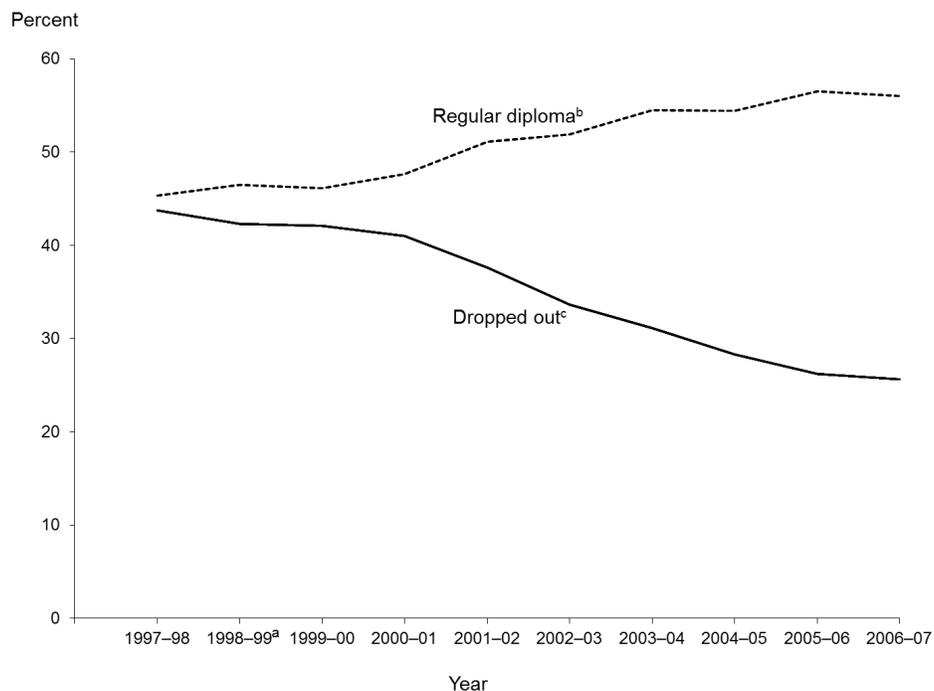
Native students who were *inside the regular class less than 40% of the day* were 11.9 percent and 11.8 percent, respectively.

- “Other environments” accounted for less than 7 percent of the students within each racial/ethnic group. A larger percentage of black (not Hispanic) students (6.9 percent) than students in other racial/ethnic groups was educated in “Other environments.”

Part B Exiting

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

Figure 21. Percentage 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: 1997–98 through 2006–07



^aGeorgia and New York appear to have underreported numbers of students ages 14 through 21 served under *IDEA*, Part B, who *dropped out* in 1998–99. As a result, the graduation percentage is somewhat inflated that year.

^b*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.

^c*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. 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.

- In 2006–07, a total of 56 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*, and 25.7 percent *dropped out*.
- From 1997–98 through 2006–07, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 45.3 percent to 56 percent.
- From 1997–98 through 2006–07, the percentage of students who exited special education and school by having *dropped out* decreased from 43.7 percent to 25.7 percent.

This figure provides percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 42. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the exit category (*graduated with a regular high school diploma* or *dropped out*) by the total number of students ages 14 through 21 served under *IDEA*, Part B, 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 (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*, as amended. For 1997–98 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 and 2006–07, data are from the reporting period between July 1st and June 30th of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1997–98 through 2006–07. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004–05 and 2006–07. Data for 2004–05 were updated as of Feb. 27, 2008, and data for 2006–07 were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data for Washington and DC were not available. For 2006–07, data for Vermont and Washington were not available.

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

Table 18. 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: 1997–98 through 2006–07

Disability	1997–98	1998–99 ^a	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07
All disabilities	45.3	46.5	46.1	47.6	51.1	51.9	54.5	54.6	56.5	56.0
Autism	38.7	40.2	40.7	42.1	51.1	50.5	58.5	56.2	57.1	58.8
Deaf-blindness ^b	67.7	46.8	40.2	41.2	49.1	53.8	51.6	52.5	65.3	74.3
Emotional disturbance	27.4	29.2	28.6	28.9	32.1	35.4	38.4	40.1	43.4	42.7
Hearing impairments	62.3	60.9	61.0	60.1	66.9	66.5	67.6	69.9	68.7	67.0
Intellectual disabilities	34.3	36.1	34.4	35.0	37.8	36.9	39.0	35.5	36.7	37.6
Multiple disabilities	39.0	41.1	42.5	41.6	45.2	45.3	48.1	43.7	43.8	45.5
Orthopedic impairments	57.9	53.9	51.3	57.4	56.4	56.5	62.7	62.2	61.7	59.9
Other health impairments	56.8	55.3	56.4	56.1	59.2	59.0	60.5	62.1	63.4	62.4
Specific learning disabilities	51.0	51.9	51.6	53.5	56.9	57.4	59.6	59.8	61.6	60.7
Speech or language impairments	48.1	50.5	53.3	52.2	55.7	59.2	61.3	65.2	67.3	66.5
Traumatic brain injury	58.2	60.5	56.8	57.5	64.4	63.4	61.9	63.1	65.0	62.6
Visual impairments	65.1	67.4	66.3	65.9	70.8	68.5	73.4	72.4	72.1	69.7

^aGeorgia and New York appear to have underreported numbers of students ages 14 through 21 served under IDEA, Part B, who dropped out in 1998–99. As a result, the graduation percentage is somewhat inflated that year.

^bPercentages 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. 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 table provides percentages for only one category of exiters from both special education and school (*graduated with a regular high school diploma*). For data on all seven categories of exiters, see table 42. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the disability category and who *graduated with a regular high school diploma* by the total number of students ages 14 through 21 served under IDEA, Part B, in the disability category and 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 (ESEA)*, as amended by the *No Child Left Behind Act*. 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, as amended. For 1997–98 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 and 2006–07, data are from the reporting period between July 1st and June 30th of the referenced year.

- From 1997–98 through 2006–07, the graduation percentage increased for students in all disability categories who exited *IDEA*, Part B, and school. The largest increase was associated with students served under the category of *autism* (20.1 percentage point increase) followed by those served under the category of *speech or language impairments* (18.4 percentage point increase). A notable increase was also associated with students served under the category of *emotional disturbance* (15.3 percentage point increase).
- From 1997–98 through 2006–07, there was little change in the relative standing of the graduation percentages for the various disability categories. Students who exited special education and school who were served under the categories of *visual impairments* and *hearing impairments* consistently had the largest graduation percentages from 1998–99 through 2005–06. In 1997–98 and 2006–07, these students had the second and third largest graduation percentages. Students who exited special education and school who were served under the categories of *emotional disturbance* and *intellectual disabilities* consistently had the smallest graduation percentages from 1997–98 through 2006–07.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1997–98 through 2006–07. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004–05 and 2006–07. Data for 2004–05 were updated as of Feb. 27, 2008, and data for 2006–07 were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data for Washington and DC were not available. For 2006–07, data for Vermont and Washington were not available.

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

Table 19. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 1997–98 through 2006–07

Disability	1997–98	1998–99 ^a	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07
All disabilities	43.7	42.3	42.1	41.0	37.6	33.6	31.1	28.3	26.2	25.7
Autism	19.2	22.8	23.5	20.8	17.6	15.5	13.2	10.8	9.1	7.2
Deaf-blindness ^b	11.8	23.4	25.6	22.9	27.3	26.5	17.5	22.2	8.7	8.2
Emotional disturbance	67.2	65.5	65.2	65.0	61.2	55.9	52.3	48.3	44.9	44.8
Hearing impairments	23.5	24.7	24.0	24.5	21.0	19.0	16.7	13.1	13.4	13.0
Intellectual disabilities	36.3	34.9	35.7	34.3	31.2	28.6	27.6	24.5	22.3	22.2
Multiple disabilities	26.3	28.1	25.7	26.7	25.9	24.2	22.2	20.9	18.7	19.1
Orthopedic impairments	24.3	27.4	30.6	27.0	24.3	22.2	16.5	14.5	11.7	13.3
Other health impairments	34.9	36.1	35.3	36.2	32.7	29.5	27.8	24.9	23.4	23.2
Specific learning disabilities	41.3	40.2	39.9	38.7	35.4	31.6	29.1	26.9	25.1	24.5
Speech or language impairments	44.5	41.6	39.2	39.7	35.8	31.2	29.4	25.1	22.7	20.7
Traumatic brain injury	26.1	27.0	28.7	28.9	24.6	22.9	23.0	18.5	14.8	15.4
Visual impairments	21.7	20.9	20.3	21.1	17.8	15.4	12.7	11.5	11.4	11.2

^aGeorgia and New York appear to have underreported numbers of students ages 14 through 21 served under IDEA, Part B, who dropped out in 1998–99. As a result, the dropout percentage is somewhat depressed that year.

^bPercentages 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. 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 table provides percentages for only one category of exiters from both special education and school (*dropped out*). For data on all seven categories of exiters, see table 42. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the disability category and who *dropped out* by the total number of students ages 14 through 21 served under IDEA, Part B, in the disability category and 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 (ESEA)*, as amended by the *No Child Left Behind Act*. 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, as amended. For 1997–98 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 and 2006–07, data are from the reporting period between July 1st and June 30th of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1997–98 through 2006–07. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004–05 and 2006–07. Data for 2004–05 were updated as of Feb. 27, 2008, and data for 2006–07 were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data for Washington and DC were not available. For 2006–07, data for Vermont and Washington were not available.

- From 1997–98 through 2006–07, the dropout percentage declined for students in all disability categories who exited *IDEA*, Part B, and school. The decrease was most notable for students served under the category of *speech or language impairments* (23.8 percentage point decrease), and students served under the category of *emotional disturbance* (22.4 percentage point decrease).
- From 1997–98 through 2006–07, there was little change in the relative standing of the dropout percentages for the various disability categories. A smaller percentage of the students who exited special education and school who were served under the categories of *visual impairments*, *hearing impairments* and *autism* than under the other categories dropped out in each year. In contrast, a larger percentage of students who were served under the category of *emotional disturbance* than under the other categories dropped out in each year. In fact, the dropout percentage for students served under the category of *emotional disturbance* was substantially larger than the dropout percentage for the next largest disability category in every year.

How do graduation and dropout percentages vary for students in different racial/ethnic groups exiting IDEA, Part B, and school?

Table 20. Number of students ages 14 through 21 exiting IDEA, Part B, and school and number and percentage 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 race/ethnicity: 2006–07

Race/ethnicity	Total exiters from special education and school		Graduated with a regular high school diploma ^a		Dropped out ^b	
	Number	Percentage ^c	Number	Percentage ^c	Number	Percentage ^c
American Indian/Alaska Native	5,921		3,035	51.3	2,322	39.2
Asian/Pacific Islander	7,090		4,545	64.1	1,167	16.5
Black (not Hispanic)	91,826		39,051	42.5	29,822	32.5
Hispanic	61,651		27,603	44.8	20,000	32.4
White (not Hispanic)	229,514		147,616	64.3	48,356	21.1

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

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

^cPercentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the racial/ethnic group and the exit category (*graduated with a regular high school diploma* or *dropped out*) by the total number of students ages 14 through 21 served under *IDEA*, Part B, in the racial/ethnic group and the five exit-from-both-special education-and-school categories, then multiplying the result by 100.

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 table provides numbers and percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 42. 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*

- In 2006–07, the graduation percentage was largest for white (not Hispanic) students who exited *IDEA*, Part B, and school (64.3 percent) and Asian/Pacific Islander students who exited *IDEA*, Part B, and school (64.1 percent). The graduation percentage was smallest for black (not Hispanic) students (42.5 percent).
- The dropout percentage was smallest for Asian/Pacific Islander students who exited *IDEA*, Part B, and school (16.5 percent) and white (not Hispanic) students who exited *IDEA*, Part B, and school (21.1 percent). The dropout percentage was largest for American Indian/Alaska Native students (39.2 percent).
- Black (not Hispanic) students who exited *IDEA*, Part B, and school and Hispanic students who exited *IDEA*, Part B, and school had similar dropout percentages (32.5 percent and 32.4 percent, respectively).

Education Act (ESEA), as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*, as amended. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2006–07. Data were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 48 states, DC, BIE schools, PR and the four outlying areas. Data for Vermont and Washington were not available.

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?

Table 21. 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 2006

Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
404,582 ¹	359,065 ¹	88.7 ¹

¹ Interpret data with caution. Mississippi appears to have underreported and Oklahoma appears to have overreported the number of FTE *special education teachers* for students ages 6 through 21. Mississippi reported 1,124 total FTE *special education teachers*, 853 highly qualified *special education teachers* and 271 not highly qualified *special education teachers*. Oklahoma reported 7,948 total FTE *special education teachers*, 5,967 highly qualified *special education teachers* and 1,981 not highly qualified *special education teachers*. Also, DC did not report these data and appears to have counted the FTE *special education teachers* for students ages 6 through 21 with its number of FTE *special education teachers* for children ages 3 through 5.

^a *Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. §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 (ESEA)*, as amended by the *No Child Left Behind Act*, 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* [20 U.S.C. §1401(10)].

^b 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.

NOTE: Beginning with the 2006 personnel data collection, highly qualified and not highly qualified replaced fully certified and not fully certified, respectively, for *special education teachers*. The new terms are not comparable in meaning to those they replaced.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2006. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, BIE schools, PR and the four outlying areas. Data for DC were not available.

- In 2006, 359,065 (88.7 percent) of the 404,582 full-time equivalent *special education teachers* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified.

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

Table 22. 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 2006

Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
358,731 ¹	312,973 ¹	87.2 ¹

¹ Interpret data with caution. DC did not report these data and appears to have counted the FTE *special education paraprofessionals* for students ages 6 through 21 with its number of FTE *special education paraprofessionals* for children ages 3 through 5.

^a *Special education paraprofessionals* reported as qualified (a) met the state standard for qualified based on the criteria identified in 20 U.S.C. §1412(a)(14)(B), or (b) 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.

^b 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: The *special education paraprofessionals* category was introduced in the 2006 personnel data collection.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2006. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 47 states, BIE schools, PR and the four outlying areas. Data for Alaska, Mississippi, Rhode Island and DC were not available.

- In 2006, 312,973 (87.2 percent) of the 358,731 full-time equivalent *special education paraprofessionals* who were employed to provide special education and related services for students ages 6 through 21 under IDEA, Part B, were qualified.

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

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

In 2006, 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR) and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands) reported the numbers of full-time equivalent, fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B. Personnel who were fully certified for the position either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

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

Table 23. 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 2006

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	181,192	174,897	96.5
Psychologists	29,310	28,998	98.9
Social workers	17,799	17,566	98.7
Counselors and rehabilitation counselors	14,632	14,303	97.8
Medical/nursing service staff	15,350	14,844	96.7
Speech-language pathologists	55,507	53,624	96.6
Audiologists	1,459	1,409	96.6
Physical education teachers and recreation and therapeutic recreation specialists	13,612	13,062	96.0
Physical therapists	7,922	7,568	95.5
Occupational therapists	17,351	16,526	95.2
Orientation and mobility specialists	1,201	1,134	94.4
Interpreters	7,049	5,863	83.2

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

- In 2006, 96.5 percent of full-time equivalent 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 full-time equivalent related services personnel had full certification percentages of 94 percent or greater. *Interpreters* had the smallest full certification percentage (83.2 percent), while nearly all *psychologists* (98.9 percent) and *social workers* (98.7 percent) were fully certified.

NOTE: The personnel categories changed from 20 categories to 13 categories, beginning with the 2006 data collection. Some of the categories are new for the 2006 data collection. The 13 categories include *special education teachers*, *special education paraprofessionals* and 11 types of related services personnel. Not all states may use all 11 related services personnel categories. The term “related services” refers to transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device’s functioning (e.g., mapping), maintenance of that device, or the replacement of that device [34 CFR §300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2006. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

Disciplinary Removals of Children and Students From Their Educational Placements

For the 2006–07 school year, 50 states, DC, BIE schools, PR and the four outlying areas reported information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons. The states, DC, BIE schools, PR and the four outlying areas reported data by type of disciplinary removal, disability category and race/ethnicity.

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

Table 24. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, removed from their educational placements for disciplinary purposes, by type of disciplinary removal: School year 2006–07

Type of disciplinary removal	Number ^a disciplined	Number served ^b	Percentage ^c disciplined
Removed to an interim alternative educational setting ^d			
Removed unilaterally by school personnel ^e for drugs, weapons or serious bodily injury ^f	11,627	6,750,052	0.17
Removed by hearing officer for likely injury ^g	903	6,740,908	0.01
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ⁱ	75,978	6,726,318	1.13
Received in-school suspensions ^j	32,322	6,157,614	0.52

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

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

^cPercentage 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 100. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006.

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

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

^fThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Hawaii, Vermont and DC were not available for this disciplinary removal category.

^gData for Rhode Island, Vermont and DC were not available for this disciplinary removal category.

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

ⁱData for Nebraska, Vermont and DC were not available for this disciplinary removal category.

^jThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Illinois, Michigan, Nebraska, Vermont and DC were not available for this disciplinary removal category.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for several states, BIE schools, PR and the four outlying areas.

- Of the children and students ages 3 through 21 served under *IDEA*, Part B, in 2006, 11,627 (0.17 percent) were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury in school year 2006–07. A much smaller number (903) and percentage (0.01 percent) of children and students were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others.
- During the 2006–07 school year, the number (75,978) of children and students ages 3 through 21 served under *IDEA*, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days was more than twice the number (32,322) of those who received *in-school suspensions* for more than 10 days.

How did the percentages 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, vary by disability category?

Table 25. Percentage of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting or suspended or expelled for more than 10 days, by disability category: School year 2006–07

Disability	Removed to an interim alternative educational setting ^a		Suspended or expelled >10 days during school year ^b	
	Removed unilaterally by school personnel ^c for drugs, weapons or serious bodily injury ^d	Removed by hearing officer for likely injury ^e	Received out-of-school suspensions or expulsions ^f	Received in-school suspensions ^g
All disabilities	0.17	0.01	1.13	0.52
Autism	0.03	0.01	0.14	0.04
Deaf-blindness	0.06	0.24	0.90	0.00
Developmental delay ^h	0.02	0.00	0.05	0.02
Emotional disturbance	0.51	0.05	4.15	1.53
Hearing impairments	0.08	0.01	0.41	0.20
Intellectual disabilities	0.12	0.01	1.08	0.61
Multiple disabilities	0.06	0.02	0.52	0.12
Orthopedic impairments	0.10	0.01	0.35	0.10
Other health impairments	0.22	0.01	1.59	0.82
Specific learning disabilities	0.24	0.01	1.36	0.66
Speech or language impairments	0.02	0.00	0.17	0.10
Traumatic brain injury	0.15	0.02	0.81	0.27
Visual impairments	0.08	0.00	0.28	0.10

^aAn appropriate setting determined by the child's/student's 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.

- A larger percentage of children and students ages 3 through 21 who were served under *IDEA*, Part B, under the category of *emotional disturbance* (0.51 percent) than children and students served under any other disability category were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury during school year 2006–07.
- A larger percentage of children and students served under the category of *emotional disturbance* than under any other disability category was suspended or expelled for more than 10 days. In particular, larger percentages of children and students served under the category of *emotional disturbance* received *out-of-school suspensions or expulsions* and *in-school suspensions*.

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

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

^dThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Hawaii, Vermont and DC were not available for this disciplinary removal category.

^eData for Rhode Island, Vermont and DC were not available for this disciplinary removal category.

^fData for Nebraska, Vermont and DC were not available for this disciplinary removal category.

^gThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Illinois, Michigan, Nebraska, Vermont and DC were not available for this disciplinary removal category.

^hStates' 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 percentage reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children/students who were involved in two or more incidents may be reported in more than one disciplinary category. Percentage was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disability category and disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disability category, then multiplying the result by 100. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006. The percentage denominator for the disability category of *deaf-blindness* is fewer than 1,700 children and students ages 3 through 21 served under *IDEA*, Part B. The percentage denominator for each of the other disability categories is greater than 24,000 children and students ages 3 through 21 served under *IDEA*, Part B.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for several states, BIE schools, PR and the four outlying areas.

How did the percentages 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, vary by race/ethnicity?

Table 26. Percentage of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting or suspended or expelled for more than 10 days, by race/ethnicity: School year 2006–07

Race/ethnicity	Removed to an interim alternative educational setting ^a		Suspended or expelled >10 days during school year ^b	
	Removed unilaterally by school personnel ^c for drugs, weapons or serious bodily injury ^d	Removed by hearing officer for likely injury ^e	Received out-of-school suspensions or expulsions ^f	Received in-school suspensions ^g
All racial/ethnic groups	0.17	0.01	1.13	0.52
American Indian/Alaska Native	0.67	0.12	2.05	0.48
Asian/Pacific Islander	0.22	0.06	2.60	0.10
Black (not Hispanic)	0.23	0.02	2.72	1.20
Hispanic	0.20	0.01	0.72	0.24
White (not Hispanic)	0.13	0.01	0.67	0.41

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

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

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

^dThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Hawaii, Vermont and DC were not available for this disciplinary removal category.

^eData for Rhode Island, Vermont and DC were not available for this disciplinary removal category.

^fData for Nebraska, Vermont and DC were not available for this disciplinary removal category.

^gThis disciplinary removal category was introduced in the 2006–07 data collection. Data for Illinois, Michigan, Nebraska, Vermont and DC were not available for this disciplinary removal category.

NOTE: The percentage reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children/students who were involved in two or more incidents may be reported in more than one disciplinary category. Percentage was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the racial/ethnic group and disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, in the racial/ethnic group, then multiplying the result by 100. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for several states, BIE schools, PR and the four outlying areas.

- A larger percentage of American Indian/Alaska Native children and students ages 3 through 21 served under *IDEA*, Part B, (0.67 percent) than children and students in any other racial/ethnic group were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury during school year 2006–07. The overall removal rate for all racial/ethnic groups in school year 2006–07 was 0.17 percent.
- A larger percentage of black (not Hispanic) children and students served under *IDEA*, Part B, (2.72 percent) than children and students in any other racial/ethnic group received *out-of-school suspensions or expulsions* for more than 10 days during school year 2006–07. Also, a larger percentage of the black (not Hispanic) children and students served under *IDEA*, Part B, (1.2 percent) than children and students of other racial/ethnic groups received *in-school suspensions* during school year 2006–07.

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

To protect the interests of children and students served under *IDEA*, Part B, *IDEA* requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a signed written complaint. Any individual or organization can file a signed written complaint alleging a violation of any Part B requirement by a school district, the state educational agency, or any other public agency. A second option available to parents and school districts are due process complaints. By filing a due process complaint, a parent or a school district may request a due process hearing¹⁵ 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>.

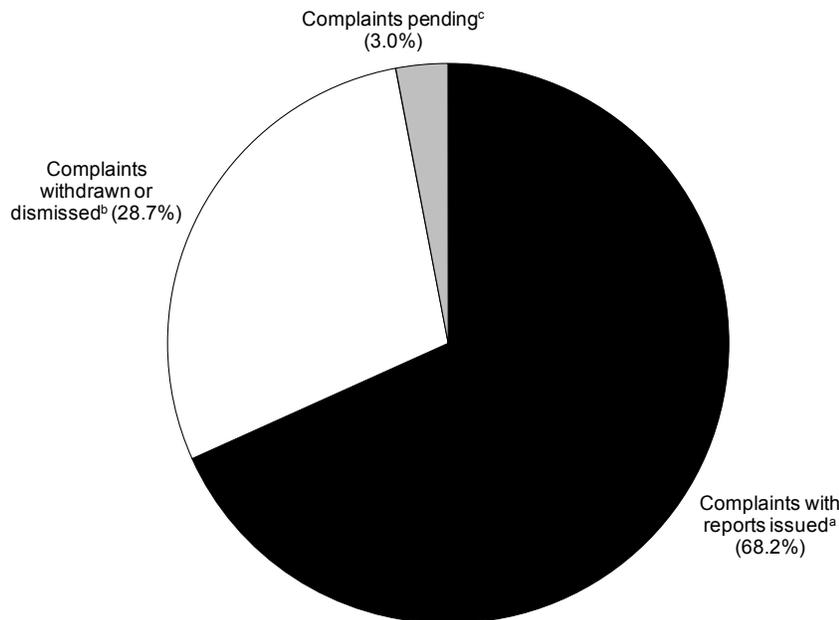
Data on legal disputes related to *IDEA*, Part B, and their resolutions were collected for the first time in 2006–07. Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students would include individuals ages 3 through 21, as well as older individuals, as states have the option of serving

¹⁵ 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.

students 22 years of age and older.¹⁶ 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.

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

Figure 22. Percentage of *written, signed complaints* for children and students served under IDEA, Part B, by complaint status: 2006–07



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

^bComplaint withdrawn or dismissed refers to a written, signed complaint that was withdrawn by the complainant for any reason or that was dismissed by the state educational agency because none of the allegations in the complaint addressed violations of a requirement of Part B of *IDEA*.

^cComplaint pending is a written, signed complaint that is either still under investigation or is not resolved because the state educational agency’s report is not complete.

NOTE: A written, signed complaint is a written and signed formal letter submitted to a state educational agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100.

Percentage was based on a total of 5,366 *written, signed complaints*. The sum may not total 100 because of rounding. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, DC, BIE schools, PR and the four outlying areas. Data for Michigan were not available.

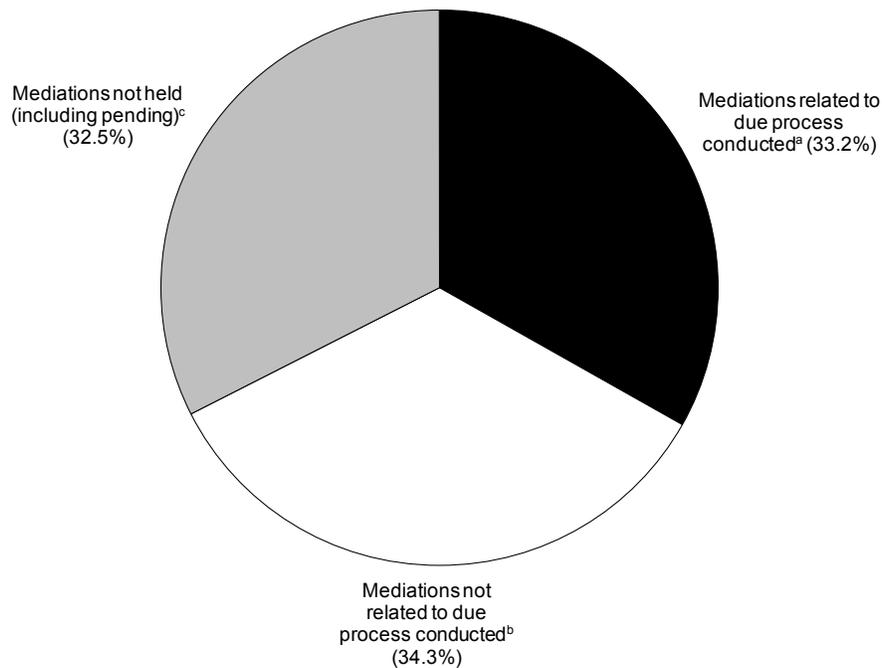
- During 2006–07, a total of 5,366 *written, signed complaints* were received through the dispute resolution process for children and students served under *IDEA*, Part B.

¹⁶ In 2006, 3,587 students ages 22 and older participated in Part B.

- A report was issued for 3,662 (68.2 percent) of the complaints while 1,542 (28.7 percent) of the complaints were withdrawn or dismissed. Only 162 (3 percent) of the complaints that were received during the 2006–07 reporting period were pending or unresolved by the end of the period.

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

Figure 23. Percentage of *mediation requests* for children and students served under IDEA, Part B, by request status: 2006–07



^aA mediation related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent/guardian and public agency that was initiated due to a due process hearing request.

^bA mediation not related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent/guardian and public agency that was not initiated due to a due process hearing request.

^cA mediation that has not been held (including pending) is a request for mediation that has not been conducted.

NOTE: A mediation request is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 8,644 *mediation requests*. Data are from the reporting period between July 1, 2006, and June 30, 2007.

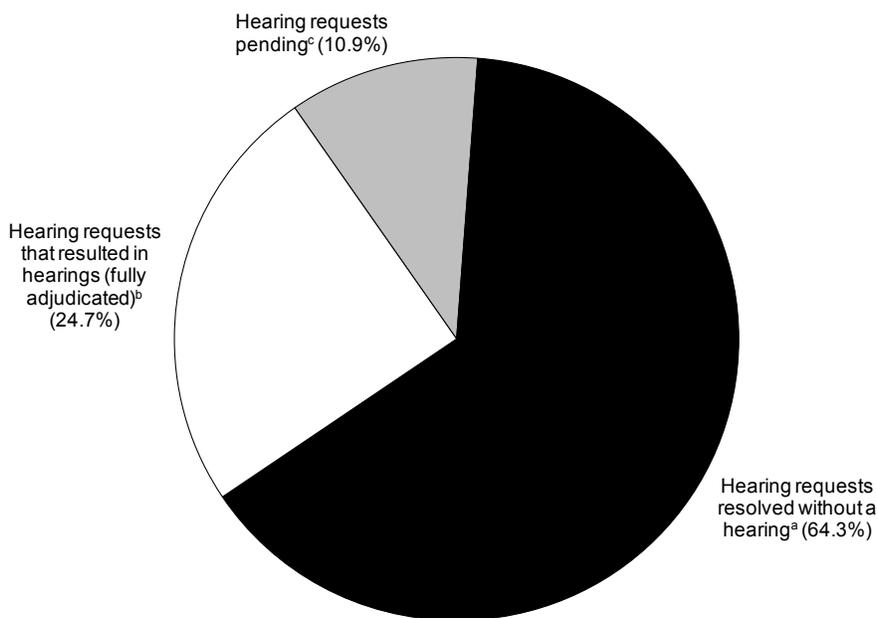
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

- During 2006–07, a total of 8,644 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B.

- For 2,870 (33.2 percent) of the total *mediation requests* received, a mediation session related to due process was conducted. For 2,809 (32.5 percent) of the *mediation requests* received, a mediation session had not been held by the end of the 2006–07 reporting period. For the remaining 2,965 requests (34.3 percent), the mediation session that was held was not related to due process.

What was the status of hearing requests made by parties that alleged a violation of a requirement of Part B of IDEA?

Figure 24. Percentage of *hearing requests* for children and students served under IDEA, Part B, by request status: 2006–07



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

^bA hearing is fully adjudicated when a hearing officer conducts a hearing, decides matters of law and issues a written decision to the parent/guardian and public agency.

^cThe number of *hearing requests* pending is the difference between the total number of *hearing requests* and the sum of the numbers for *hearing requests* that resulted in hearings (fully adjudicated) and *hearing requests* resolved without a hearing. NOTE: A hearing request is a filing by any party to initiate a due process hearing on matters 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* (18,358) includes 348 *expedited hearing requests*. An expedited hearing request is a request filed to dispute a manifestation determination and/or disciplinary removal of a student to an alternative educational setting. Percentage was calculated by dividing the number of *hearing requests* in the status category by the total number of *hearing requests*, then multiplying the result by 100. Percentage was based on a total of 18,358 *hearing requests*. The sum may not total 100 because of rounding. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

- A total of 18,358 *hearing requests* were received during 2006–07 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 11,812 (64.3 percent) of the *hearing requests* received during the 2006–07 reporting period, a resolution was achieved without a hearing. For 4,537 (24.7 percent) of the *hearing requests* received, a hearing was conducted and a written legal decision was issued. For the remaining 2,009 requests received (10.9 percent), no resolution was reached during the reporting period.

Section II

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

Introduction

This section of the *31st Annual Report to Congress* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. The questions show the breadth and depth of information available and foster the examination of data elements addressing areas of particular interest.

The discussion in this section offers a different perspective from that presented in Section I, where the discussion features counts, percentages and ratios that represent the nation as a whole. The measures in Section I for Parts B and C represent all states and the District of Columbia, Puerto Rico and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands); for Part B only, the measures usually also represent the Bureau of Indian Education (BIE) schools. In contrast, the discussion in Section II reflects a state-level perspective that features comparisons among the states for which data were available. The measures presented in Section II 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 the BIE schools. They are referred to collectively as “All states,” and individually by the term “state” in the tables and discussion in this section.

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 tables in this section are consistent with the more recent time periods depicted in the national level data tables and figures found in Section I. Earlier (baseline) time periods were selected for tables in Section II 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 to “special education services” is synonymous with services provided under *IDEA*, Part B.

Notes Concerning the Data Tables in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Resident population data tables include Puerto Rico except when cross-tabulated by race/ethnicity. The U.S. Census' annual population estimates by race/ethnicity exclude residents of Puerto Rico.
3. The U.S. Census' annual population estimates for the states include counts of children and students ages 3 through 21 served through the BIE schools. Therefore, BIE schools are not presented as a distinct state in the population data tables.
4. The four outlying areas were not included in the tables because data for these jurisdictions were not available due to cell suppression (see item #6 below) or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of the four outlying areas. The unavailability of resident population data results in an inability to calculate associated percentages.
5. Available on the Web at <https://www.ideadata.org> are several documents that can provide important background information to these tables. Prior to making any state-to-state comparisons, the reader should consult the posted data dictionaries, fact sheets and data notes. The data notes provide information on the ways in which states collected and reported data differently from the Office of Special Education Programs' (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes in the data from the previous year.
6. The suppression of numerical data results in an inability to calculate associated percentages. Certain data are suppressed to limit disclosure of information consistent with federal law. Under 34 CFR §99.35(b)(1) of the *Family Educational Rights and Privacy Act* regulations, information collected by authorized representatives of the secretary in connection with an audit or evaluation of federally supported or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs, must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may make further disclosures in accordance with the requirements in 34 CFR §99.33(b). It is the policy of the U.S.

Department of Education (Department) to be consistent with the provisions of privacy statutes. 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. See <http://ideadata.org/docs/CellSuppression.pdf> for OSEP's *Cell Suppression Policy for IDEA Data*. OSEP began implementation of its cell suppression policy in 2006 with the *28th Annual Report to Congress*.

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

7. In this report, the race/ethnicity information about infants and toddlers ages birth through 2 served under *IDEA*, Part C (table 28), children ages 3 through 5 served under *IDEA*, Part B (table 32), and students ages 6 through 21 served under *IDEA*, Part B (table 35) are presented in terms of the percent of the resident population of individuals of the same age in each racial/ethnic group. In contrast, in the comparable tables in the *30th Annual Report* (i.e., table 24, table 27 and table 30), the race/ethnicity information is presented in terms of the percentage of the individuals of the same age served in each racial/ethnic group.
8. In a number of states, students must meet an exit exam requirement in addition to the traditional course work requirements to earn a regular/standard high school diploma. In table 43, Part B exit data are presented to permit a comparison between states that had an exit exam requirement in place for students with disabilities and states that did not have an exit exam requirement in place for students with disabilities.

Infants and Toddlers 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 2007?

How did the percentages change between 2004 and 2007?

Table 27. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2007

State	2004	2007
All states	2.35	2.53
Alabama	1.28	1.46
Alaska	2.02	1.94
Arizona	1.54	1.81
Arkansas	2.44	2.34
California	1.80	2.37
Colorado	1.70	1.92
Connecticut	3.10	3.35
Delaware	3.08	2.40
District of Columbia	1.33	1.19
Florida	1.86	1.66
Georgia	1.33	1.20
Hawaii	7.09	6.94
Idaho	2.73	2.69
Illinois	2.86	3.31
Indiana	4.20	3.44
Iowa	2.12	2.69
Kansas	2.57	2.71
Kentucky	2.29	2.54
Louisiana	2.31	1.78
Maine	2.87	2.38
Maryland	2.78	3.05
Massachusetts	5.75	6.72
Michigan	2.16	2.49
Minnesota	1.50	1.83
Mississippi	1.69	1.36
Missouri	1.53	1.45
Montana	2.13	1.76
Nebraska	1.73	1.74
Nevada	1.30	1.67
New Hampshire	2.70	3.68
New Jersey	2.35	2.84
New Mexico	3.42	4.05
New York	4.28	4.11

See notes at end of table.

Table 27. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2007—Continued

State	2004	2007
North Carolina	1.78	2.12
North Dakota	2.80	3.29
Ohio	2.17	2.98
Oklahoma	2.04	1.90
Oregon	1.55	1.78
Pennsylvania	3.08	3.68
Puerto Rico	—	3.25
Rhode Island	3.50	4.61
South Carolina	1.36	2.14
South Dakota	2.84	3.27
Tennessee	1.71	1.80
Texas	1.84	2.06
Utah	1.78	1.92
Vermont	3.22	4.00
Virginia	1.79	1.92
Washington	1.68	1.77
West Virginia	3.26	4.79
Wisconsin	2.83	2.62
Wyoming	3.98	4.38

— Percentage cannot be calculated because data were not available.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2004 and 2007. Data for 2004 were updated as of Aug. 29, 2007, and data for 2007 were updated as of Oct. 13, 2009. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates—RESIDENT,” 2004 and 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, for “All states” was 2.53 percent. The percentages of the resident population served by the individual states ranged from 1.19 percent to 6.94 percent. The following seven states served more than 4 percent of the resident population: Hawaii (6.94 percent), Massachusetts (6.72 percent), New Mexico (4.05 percent), New York (4.11 percent), Rhode Island (4.61 percent), West Virginia (4.79 percent) and Wyoming (4.38 percent).
- In 2004, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, for the 51 states (“All states”) for which data were available was 2.35 percent. In 34 of the 51 states for which data were available for both time periods, an increase was observed between 2004 and 2007. Moreover, in 14 of the states in which an increase was observed, the percentage in 2004 was larger than the corresponding percentage served in “All states.” Included among the 14 states was Massachusetts, which served a larger percentage (5.75 percent) of its resident population in 2004 than every state except Hawaii. Hawaii served 7.09 percent of its resident population.

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, within each racial/ethnic group in 2007?

How did the percentages change between 2004 and 2007?

Table 28. Percentage of the population birth through age 2 served under IDEA, Part C, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007

State	2004					2007				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All states	2.6	2.2	2.3	2.0	2.4	2.8	2.5	2.3	2.3	2.7
Alabama	1.3	1.6	1.4	1.0	1.2	1.1	1.7	1.5	1.3	1.5
Alaska	2.7	2.0	2.7	0.7	1.9	3.5	1.8	x	x	1.6
Arizona	1.7	1.3	1.8	1.3	1.7	2.4	1.5	2.0	1.5	2.0
Arkansas	1.2	2.1	4.5	1.2	2.0	x	x	3.4	1.0	2.3
California	3.0	1.3	2.4	1.7	2.1	1.6	2.0	2.5	2.3	2.6
Colorado	2.2	1.8	2.1	1.6	1.7	2.0	1.8	2.2	1.8	2.0
Connecticut	2.8	2.0	3.0	3.5	3.1	2.6	1.7	3.0	3.8	3.4
Delaware	0.0	1.5	3.0	2.5	3.3	x	x	2.8	2.1	2.3
District of Columbia	0.0	1.5	1.1	2.3	1.4	0.0	0.8	1.3	2.2	0.7
Florida	0.8	1.1	1.7	1.8	2.0	0.4	1.2	1.5	1.6	1.8
Georgia	1.4	0.9	1.3	1.2	1.4	1.4	0.8	1.3	1.0	1.2
Hawaii	11.0	10.0	4.7	1.4	4.1	5.2	11.9	2.8	1.8	2.6
Idaho	2.6	3.0	3.7	3.3	2.6	2.4	2.6	2.8	2.2	2.8
Illinois	5.6	1.8	3.0	2.9	2.9	2.1	1.9	3.1	3.6	3.4
Indiana	6.3	4.4	3.7	3.0	4.4	1.9	2.3	3.3	2.7	3.6
Iowa	3.9	1.4	2.5	2.2	2.1	6.6	1.9	5.3	2.7	2.6
Kansas	1.6	2.2	3.4	2.3	2.6	2.7	3.0	3.0	2.6	2.7
Kentucky	11.4	3.8	2.7	2.8	2.2	8.7	2.9	2.4	2.6	2.5
Louisiana	1.8	1.9	2.5	1.2	2.3	1.0	0.8	1.9	1.1	1.8
Maine	2.8	0.0	x	x	3.0	2.1	x	1.1	x	2.5
Maryland	1.9	2.3	2.7	2.5	2.9	2.0	2.9	2.9	2.4	3.4

See notes at end of table.

Table 28. Percentage of the population birth through age 2 served under IDEA, Part C, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Massachusetts	4.0	4.9	6.0	6.2	5.7	8.8	5.4	7.4	8.0	6.5
Michigan	5.3	1.3	1.8	2.1	2.3	4.5	1.6	1.9	2.2	2.7
Minnesota	1.7	1.0	1.7	1.3	1.5	3.6	1.3	2.7	1.8	1.8
Mississippi	0.0	0.8	1.9	1.0	1.6	1.0	1.5	1.4	1.1	1.4
Missouri	1.5	1.8	1.4	1.2	1.6	0.4	1.1	1.5	1.0	1.5
Montana	3.6	4.0	17.3	1.9	1.9	3.0	x	x	1.9	1.6
Nebraska	2.2	1.3	1.3	1.4	1.8	2.7	1.8	1.4	1.6	1.8
Nevada	1.8	1.2	1.6	1.1	1.4	1.5	1.5	1.9	1.3	1.9
New Hampshire	9.1	3.1	5.9	2.0	2.7	x	3.9	x	2.2	3.7
New Jersey	4.3	1.5	1.7	1.5	3.0	6.3	1.7	1.8	2.1	3.7
New Mexico	3.5	2.2	5.0	3.6	3.1	3.6	2.4	1.8	4.4	3.8
New York	3.2	2.7	2.8	4.4	5.0	2.7	2.7	2.9	4.1	4.8
North Carolina	2.0	1.2	2.1	1.8	1.7	2.7	1.5	2.3	2.2	2.1
North Dakota	3.3	x	x	2.0	2.7	4.1	3.1	4.5	3.8	3.2
Ohio	6.5	2.1	2.8	2.7	2.0	13.4	3.8	3.7	3.6	2.8
Oklahoma	1.7	2.8	2.2	2.0	2.1	1.7	2.0	2.1	1.8	1.9
Oregon	2.2	1.0	3.0	1.5	1.5	2.4	1.3	2.1	1.8	1.8
Pennsylvania	4.7	2.3	3.2	3.2	3.1	3.7	2.4	3.8	3.4	3.7
Rhode Island	x	x	2.1	3.4	3.8	4.1	3.0	4.2	3.5	5.1
South Carolina	x	x	1.5	1.5	1.3	x	x	2.3	2.0	2.1
South Dakota	4.1	3.0	6.2	2.3	2.5	5.0	5.7	6.2	2.9	2.9
Tennessee	1.9	1.9	1.6	1.3	1.8	2.1	1.9	1.7	1.3	1.9
Texas	3.1	1.2	2.0	1.8	1.9	1.6	1.5	2.0	2.0	2.2
Utah	3.8	1.9	4.5	1.7	1.7	3.4	1.3	1.7	1.7	1.9
Vermont	x	7.7	15.1	x	3.0	9.8	3.4	12.0	7.3	3.8

See notes at end of table.

Table 28. Percentage of the population birth through age 2 served under IDEA, Part C, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Virginia	x	x	1.8	1.7	1.8	0.6	1.3	1.7	1.7	2.1
Washington	1.9	1.0	1.7	1.7	1.5	2.7	1.2	1.3	1.6	1.5
West Virginia	x	3.6	3.2	x	3.3	x	x	3.3	3.6	4.9
Wisconsin	3.0	2.1	4.4	3.8	2.6	3.4	2.1	3.6	3.3	2.4
Wyoming	5.7	4.0	8.9	4.5	3.8	7.3	5.0	3.8	3.2	4.4

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, in the racial/ethnic group in the state by the estimated U.S. resident population birth through age 2 in the racial/ethnic group in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group in all states by the estimated U.S. resident population birth through age 2 in the racial/ethnic group in all states for that year, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The number of infants and toddlers served does not include those who were not reported in the five racial/ethnic groups, including those who were considered to be two or more races. The estimated U.S. resident population for each racial/ethnic group includes a proportional allocation of the infants and toddlers who were considered to be two or more races.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2004 and 2007. Data for 2004 were updated as of Aug. 29, 2007, and data for 2007 were updated as of Oct. 13, 2009. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. “State by Age, Sex, Race and Hispanic Origin: Six Race Groups,” 2004 and 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of the resident population of American Indian/Alaska Native infants and toddlers birth through age 2 served under *IDEA*, Part C, was 2.8 percent for “All states.” This percentage was larger than that for each of the other racial/ethnic groups. In 18 of the 51 states, the percentage of American Indian/Alaska Native infants and toddlers served under *IDEA*, Part C, was larger than the percentage for any other racial/ethnic group in 2007. Moreover, in 11 of these 18 states, the percentage of American Indian/Alaska Native infants and toddlers served was larger than the percentage served in “All states” (2.8 percent). In six of these 11 states, more than 5 percent of these children were served. The six states were: Ohio (13.4 percent), Massachusetts (8.8 percent), Kentucky (8.7 percent), Wyoming (7.3 percent), Iowa (6.6 percent) and New Jersey (6.3 percent).
- In 13 of the 51 states, the percentage of the resident population of black (not Hispanic) infants and toddlers served under *IDEA*, Part C, was larger than the percentage for any other racial/ethnic group in 2007. Moreover, in nine of these 13 states, the percentage of black (not Hispanic) infants and toddlers served under *IDEA*, Part C, was greater than the percentage served in “All states” (2.3 percent). The nine states were: Vermont (12 percent), South Dakota (6.2 percent), North Dakota (4.5 percent), Pennsylvania (3.8 percent), Wisconsin (3.6 percent), Arkansas (3.4 percent), Kansas (3 percent), Delaware (2.8 percent) and Idaho (2.8 percent),
- In 12 of the 51 states, the percentage of the resident population of white (not Hispanic) infants and toddlers served under *IDEA*, Part C, was larger than the percentage for any other racial/ethnic group in 2007. Moreover, in five of the 12 states, the percentage of white (not Hispanic) infants and toddlers served under *IDEA*, Part C, was greater than the percentage served in “All states” (2.7 percent). The five states were: Rhode Island (5.1 percent), West Virginia (4.9 percent), New York (4.8 percent), Indiana (3.6 percent) and Maryland (3.4 percent).
- In 2007, the percentage of the resident population of Hispanic infants and toddlers served under *IDEA*, Part C, was larger than the percentage for any other racial/ethnic group in New Mexico (4.4 percent), Connecticut (3.8 percent), Illinois (3.6 percent) and the District of Columbia (2.2 percent). The percentage served in each of these states was larger than the corresponding percentage served in “All states” (2.3 percent).
- In 2007, the percentage of the resident population of Asian/Pacific Islanders served under *IDEA*, Part C, was larger than the percentage for any other racial/ethnic group in Hawaii (11.9 percent), New Hampshire (3.9 percent), Alabama (1.7 percent) and Mississippi (1.5 percent). The percentages served in Hawaii and New Hampshire were larger than the corresponding percentage served in “All states” (2.5 percent).
- In 25 of the 51 states, the same racial/ethnic group had the largest percentage of the resident population of infants and toddlers served under *IDEA*, Part C, in both 2004 and 2007. For example, eight states served a larger percentage of the resident population of American Indian/Alaska Native infants and toddlers than any other racial/ethnic group in 2004 and 2007.
- The most common change in racial/ethnic groups for infants and toddlers involved states in which the largest percentage of any racial/ethnic group served in 2004 was black (not Hispanic), and then in 2007, the largest percentage of any racial/ethnic group served was American Indian/Alaska Native. This pattern was observed in six states: Arizona, Montana, North Carolina, Oregon, Utah and Wyoming.

- A percent change¹⁷ decrease of 50 percent or more between 2004 and 2007 was observed for one or more racial/ethnic groups in 12 states. In the following six states, the decreases involved American Indian/Alaska Native infants and toddlers served under *IDEA*, Part C: Indiana (-71 percent), Missouri (-71 percent), Illinois (-63 percent), Florida (-58 percent), Hawaii (-52 percent) and Texas (-50 percent). The decreases also involved: Asian/Pacific Islanders served in Louisiana (-59 percent) and Vermont (-56 percent); black (not Hispanic) infants and toddlers served in New Mexico (-64 percent), Utah (-63 percent) and Wyoming (-57 percent); and white (not Hispanic) infants and toddlers served in the District of Columbia (-51 percent).
- A percent change increase of 50 percent or more between 2004 and 2007 was observed for one or more racial/ethnic groups in 11 states. In the following five states, the increases involved American Indian/Alaska Native infants and toddlers served under *IDEA*, Part C: Massachusetts (120 percent), Minnesota (119 percent), Ohio (105 percent), Kansas (71 percent) and Iowa (69 percent). The increases also involved: Asian/Pacific Islanders served in Mississippi (98 percent), South Dakota (91 percent), Ohio (79 percent) and California (52 percent); black (not Hispanic) infants and toddlers served in Iowa (110 percent), Rhode Island (98 percent), Minnesota (62 percent) and South Carolina (52 percent); Hispanic infants and toddlers served in North Dakota (90 percent); and white (not Hispanic) infants and toddlers served in South Carolina (63 percent).

¹⁷ Percent change between 2004 and 2007 was calculated by subtracting the percentage for 2004 from the percentage for 2007, dividing the difference by the percentage for 2004, 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 table.

Part C Primary 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 2007?

Table 29. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting and state: Fall 2007

State	Home ^a	Community-based setting ^b	Other setting ^c
All states	85.5	5.5	9.0
Alabama	83.4	11.9	4.7
Alaska	91.1	4.7	4.2
Arizona	62.6	0.2	37.2
Arkansas	21.5	24.3	54.2
California	82.7	3.2	14.1
Colorado	94.2	0.6	5.2
Connecticut	94.2	5.3	0.5
Delaware	74.9	9.2	15.9
District of Columbia	45.4	43.5	11.1
Florida	50.4	8.8	40.8
Georgia	99.0	0.7	0.4
Hawaii	89.9	2.8	7.3
Idaho	90.7	2.4	6.9
Illinois	85.1	4.5	10.4
Indiana	93.6	4.7	1.7
Iowa	95.1	3.3	1.6
Kansas	95.7	2.9	1.4
Kentucky	87.9	11.6	0.5
Louisiana	95.4	4.1	0.5
Maine	59.5	27.9	12.6
Maryland	82.8	8.4	8.8
Massachusetts	88.4	10.1	1.6
Michigan	88.3	4.1	7.6
Minnesota	90.0	3.8	6.2
Mississippi	83.1	11.4	5.5
Missouri	92.0	5.9	2.1
Montana	92.3	x	x
Nebraska	92.7	4.0	3.4
Nevada	97.9	1.7	0.5
New Hampshire	94.5	x	x
New Jersey	92.4	5.5	2.2
New Mexico	81.8	15.9	2.3
New York	88.8	2.4	8.8
North Carolina	90.0	8.9	1.1
North Dakota	93.1	1.2	5.7
Ohio	84.0	4.3	11.7

See notes at end of table.

Table 29. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting and state: Fall 2007—Continued

State	Home ^a	Community-based setting ^b	Other setting ^c
Oklahoma	95.5	2.8	1.7
Oregon	87.2	3.2	9.6
Pennsylvania	97.6	2.0	0.4
Puerto Rico	87.5	12.4	0.1
Rhode Island	77.4	8.5	14.1
South Carolina	80.6	0.9	18.5
South Dakota	79.7	x	x
Tennessee	68.6	19.4	12.0
Texas	96.0	3.4	0.6
Utah	68.2	2.7	29.1
Vermont	86.1	10.9	3.0
Virginia	78.8	4.6	16.6
Washington	61.1	13.4	25.5
West Virginia	95.7	3.9	0.4
Wisconsin	89.0	4.9	6.0
Wyoming	75.0	24.5	0.5

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

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

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

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

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2007. Data were updated as of Oct. 13, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home setting, a community-based setting and some other setting for "All states" were 85.5 percent, 5.5 percent and 9 percent, respectively.
- Home was the primary service setting for 90 percent or more of infants and toddlers served under IDEA, Part C, in 20 states. Moreover, a majority of infants and toddlers in every state except Arkansas and the District of Columbia were served in a home setting. In Arkansas, the primary service setting for the majority of infants and toddlers (54.2 percent) was other setting. In the District of Columbia, a home setting and a community-based setting accounted for larger percentages (45.4 percent and 43.5 percent, respectively) of the infants and toddlers than did the category representing other setting (11.1 percent).

Part C Exiting

How did the states compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, programs, by exiting status in 2006–07?

Table 30. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2006–07

State	Part B eligible ^a	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 ^b	Completion of IFSP ^c prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	41.7	6.9	3.4	10.3	15.1	0.5	3.8	10.4	7.8
Alabama	40.5	3.3	3.2	12.0	15.2	1.2	4.4	10.1	10.2
Alaska	45.9	2.8	3.1	6.0	9.1	0.8	10.5	11.2	10.5
Arizona	77.7	1.9	1.1	2.5	6.0	0.3	2.6	3.6	4.2
Arkansas	56.9	7.9	3.4	4.9	6.5	x	2.7	15.2	x
California	44.7	18.5	0.0	16.7	8.3	0.8	1.6	5.4	4.1
Colorado	53.9	5.5	5.5	2.7	8.6	0.7	6.8	10.2	6.2
Connecticut	45.2	5.9	4.0	7.5	14.6	0.2	4.6	10.7	7.1
Delaware	49.9	5.5	4.0	5.6	17.6	x	5.5	8.4	x
District of Columbia	x	x	x	49.4	8.6	x	9.6	6.8	20.0
Florida	53.9	1.9	1.6	0.0	19.1	0.5	0.0	10.4	12.7
Georgia	39.0	2.6	1.7	13.6	13.6	0.9	5.0	14.2	9.4
Hawaii	15.2	7.2	2.7	14.0	14.8	0.3	7.9	29.6	8.4
Idaho	40.1	6.3	3.9	3.3	22.8	0.8	7.2	8.5	7.1
Illinois	41.9	5.7	0.3	13.2	18.2	0.5	3.1	9.4	7.8
Indiana	19.8	10.9	5.7	3.4	25.4	0.7	3.5	20.4	10.3
Iowa	39.9	10.2	6.6	x	17.4	x	7.8	12.0	5.5
Kansas	x	1.9	2.9	1.7	25.5	x	5.4	11.3	5.3
Kentucky	51.3	1.3	3.1	11.8	15.6	0.5	3.7	8.5	4.2
Louisiana	46.0	2.9	2.5	9.4	7.6	1.1	4.1	15.7	10.6
Maine	74.4	0.0	0.0	2.7	13.7	x	2.6	4.5	x

See notes at end of table.

Table 30. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2006–07—Continued

State	Part B eligible ^a	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 ^b	Completion of IFSP ^c prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	44.9	4.1	0.6	5.2	21.8	0.5	4.7	9.0	9.1
Massachusetts	41.5	7.2	1.9	0.4	23.6	0.2	2.1	8.2	14.8
Michigan	32.0	9.8	7.8	10.7	8.8	0.6	7.7	10.8	11.7
Minnesota	81.3	0.0	0.0	0.0	9.8	0.9	4.1	3.9	0.0
Mississippi	37.4	9.7	14.5	5.6	12.0	1.1	7.5	8.0	4.2
Missouri	55.1	3.3	2.6	8.1	7.6	0.9	5.2	10.7	6.4
Montana	29.8	6.7	2.5	7.6	25.7	1.3	5.7	10.0	10.6
Nebraska	84.0	x	x	0.0	6.6	1.1	2.7	3.6	x
Nevada	47.8	2.0	2.6	14.7	x	x	9.4	8.3	11.1
New Hampshire	18.1	4.7	6.3	7.7	32.9	0.8	6.1	13.1	10.3
New Jersey	33.6	6.1	11.0	16.3	16.9	0.3	4.0	8.8	3.0
New Mexico	36.1	3.5	3.3	0.7	9.0	1.0	11.5	17.9	17.2
New York	55.7	3.3	3.3	10.9	14.9	0.2	2.8	5.4	3.6
North Carolina	38.4	6.7	3.3	11.8	6.2	0.8	4.9	19.5	8.4
North Dakota	46.2	8.3	16.7	x	0.0	x	10.6	10.4	5.9
Ohio	31.3	5.7	20.0	0.2	6.9	0.9	3.3	18.8	12.9
Oklahoma	31.6	5.8	2.1	8.5	12.7	0.6	7.0	15.2	16.5
Oregon	53.7	x	1.8	x	15.4	0.8	9.4	11.0	7.3
Pennsylvania	43.6	2.5	3.1	6.7	22.1	0.4	3.1	12.5	6.0
Puerto Rico	30.5	0.7	0.2	28.2	24.3	0.3	5.4	3.9	6.6
Rhode Island	40.2	8.9	1.8	3.6	18.3	0.3	4.9	9.9	12.2
South Carolina	28.8	5.1	3.6	16.4	17.0	0.8	6.7	10.6	11.0
South Dakota	53.8	13.5	3.7	5.2	x	x	6.0	10.4	5.9
Tennessee	33.1	3.4	2.5	21.7	14.8	0.9	5.0	11.8	6.9
Texas	27.4	6.8	2.0	19.2	11.9	0.5	4.3	15.1	12.8
Utah	45.8	3.1	5.8	4.7	16.1	0.6	5.6	12.3	6.0

See notes at end of table.

Table 30. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2006–07—Continued

State	Part B eligible ^a	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 ^b	Completion of IFSP ^c prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Vermont	63.2	2.3	1.9	x	15.8	x	7.1	5.7	3.2
Virginia	32.6	6.5	8.5	6.7	25.2	0.5	6.3	8.6	5.1
Washington	49.3	7.0	6.3	9.5	12.2	0.3	5.1	4.9	5.4
West Virginia	28.5	8.6	2.9	14.2	16.5	0.4	5.8	14.0	9.0
Wisconsin	39.5	5.3	2.6	8.4	23.8	0.3	2.8	8.8	8.4
Wyoming	48.5	4.2	6.2	x	14.7	x	12.4	6.0	7.1

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

— Percentage cannot be calculated because data were not available.

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

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

^cIFSP refers to an individualized family service plan.

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]* and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For the 2006–07 Part C exiting data collection, the *Part B eligible* category used in previous years was renamed *Part B eligible, exiting Part C* and the category, *Part B eligible, continuing in Part C*, was introduced. Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category in the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories 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, in the exiting category in all states with available data by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The sum of row percentages may not total 100 because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2006–07. Data were updated as of Oct. 6, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2006–07, “Part B eligible” was the most common exiting status. This category accounted for the largest percentage of infants and toddlers birth through age 2 exiting Part C programs for “All states” (41.7 percent). The percentage of those exiting Part C based on *completion of IFSP prior to reaching age 3* was the second largest for “All states” but was much smaller (15.1 percent).
- The exiting status “Part B eligible” accounted for more than 50 percent of the infants and toddlers birth through age 2 exiting Part C programs in 11 states. In 36 of the remaining 41 states, this category accounted for less than 50 percent of the infants and toddlers exiting Part C programs but still accounted for relatively more of those exiting the program than any other category.
- The exiting status *completion of IFSP prior to reaching age 3* accounted for the largest percentage of infants and toddlers in New Hampshire (32.9 percent) Kansas (25.5 percent) and Indiana (25.4 percent). In Hawaii, the category *withdrawal by parent (or guardian)* was the most prevalent (29.6 percent). In the District of Columbia, the category *Part B eligibility not determined* accounted for 49.4 percent of the infants and toddlers exiting Part C programs. In no other state did the category *Part B eligibility not determined* account for more than 29 percent of the infants and toddlers exiting Part C programs.

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 serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected. Nevertheless, since infants and toddlers birth through age 2 served under IDEA, Part C, account for nearly all of the participants in Part C in all states, the count for infants and toddlers birth through age 2 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part C disputes that occurred in the individual states during the year. For an overview of the Part C dispute resolution process, see the Section I discussion of these same data at the national level.

How did the states compare with regard to the following ratios in 2006–07:

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

Table 31. Number of written, signed complaints, mediation requests or hearing requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2006–07

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 infants and toddlers		
All states	0.56	0.36	0.37
Alabama	0.00	0.00	0.00
Alaska	0.00	0.00	0.00
Arizona	0.19	0.00	0.38
Arkansas	4.66	0.00	0.00
California	0.35	1.11	2.24
Colorado	0.00	0.00	0.00

See notes at end of table.

Table 31. Number of *written, signed complaints, mediation requests or hearing requests* for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2006–07—Continued

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 infants and toddlers		
Connecticut	1.00	0.00	0.25
Delaware	0.00	0.00	0.00
District of Columbia	0.00	0.00	3.25
Florida	0.17	0.09	0.00
Georgia	—	—	—
Hawaii	0.00	0.00	0.00
Idaho	0.52	0.00	0.00
Illinois	0.84	0.12	0.06
Indiana	0.00	0.00	0.00
Iowa	0.00	0.00	0.00
Kansas	0.00	0.00	0.00
Kentucky	4.49	0.00	0.00
Louisiana	8.60	0.00	0.00
Maine	0.98	0.98	0.00
Maryland	0.15	0.00	0.00
Massachusetts	0.20	0.00	0.00
Michigan	0.00	0.00	0.00
Minnesota	0.28	0.00	0.00
Mississippi	5.82	0.00	0.00
Missouri	1.24	0.00	0.93
Montana	0.00	0.00	0.00
Nebraska	0.00	0.00	0.00
Nevada	0.66	0.00	0.00
New Hampshire	0.63	0.63	0.63
New Jersey	0.11	0.32	0.32
New Mexico	0.00	0.00	0.00
New York	0.58	1.71	0.55
North Carolina	0.13	0.00	0.00
North Dakota	0.00	0.00	0.00
Ohio	0.26	0.09	0.00
Oklahoma	0.33	0.00	0.00
Oregon	0.00	0.00	0.00
Pennsylvania	0.27	0.13	0.20
Puerto Rico	1.64	0.70	0.23
Rhode Island	0.00	0.00	0.00
South Carolina	0.00	0.00	0.00
South Dakota	0.00	0.00	0.00
Tennessee	1.74	0.25	0.50
Texas	0.09	0.00	0.00
Utah	2.52	0.36	0.00

See notes at end of table.

Table 31. Number of *written, signed complaints, mediation requests* or *hearing requests* for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2006–07—Continued

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 infants and toddlers		
Vermont	0.00	0.00	0.00
Virginia	0.36	0.00	0.00
Washington	0.00	0.00	0.00
West Virginia	3.23	0.00	0.00
Wisconsin	0.00	0.00	0.00
Wyoming	0.00	0.00	0.00

— Ratio cannot be calculated because data were not available.

^aA *written, signed complaint* is a written and signed formal letter submitted to a 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 2006–07 was 169.

^bA *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 2006–07 was 107.

^cA hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation or early intervention setting of a child with a disability, or to the provision of early intervention services to such child. The total number of *hearing requests* in 2006–07 was 112.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints, mediation requests* or *hearing requests* in the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the state, then multiplying the result by 1,000. Ratio for “All states” with available data was calculated by dividing the number of *written, signed complaints, mediation requests* or *hearing requests* in all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all states, then multiplying the result by 1,000. The ratio numerator is based on data from the reporting period between July 1, 2006, and June 30, 2007, whereas the ratio denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of July 15, 2008; Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2006. Data were updated as of Oct. 14, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>

- In 2006–07, there were 0.56 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for the 51 states (“All states”) for which data were available. However, the ratios were zero in 22 of the 51 states, and the ratios ranged from 0.09 to 8.6 in the other states.
- In 2006–07, there were 0.36 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for the 51 states (“All states”) for which data were available. However, the ratios were zero in 39 of the 51 states, and the ratios ranged from 0.09 to 1.71 in the other states.
- In 2006–07, there were 0.37 *hearing requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for the 51 states (“All states”) for which data were available. However, the ratios were zero in 39 of the 51 states, and the ratios ranged from 0.06 to 3.25 in the other 12 states.

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, within each racial/ethnic group in 2007?

How did the percentages change between 2004 and 2007?

Table 32. Percentage of the population ages 3 through 5 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007

State	2004					2007				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All states	8.6	3.8	5.9	4.4	6.5	8.6	4.2	5.6	4.5	6.3
Alabama	5.3	5.2	4.6	1.8	4.8	3.4	3.4	4.0	1.9	4.0
Alaska	10.2	4.9	8.4	4.1	6.1	11.0	5.0	5.2	3.1	5.9
Arizona	5.5	5.4	7.2	4.5	5.6	4.8	4.5	4.8	4.4	5.4
Arkansas	6.8	6.0	14.6	5.9	10.0	3.0	4.8	14.8	6.3	9.6
California	6.2	3.3	4.7	3.8	4.7	6.3	3.8	4.7	4.2	5.0
Colorado	9.5	4.6	6.5	4.8	5.3	7.1	4.7	6.0	5.2	5.2
Connecticut	8.8	4.0	6.5	6.3	6.1	5.2	4.9	6.1	6.5	5.8
Delaware	9.7	4.2	7.4	5.4	6.2	14.0	6.2	7.7	6.3	6.2
District of Columbia	x	x	3.6	3.6	x	x	x	3.3	4.7	x
Florida	8.5	4.1	5.9	4.8	5.6	2.9	3.6	5.3	4.5	5.1
Georgia	7.2	3.0	5.3	2.9	5.8	1.9	2.8	4.3	2.5	4.5
Hawaii	11.2	6.0	5.9	1.4	3.9	5.1	7.9	3.1	1.6	3.6
Idaho	6.3	10.2	14.5	5.9	6.4	6.5	6.1	4.4	4.9	5.9
Illinois	5.6	3.6	5.1	4.2	8.1	7.7	4.7	5.3	5.4	8.4
Indiana	6.5	5.0	5.9	4.1	7.8	5.6	4.7	6.1	4.9	8.0
Iowa	3.6	3.3	8.1	4.4	5.8	3.8	3.6	6.9	4.8	5.0

See notes at end of table.

Table 32. Percentage of the population ages 3 through 5 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Kansas	13.3	4.9	9.6	6.2	8.6	9.7	4.9	8.2	6.2	8.7
Kentucky	23.2	7.7	13.3	7.5	13.2	8.9	6.1	10.5	6.7	12.9
Louisiana	6.8	3.7	6.4	3.1	6.5	7.0	3.2	5.6	2.6	5.9
Maine	15.6	5.2	11.1	3.2	12.0	14.8	5.4	8.0	5.9	9.1
Maryland	10.6	4.0	5.3	4.6	5.9	9.3	4.6	5.2	4.4	5.6
Massachusetts	14.7	4.8	6.4	6.1	6.5	7.1	4.6	5.8	8.6	7.0
Michigan	10.9	4.0	4.8	3.8	6.6	9.1	4.4	5.0	4.4	6.8
Minnesota	11.2	4.1	8.9	6.1	6.5	12.5	5.3	9.2	7.6	6.6
Mississippi	2.0	4.1	6.4	3.1	7.4	2.6	5.0	6.5	2.3	7.1
Missouri	4.4	4.7	5.8	3.3	7.3	4.2	5.1	5.8	3.6	7.2
Montana	8.5	10.6	15.7	3.7	5.7	8.8	x	x	3.3	5.4
Nebraska	11.7	7.0	6.4	5.5	6.9	8.9	5.0	7.0	5.8	7.0
Nevada	10.2	4.3	6.9	4.1	5.5	8.2	2.8	5.2	3.7	6.5
New Hampshire	19.7	4.0	12.0	4.1	6.1	x	x	5.6	4.5	5.6
New Jersey	4.8	3.4	4.8	4.4	6.4	7.0	4.5	4.6	4.8	6.7
New Mexico	7.9	4.9	9.6	7.6	8.4	9.0	4.8	7.8	6.9	8.4
New York	9.1	4.0	6.8	7.6	9.7	35.8	4.4	7.7	9.2	9.7
North Carolina	9.7	2.9	7.1	3.4	5.4	11.3	3.0	6.1	3.6	5.0
North Dakota	7.4	x	x	8.3	7.2	8.7	x	8.7	x	6.7
Ohio	4.1	3.1	3.8	3.4	5.0	4.3	4.0	4.4	3.8	5.2
Oklahoma	8.9	5.3	5.2	3.4	5.7	9.2	4.5	4.3	3.1	5.0
Oregon	8.8	4.1	9.3	5.2	5.8	8.9	4.5	7.2	6.2	6.2
Pennsylvania	16.9	3.2	5.8	5.1	6.1	8.2	3.6	6.4	5.5	6.6
Rhode Island	11.7	2.2	7.4	5.3	8.8	8.6	5.1	7.6	7.2	8.5
South Carolina	4.7	3.8	8.7	3.7	6.4	2.9	3.7	7.2	3.6	5.7
South Dakota	12.3	7.4	25.1	5.2	8.4	12.8	5.8	8.8	4.2	7.9

See notes at end of table.

Table 32. Percentage of the population ages 3 through 5 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Tennessee	4.5	2.5	4.8	3.0	5.5	3.8	4.0	4.4	3.3	5.4
Texas	5.9	3.0	3.9	3.5	4.5	3.5	3.0	3.2	3.0	3.5
Utah	6.6	3.9	6.5	3.0	5.8	7.6	2.9	3.2	4.0	5.8
Vermont	x	5.9	x	x	7.9	—	—	—	—	—
Virginia	7.7	4.1	6.3	4.7	5.9	5.4	4.3	6.1	4.1	5.6
Washington	9.0	3.9	7.5	5.5	5.5	8.2	4.2	6.0	5.1	5.6
West Virginia	6.6	6.2	11.4	4.3	9.4	8.7	2.8	6.1	4.7	9.4
Wisconsin	9.3	4.2	8.2	6.5	8.1	10.8	5.0	8.8	7.7	6.7
Wyoming	17.8	20.8	24.6	13.5	12.7	15.4	x	x	12.1	14.0

— Percentage cannot be calculated because data were not available.

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

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group in the state by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group in the state for that year, then multiplying the result by 100. Percentage for “All states” with available data was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group in all states by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group in all states for that year, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The number of children served does not include those who were not reported in the five racial/ethnic groups, including those who were considered to be two or more races. The estimated U.S. resident population for each racial/ethnic group includes a proportional allocation of the children who were considered to be two or more races.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2007. Data for 2004 were updated as of Sept. 24, 2007, and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. “State by Age, Sex, Race and Hispanic Origin: Six Race Groups,” 2004 and 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. Children served through the BIE are included in the population estimates of the individual states for which they reside.

- In 2007, the percentage of the resident population of American Indian/Alaska Native children ages 3 through 5 served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available was 8.6 percent. This percentage was larger than the percentage for every other racial/ethnic group. In 28 of the 50 states, the percentage of American Indian/Alaska Native children served under *IDEA*, Part B, was larger than the percentage for any other racial/ethnic group in 2007. Moreover, in 19 of these 28 states, the percentage of American Indian/Alaska Native children served was larger than the percentage served in “All states” (8.6 percent). In nine of these 19 states, more than 10 percent of these children were served. The nine states were: New York (35.8 percent), Wyoming (15.4 percent), Maine (14.8 percent), Delaware (14 percent), South Dakota (12.8 percent), Minnesota (12.5 percent), North Carolina (11.3 percent), Alaska (11 percent) and Wisconsin (10.8 percent).
- In 12 of the 50 states for which data were available in 2007, the percentage of the resident population of white (not Hispanic) children ages 3 through 5 served under *IDEA*, Part B, was larger than the percentage for any other racial/ethnic group. Moreover, in six of these 12 states, the percentage served was larger than the percentage of white (not Hispanic) children served in “All states” (6.3 percent). The six states were: Kentucky (12.9 percent), West Virginia (9.4 percent), Illinois (8.4 percent), Indiana (8 percent), Mississippi (7.1 percent) and Missouri (7.2 percent).
- In six of the 50 states for which data were available in 2007, the percentage of the resident population of black (not Hispanic) children ages 3 through 5 served under *IDEA*, Part B, was larger than the percentage for any other racial/ethnic group. Moreover, in four of the six states, the percentage served was larger than the percentage of black (not Hispanic) children served in “All states” (5.6 percent). The four states were: Arkansas (14.8 percent), South Carolina (7.2 percent), Iowa (6.9 percent) and Virginia (6.1 percent).
- In 2007, the percentage of the resident population of Hispanic children ages 3 through 5 served under *IDEA*, Part B, was larger than the percentage for any other racial/ethnic group in Massachusetts (8.6 percent), Connecticut (6.5 percent) and the District of Columbia (4.7 percent). The percentage served in each of these three states was larger than the percentage served in “All states” (4.5 percent).
- In 2007, the percentage of the resident population of Asian/Pacific Islander children ages 3 through 5 served under *IDEA*, Part B, in Hawaii (7.9 percent) was larger than the percentage for each of the other racial/ethnic groups that was served and nearly twice as large as the percentage of Asian/Pacific Islander children served in “All states” (4.2 percent).
- In 29 of the 50 states for which data were available, the same racial/ethnic group had the largest percentage of the resident population of children ages 3 through 5 served under *IDEA*, Part B, in both 2004 and 2007. For example, 19 states served a larger percentage of the resident population of American Indian/Alaska Native children than any other racial/ethnic group in 2004 and 2007.
- The most common change in racial/ethnic groups for children ages 3 through 5 involved states in which the largest percentage of any racial/ethnic group served in 2004 was black (not Hispanic), and then in 2007, the largest percentage of any racial/ethnic group served was American Indian/Alaska Native. This pattern was observed in Idaho, Montana, New Mexico, Oregon, South Dakota and Wyoming.

- A percent change¹⁸ decrease of 50 percent or more between 2004 and 2007 was observed for one or more racial/ethnic groups in 12 states. In the following seven states, the decreases involved American Indian/Alaska Native children ages 3 through 5 served under *IDEA*, Part B: Georgia (-74 percent), Florida (-66 percent), Kentucky (-62 percent), Arkansas (-56 percent), Hawaii (-54 percent), Massachusetts (-52 percent) and Pennsylvania (-52 percent). The decreases also involved: Asian/Pacific Islander children served in West Virginia (-55 percent); and black (not Hispanic) children served in Idaho (-69 percent), South Dakota (-65 percent), New Hampshire (-54 percent) and Utah (-51 percent).
- A percent change increase of 50 percent or more between 2004 and 2007 was observed for one or more racial/ethnic groups in four states. These increases involved: American Indian/Alaska Native children ages 3 through 5 served under *IDEA*, Part B, in New York (295 percent); Asian/Pacific Islander children served in Rhode Island (137 percent) and Tennessee (58 percent); and Hispanic children served in Maine (84 percent).

¹⁸ Percent change between 2004 and 2007 was calculated by subtracting the percentage for 2004 from the percentage for 2007, dividing the difference by the percentage for 2004, 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 table.

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, who were limited English proficient, by educational environment in 2007?

Table 33. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2007

State	In regular early childhood program ^a			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% ^b of the time	40% to 79% ^b of the time	Less than 40% ^b of the time					
All states	46.5	4.6	14.0	19.9	3.0	#	1.5	10.5
Alabama	63.2	x	x	15.8	0.0	x	0.0	0.0
Alaska	63.5	18.9	x	12.2	x	0.0	0.0	0.0
Arizona	77.6	x	16.0	0.0	0.0	x	x	0.0
Arkansas	59.2	x	11.8	6.1	18.2	x	x	2.3
BIE schools	75.9	x	x	0.0	0.0	0.0	0.0	0.0
California	43.2	1.4	18.6	24.4	5.0	#	2.1	5.2
Colorado	77.8	4.4	3.0	10.9	1.5	x	x	2.4
Connecticut	76.2	9.5	x	9.9	0.0	0.0	x	x
Delaware	64.7	15.7	x	13.7	0.0	x	0.0	x
District of Columbia	66.7	x	x	0.0	x	0.0	—	0.0
Florida	34.9	5.3	20.9	33.6	2.2	0.0	0.4	2.7
Georgia	79.2	9.4	7.2	4.2	0.0	0.0	0.0	0.0
Hawaii	x	18.1	28.4	35.3	x	0.0	0.0	x
Idaho	36.1	10.6	5.0	36.1	10.0	x	0.0	x
Illinois	50.7	3.2	4.1	26.0	12.8	x	x	3.0
Indiana	42.6	4.0	5.7	31.4	x	x	x	13.7
Iowa	64.4	x	x	22.0	x	x	0.0	x
Kansas	56.5	x	0.0	28.2	x	0.0	0.0	x
Kentucky	84.7	10.2	x	x	0.0	0.0	0.0	0.0
Louisiana	65.0	x	x	x	0.0	0.0	0.0	x
Maine	58.8	x	x	0.0	0.0	0.0	0.0	0.0
Maryland	31.6	38.0	1.9	14.1	1.1	x	x	12.7
Massachusetts	67.8	6.5	8.9	14.7	x	x	x	1.8
Michigan	43.2	x	x	47.9	0.0	0.0	0.0	x
Minnesota	55.2	12.1	6.7	21.4	2.5	x	1.3	x
Mississippi	x	x	0.0	0.0	0.0	x	0.0	0.0
Missouri	61.3	11.3	8.1	12.9	x	x	x	0.0
Montana	79.3	x	8.6	x	0.0	0.0	0.0	0.0
Nebraska	56.9	x	10.9	15.6	x	x	4.3	8.1
Nevada	44.0	5.7	12.0	34.5	x	0.0	x	x
New Hampshire	x	x	x	0.0	x	x	x	0.0
New Jersey	52.7	5.1	11.3	23.8	6.5	x	x	x
New Mexico	77.0	9.1	13.9	0.0	0.0	0.0	0.0	0.0
New York	65.1	3.8	30.4	0.0	0.4	0.0	0.4	0.0

See notes at end of table.

Table 33. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2007—Continued

State	In regular early childhood program ^a			Separate class ^c	Separate school ^c	Residential facility ^c	Home ^d	Service provider location ^e
	At least 80% ^b of the time	40% to 79% ^b of the time	Less than 40% ^b of the time					
North Carolina	64.9	1.7	6.3	15.2	3.5	0.0	1.3	7.1
North Dakota	0.0	0.0	0.0	0.0	x	0.0	0.0	0.0
Ohio	x	x	0.0	72.7	0.0	0.0	0.0	0.0
Oklahoma	51.8	8.6	16.5	15.8	x	0.0	x	x
Oregon	55.6	12.2	3.3	25.3	x	x	2.0	1.6
Pennsylvania	43.8	7.1	16.5	11.5	x	x	8.3	10.3
Puerto Rico	—	—	—	—	—	—	—	—
Rhode Island	50.8	23.0	9.8	11.5	0.0	x	x	x
South Carolina	65.8	4.0	15.5	9.7	x	x	0.0	3.6
South Dakota	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tennessee	56.6	x	24.5	11.3	0.0	0.0	0.0	x
Texas	15.3	4.3	7.0	6.9	0.0	0.0	0.3	66.3
Utah	70.1	x	21.0	x	0.0	0.0	x	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	62.2	9.7	17.8	4.9	0.0	x	x	x
Washington	51.9	12.1	10.0	18.6	2.7	0.0	0.0	4.6
West Virginia	69.2	x	x	0.0	x	x	0.0	x
Wisconsin	61.0	5.4	4.1	26.3	x	x	0.0	x
Wyoming	65.8	4.6	x	22.6	x	0.0	5.8	x

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

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

- In 2007, *in the regular early childhood program at least 80% of the time* was the most prevalent of the categories used to represent educational environments for children ages 3 through 5 served under *IDEA*, Part B, who were limited English proficient. The percentage for the 51 states (“All states”) for which data were available was 46.5 percent.
- In 37 of the 51 states for which data were available, a majority of the children served under *IDEA*, Part B, who were limited English proficient were *in the regular early childhood program at least 80% of the time*. In nine of these 37 states, this category accounted for 75 percent or more of the children served. The nine states were: South Dakota (100 percent), Kentucky (84.7 percent), Montana (79.3 percent), Georgia (79.2 percent), Colorado (77.8 percent), Arizona (77.6 percent), New Mexico (77 percent), Connecticut (76.2 percent) and BIE schools (75.9 percent).
- Several of the remaining states had somewhat distinctive distributions. In Maryland, the largest percentage of children served who were limited English proficient (38 percent) were *in the regular early childhood program 40% to 79% of the time*. The largest percentage of children in Ohio (72.7 percent), Michigan (47.9 percent), Idaho (36.1 percent) and Hawaii (35.3 percent) were in a *separate class*. The majority of children in Texas (66.3 percent) were in a *service provider location*.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

Part B Personnel

How did the states compare with regard to the following ratios in 2006:

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

Table 34. 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 served under IDEA, Part B, by qualification status and state: Fall 2006

State	Total FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children		
All states	4.70	4.16	0.54
Alabama	3.60	3.30	0.30
Alaska	4.03	3.93	0.10
Arizona	4.66	3.74	0.92
Arkansas	4.74	3.69	1.05
BIE schools	16.24	14.10	2.14
California	3.02	2.73	0.29
Colorado	2.59	2.15	0.44
Connecticut	0.45	0.45	0.00
Delaware	5.20	5.11	0.09
District of Columbia	—	—	—
Florida	4.14	0.03	4.11
Georgia	3.60	2.80	0.79
Hawaii	16.71	13.75	2.97
Idaho	3.63	3.01	0.62
Illinois	3.73	3.72	0.01
Indiana	3.12	3.12	0.00
Iowa	7.71	7.71	0.00
Kansas	4.74	4.16	0.59
Kentucky	1.90	1.86	0.04
Louisiana	6.29	5.07	1.23
Maine	7.70	7.70	0.00
Maryland	5.24	4.51	0.72
Massachusetts	7.72	7.35	0.37

See notes at end of table.

Table 34. 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 served under IDEA, Part B, by qualification status and state: Fall 2006—Continued

State	Total FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children		
Michigan	3.93	3.85	0.08
Minnesota	2.74	2.65	0.09
Mississippi	—	—	—
Missouri	5.33	5.18	0.15
Montana	4.89	4.79	0.10
Nebraska	4.48	3.95	0.53
Nevada	6.63	4.62	2.01
New Hampshire	0.72	0.72	0.00
New Jersey	7.86	7.70	0.16
New Mexico	2.90	2.67	0.24
New York	7.27	6.53	0.74
North Carolina	4.27	4.06	0.21
North Dakota	5.36	4.72	0.64
Ohio	6.74	6.74	0.00
Oklahoma	—	—	—
Oregon	2.05	1.94	0.11
Pennsylvania	5.39	5.16	0.23
Puerto Rico	1.59	1.54	0.04
Rhode Island	3.86	3.15	0.70
South Carolina	3.97	3.76	0.21
South Dakota	4.02	3.80	0.22
Tennessee	5.92	3.32	2.61
Texas	8.04	7.85	0.19
Utah	2.76	2.45	0.33
Vermont	7.37	6.99	0.37
Virginia	4.36	4.33	0.03
Washington	4.23	4.11	0.12
West Virginia	4.54	3.71	0.83
Wisconsin	4.52	4.41	0.12
Wyoming	4.80	2.76	2.04

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. §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 (ESEA)*, as amended by the *No Child Left Behind Act*, 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* [20 U.S.C. §1401(10)].

NOTE: Ratio for each state was calculated by dividing the number of total 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 in the state by the total number of children ages 3 through 5 served under *IDEA*, Part B, in the state, then multiplying the result by 100. Ratio for “All states” with available data was calculated by dividing the number of total 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 in all states by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all states, then multiplying the result by 100.

- In 2006, there were 4.7 total FTE *special education teachers* (highly qualified and not highly qualified) employed to provide special education and related services for children ages 3 through 5 per 100 children in the 50 states (“All states”) for which data were available.
- In 2006, there were 4.16 FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children in the 50 states (“All states”) for which data were available. A ratio of 7 or more FTE highly qualified *special education teachers* per 100 children was found in the following seven states: BIE schools (14.1), Hawaii (13.75), Texas (7.85), Iowa (7.71), Maine (7.7), New Jersey (7.7) and Massachusetts (7.35). In the following three states, the ratio was less than 1 FTE highly qualified *special education teacher* per 100 children: New Hampshire (0.72), Connecticut (0.45) and Florida (0.03).
- In 2006, there were 0.54 FTE not highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children in the 50 states (“All states”) for which data were available. The ratio was less than 1 in all but the following eight states: Florida (4.11), Hawaii (2.97), Tennessee (2.61), BIE schools (2.14), Wyoming (2.04), Nevada (2.01), Louisiana (1.23) and Arkansas (1.05).

Beginning with the 2006 personnel data collection, highly qualified and not highly qualified replaced fully certified and not fully certified, respectively, for *special education teachers*. The new terms are not comparable in meaning to those they replaced. SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2006. Data were updated as of Oct. 6, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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 of students ages 6 through 21 served under IDEA, Part B, within each racial/ethnic group in 2007?

How did the percentages change between 2004 and 2007?

Table 35. Percentage of the population ages 6 through 21 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007

State	2004					2007				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All states	14.1	4.6	12.6	8.4	8.8	14.4	4.8	12.2	8.5	8.5
Alabama	9.7	3.8	11.3	4.5	7.3	10.4	3.6	10.1	4.9	6.6
Alaska	14.5	7.5	13.2	6.3	7.6	15.2	8.2	9.2	8.1	7.4
Arizona	9.8	5.4	13.1	8.0	7.5	9.9	5.2	13.1	8.3	7.9
Arkansas	8.4	4.9	11.9	6.0	8.8	8.4	5.0	11.1	7.0	8.4
California	11.6	3.9	12.0	7.4	6.9	11.4	4.1	11.8	7.6	6.7
Colorado	14.4	5.0	12.9	7.7	6.5	13.8	4.9	12.5	8.0	6.3
Connecticut	12.9	3.7	12.0	10.6	7.7	14.7	3.9	11.4	10.5	7.2
Delaware	7.7	3.4	15.2	9.8	7.6	10.7	4.2	14.7	10.2	7.2
District of Columbia	4.4	2.1	19.2	9.0	2.0	x	x	12.8	6.6	1.4
Florida	11.1	4.7	13.6	9.4	9.3	8.6	4.8	13.1	9.6	9.3
Georgia	5.4	3.9	10.0	6.4	8.3	4.8	4.1	9.1	6.8	7.1
Hawaii	11.6	9.7	5.6	2.4	5.1	9.4	10.0	3.8	2.3	4.1
Idaho	10.3	6.4	15.4	8.2	7.2	10.5	6.3	9.5	7.2	6.8
Illinois	8.1	3.9	13.1	8.2	9.9	10.2	4.3	12.9	8.8	9.7
Indiana	8.3	4.0	13.7	6.7	10.9	9.6	4.4	13.6	7.6	11.3

See notes at end of table.

Table 35. Percentage of the population ages 6 through 21 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Iowa	18.2	6.3	26.6	10.2	10.1	14.4	5.5	24.4	10.6	9.0
Kansas	14.4	4.6	14.7	7.7	8.6	15.4	5.2	14.4	8.4	8.5
Kentucky	6.8	3.4	12.9	4.6	9.5	7.2	4.5	12.7	6.1	9.9
Louisiana	9.4	2.8	11.1	3.5	7.0	10.5	3.0	10.1	3.3	6.8
Maine	11.4	5.7	16.8	6.7	12.0	17.2	8.9	16.0	7.8	11.7
Maryland	11.6	3.7	10.0	7.9	7.1	10.8	4.0	9.9	8.2	6.4
Massachusetts	20.6	4.9	17.5	15.1	10.4	18.0	5.2	16.0	16.5	10.2
Michigan	15.4	5.5	11.4	6.7	9.1	15.1	4.7	12.0	7.6	9.1
Minnesota	20.5	6.9	18.5	9.8	8.2	22.6	7.9	20.4	10.9	8.2
Mississippi	2.9	3.6	10.8	3.5	7.6	3.2	3.6	9.9	3.9	7.4
Missouri	6.0	5.1	14.4	5.3	9.5	9.7	5.5	14.0	5.5	9.1
Montana	13.8	10.5	19.6	6.8	8.1	13.7	7.1	10.3	5.5	7.5
Nebraska	22.1	7.1	16.4	9.9	9.8	20.6	7.4	16.8	10.9	9.5
Nevada	16.4	5.7	14.2	7.1	7.6	15.5	5.9	13.6	7.3	7.4
New Hampshire	14.6	3.6	12.5	7.8	10.2	9.5	4.4	14.1	8.8	10.8
New Jersey	10.8	4.7	15.9	11.4	11.8	13.6	5.6	16.4	12.4	12.3
New Mexico	10.0	6.4	16.5	10.6	8.8	9.7	5.4	10.8	9.5	8.0
New York	15.1	3.9	12.4	10.5	8.8	15.3	4.5	12.7	11.4	8.3
North Carolina	11.5	4.2	12.8	6.5	8.3	11.3	4.2	11.6	7.4	7.5
North Dakota	12.8	7.7	11.6	10.3	9.2	11.7	6.0	13.8	8.3	8.0
Ohio	8.8	3.7	12.9	6.6	9.0	8.6	3.6	13.0	7.0	9.2
Oklahoma	16.8	7.3	14.8	7.2	10.1	19.0	5.7	14.2	8.0	9.9
Oregon	15.6	5.4	16.4	8.0	8.9	18.8	6.0	16.8	9.4	8.8
Pennsylvania	11.7	3.6	13.0	10.6	9.3	10.2	4.0	13.7	11.4	9.5
Rhode Island	17.3	5.1	14.9	12.7	12.7	20.7	5.2	16.7	13.1	10.6
South Carolina	6.6	4.1	14.1	5.8	9.2	6.5	4.2	12.6	7.1	8.4

See notes at end of table.

Table 35. Percentage of the population ages 6 through 21 served under IDEA, Part B, for racial/ethnic groups, by year and state: Fall 2004 and fall 2007—Continued

State	2004					2007				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
South Dakota	11.4	9.7	16.1	6.7	8.0	11.7	10.0	13.0	7.2	8.1
Tennessee	5.0	2.6	11.5	4.7	8.4	6.2	3.9	10.7	5.8	8.0
Texas	10.6	3.5	12.4	8.6	8.0	9.2	3.6	11.2	7.8	6.9
Utah	14.3	7.1	15.4	8.7	8.1	13.9	6.3	12.6	9.1	7.8
Vermont	13.6	3.7	13.3	2.6	9.5	—	—	—	—	—
Virginia	9.2	5.0	12.8	9.3	8.8	10.9	5.3	12.7	9.6	8.2
Washington	16.6	5.7	15.0	8.7	7.5	18.1	5.8	14.3	8.8	7.6
West Virginia	8.8	5.2	16.6	5.3	12.4	x	5.0	14.0	x	11.9
Wisconsin	18.8	7.2	17.0	8.6	8.4	19.9	7.4	17.4	9.9	8.2
Wyoming	15.4	10.0	15.3	10.4	9.6	15.4	7.9	11.0	10.8	9.9

— Percentage cannot be calculated because data were not available.

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

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group in the state by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group in the state for that year, then multiplying the result by 100. Percentage for “All states” with available data was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group in all states by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group in all states for that year, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The number of students served does not include those who were not reported in the five racial/ethnic groups, including those who were considered to be two or more races. The estimated U.S. resident population for each racial/ethnic group includes a proportional allocation of the children who were considered to be two or more races.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2007. Data for 2004 were updated as of Sept. 24, 2007, and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. “State by Age, Sex, Race and Hispanic Origin: Six Race Groups,” 2004 and 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. Students served through the BIE are included in the population estimates of the individual states for which they reside.

- In 2007, the percentage of the resident population of American Indian/Alaska Native students ages 6 through 21 served under *IDEA*, Part B, for the 50 states (“All states”) for which data were available was 14.4 percent. This percentage was larger than the percentage for every other racial/ethnic group. In 23 of the 50 states, the percentage of American Indian/Alaska Native students served under *IDEA*, Part B, was larger than the percentage of any other racial/ethnic group in 2007. Moreover, in 16 of these 23 states, the percentage of American Indian/Alaska Native students served was larger than the percentage served for “All states” (14.4 percent). In nine of these 16 states, more than 17 percent of these students were served. The nine states were: Minnesota (22.6 percent), Rhode Island (20.7 percent), Nebraska (20.6 percent), Wisconsin (19.9 percent), Oklahoma (19 percent), Oregon (18.8 percent), Washington (18.1 percent), Massachusetts (18 percent) and Maine (17.2 percent).
- In 2007, the percentage of the resident population of black (not Hispanic) students ages 6 through 21 served under *IDEA*, Part B, for the 50 states (“All states”) for which data were available was 12.2 percent. This percentage was larger than the percentage for every other racial/ethnic group except the American Indian/Alaska Native group. In 26 of the 50 states, the percentage of black (not Hispanic) students served was larger than the percentage of any other racial/ethnic group in 2007. In 18 of these 26 states, the percentage of black (not Hispanic) students served was larger than the percentage served for “All states” (12.2 percent). In four of the 18 states, the percentage exceeded 14 percent. The four states were: Iowa (24.4 percent), New Jersey (16.4 percent), Delaware (14.7 percent) and New Hampshire (14.1 percent).
- The percentage of the resident population of Asian/Pacific Islander students ages 6 through 21 served under *IDEA*, Part B, in Hawaii was 10 percent in 2007. This percentage was larger than the percentage of every other racial/ethnic group served in Hawaii as well as the percentage of Asian/Pacific Islander students served in “All states” (4.8 percent).
- In 39 of the 50 states for which data were available, the same racial/ethnic group had the largest percentage of the resident population of students ages 6 through 21 served under *IDEA*, Part B, in both 2004 and 2007. For example, 15 states served a larger percentage of the resident population of American Indian/Alaska Native students than any other racial/ethnic group served in 2004 and 2007.
- The most common change in racial/ethnic groups for students ages 6 through 21 involved states in which the largest percentage of any racial/ethnic group served in 2004 was black (not Hispanic), and then in 2007, the largest percentage of any racial/ethnic group served was American Indian/Alaska Native. This pattern was observed in Alabama, Idaho, Kansas, Louisiana, Maine, Montana, Oregon and Utah.
- A percent change¹⁹ of either a decrease or increase of 50 percent or more between 2004 and 2007 was observed for one or more racial/ethnic groups in two states. In Maine, the percentage of American Indian/Alaska Native students and the percentage of Asian/Pacific Islander students served under *IDEA*, Part B, increased by 51 percent and 57 percent, respectively. In Missouri, the percentage of American Indian/Alaska Native students served increased by 61 percent.

¹⁹ Percent change between 2004 and 2007 was calculated by subtracting the percentage for 2004 from the percentage for 2007, dividing the difference by the percentage for 2004, 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 table.

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, under the category of autism in 2007?

How did the percentages change between 2004 and 2007?

Table 36. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of *autism*, by year and state: Fall 2004 and fall 2007

State	2004 Percent	2007 Percent	Change between 2004 and 2007 ^a	Percent change between 2004 and 2007 ^b
All states	2.72	4.30	1.58	58.05
Alabama	1.86	3.23	1.37	73.85
Alaska	2.19	3.25	1.07	48.71
Arizona	2.49	4.17	1.69	67.86
Arkansas	2.11	3.39	1.28	60.60
BIE schools	0.32	0.80	0.48	150.11
California	3.71	6.03	2.32	62.56
Colorado	1.47	2.75	1.28	86.88
Connecticut	3.65	6.20	2.54	69.57
Delaware	2.63	3.75	1.13	42.87
District of Columbia	1.55	2.38	0.83	53.60
Florida	1.89	2.95	1.06	56.14
Georgia	2.66	4.59	1.92	72.05
Hawaii	3.49	5.11	1.62	46.52
Idaho	2.78	5.03	2.25	80.89
Illinois	2.41	3.75	1.34	55.61
Indiana	3.56	5.23	1.67	46.82
Iowa	1.82	1.67	-0.16	-8.53
Kansas	2.05	3.03	0.98	47.97
Kentucky	1.80	2.73	0.93	51.76
Louisiana	2.07	2.87	0.81	39.05
Maine	3.01	5.24	2.23	74.30
Maryland	4.07	6.13	2.06	50.68
Massachusetts	3.10	4.55	1.45	46.66
Michigan	3.36	5.08	1.73	51.45
Minnesota	6.10	9.40	3.30	54.18
Mississippi	1.22	1.89	0.67	54.52
Missouri	2.45	4.05	1.59	64.91
Montana	1.46	2.40	0.95	64.92
Nebraska	1.69	3.07	1.38	81.45
Nevada	2.67	4.75	2.07	77.61
New Hampshire	2.40	3.88	1.48	61.57
New Jersey	2.54	3.85	1.31	51.65
New Mexico	0.92	1.91	0.99	107.28
New York	2.78	4.05	1.27	45.58

See notes at end of table.

Table 36. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of *autism*, by year and state: Fall 2004 and fall 2007—Continued

State	2004 Percent	2007 Percent	Change between 2004 and 2007 ^a	Percent change between 2004 and 2007 ^b
North Carolina	2.75	4.35	1.60	58.01
North Dakota	1.87	3.30	1.43	76.47
Ohio	2.63	4.01	1.38	52.51
Oklahoma	1.32	2.17	0.85	64.58
Oregon	6.27	8.71	2.44	38.99
Pennsylvania	2.74	4.44	1.70	62.23
Puerto Rico	0.98	1.43	0.45	46.15
Rhode Island	2.40	4.54	2.14	89.35
South Carolina	1.50	2.51	1.00	66.80
South Dakota	2.49	3.42	0.93	37.28
Tennessee	1.83	3.20	1.37	74.51
Texas	2.63	4.48	1.85	70.44
Utah	2.43	4.28	1.85	76.09
Vermont	2.47	—	—	—
Virginia	2.71	4.49	1.78	65.78
Washington	3.08	4.92	1.84	59.83
West Virginia	1.32	2.15	0.83	62.84
Wisconsin	3.42	4.99	1.57	45.89
Wyoming	1.71	3.06	1.35	78.92

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2007 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2007. Due to rounding, it may not be possible to reproduce this change from the values presented in the table

^bPercent change between 2004 and 2007 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2007, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2007. Data for 2004 were updated as of Sept. 24, 2007, and data for 2007 were updated as of Nov. 5, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* was 4.3 percent for the 52 states (“All states”) for which data were available. Less than 2 percent of the students served were reported under the category of *autism* in New Mexico (1.91 percent), Mississippi (1.89 percent), Iowa (1.67 percent), Puerto Rico (1.43 percent) and BIE schools (0.8 percent). In contrast, 6 percent or more of the students served were reported under the category of *autism* in the following states: Minnesota (9.4 percent), Oregon (8.71 percent), Connecticut (6.2 percent), Maryland (6.13 percent) and California (6.03 percent).

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* was greater in 2007 than in 2004 in 51 of the 52 states for which data were available for both time periods. The exception was Iowa, which reported that the students served under the category of *autism* represented a smaller percentage of the students served in 2007 (1.67 percent) than in 2004 (1.82 percent).
- The percent change exceeded 37 percent for each of the 51 states associated with an increase in the percentage of students served that were reported under the category of *autism*. Increases of 80 percent or more were found for BIE schools (150.11 percent), New Mexico (107.28 percent), Rhode Island (89.35 percent), Colorado (86.88 percent), Nebraska (81.45 percent) and Idaho (80.89 percent). While these percentage increases are large, the percentage of students served in 2004 for these states (except Idaho) was smaller than the percentage for “All states” in 2004 (2.72 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, under the category of other health impairments in 2007?

How did the percentages change between 2004 and 2007?

Table 37. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of other health impairments, by year and state: Fall 2004 and fall 2007

State	2004 Percent	2007 Percent	Change between 2004 and 2007 ^a	Percent change between 2004 and 2007 ^b
All states	8.37	10.51	2.14	25.57
Alabama	7.03	7.76	0.74	10.46
Alaska	5.72	11.12	5.41	94.61
Arizona	4.12	6.31	2.19	53.18
Arkansas	13.56	14.91	1.36	10.02
BIE schools	3.75	5.67	1.93	51.48
California	5.26	7.18	1.92	36.40
Colorado ^c	0.00	0.00	0.00	0.00
Connecticut	15.85	18.57	2.73	17.21
Delaware	0.00	11.90	11.90	0.00
District of Columbia	2.96	4.59	1.64	55.29
Florida	4.75	6.27	1.52	31.95
Georgia	12.91	15.39	2.48	19.21
Hawaii	11.63	14.18	2.55	21.95
Idaho	7.53	10.15	2.62	34.78
Illinois	6.53	8.79	2.27	34.76
Indiana	5.08	6.83	1.74	34.27
Iowa	0.88	0.80	-0.08	-8.92
Kansas	12.13	12.48	0.35	2.86
Kentucky	13.93	17.17	3.24	23.28
Louisiana	10.98	11.93	0.95	8.61
Maine	13.61	17.60	3.99	29.30
Maryland	11.89	14.87	2.97	25.01
Massachusetts	4.66	6.90	2.24	48.04
Michigan	5.79	8.54	2.76	47.59
Minnesota	11.16	13.66	2.49	22.32
Mississippi	5.48	9.43	3.95	72.17
Missouri	10.16	13.57	3.42	33.67
Montana	9.09	10.57	1.48	16.23
Nebraska	10.47	12.68	2.21	21.12
Nevada	6.20	7.00	0.81	13.00
New Hampshire	15.95	16.95	1.00	6.25
New Jersey	8.77	12.43	3.66	41.68
New Mexico	6.66	7.69	1.03	15.52
New York	10.52	12.91	2.39	22.68

See notes at end of table.

Table 37. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of *other health impairments*, by year and state: Fall 2004 and fall 2007—Continued

State	2004 Percent	2007 Percent	Change between 2004 and 2007 ^a	Percent change between 2004 and 2007 ^b
North Carolina	13.55	16.69	3.14	23.20
North Dakota	9.14	11.52	2.38	26.04
Ohio	6.82	9.82	3.00	44.06
Oklahoma	7.41	10.13	2.72	36.64
Oregon	10.14	12.34	2.20	21.71
Pennsylvania	3.50	6.21	2.72	77.76
Puerto Rico	4.54	6.38	1.83	40.36
Rhode Island	14.47	16.78	2.31	15.99
South Carolina	6.74	8.97	2.23	33.11
South Dakota	8.22	9.46	1.25	15.16
Tennessee	10.06	10.93	0.88	8.70
Texas	11.15	12.52	1.36	12.24
Utah	5.00	6.72	1.72	34.31
Vermont	14.48	—	—	—
Virginia	15.30	17.64	2.33	15.24
Washington	17.99	19.34	1.34	7.47
West Virginia	9.00	11.47	2.47	27.45
Wisconsin	10.16	13.06	2.90	28.54
Wyoming	11.92	13.65	1.73	14.53

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2007 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2007. Due to rounding, it may not be possible to reproduce this change from the values presented in the table.

^bPercent change between 2004 and 2007 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2007, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

^cColorado reported no students with *other health impairments*; however, such students would have been reported in the *orthopedic impairments* category. For more information, see Appendix C.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2007. Data for 2004 were updated as of Sept. 24, 2007, and data for 2007 were updated as of Nov. 5, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* was 10.51 percent for the 52 states (“All states”) for which data were available. Less than 7 percent of the students served were reported under the category of *other health impairments* in the following 10 states: Massachusetts (6.9 percent), Indiana (6.83 percent), Utah (6.72 percent), Puerto Rico (6.38

percent), Arizona (6.31 percent), Florida (6.27 percent), Pennsylvania (6.21 percent), BIE schools (5.67 percent), the District of Columbia (4.59 percent) and Iowa (0.8 percent). In contrast, 17 percent or more of the students served were reported under the category of *other health impairments* in the following five states: Washington (19.34 percent), Connecticut (18.57 percent), Virginia (17.64 percent), Maine (17.6 percent) and Kentucky (17.17 percent).

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* was greater in 2007 than in 2004 in 51 of the 52 states for which data were available for both time periods. The exception was Iowa, which reported that the students served under the category of *other health impairments* represented a smaller percentage of the students served in 2007 (0.8 percent) than in 2004 (0.88 percent).
- The percent changes observed for the 51 states for which an increase was found ranged from an increase of less than 10 percent in Tennessee (8.7 percent), Louisiana (8.61 percent), Washington (7.47 percent), New Hampshire (6.25 percent) and Kansas (2.86 percent) to an increase of more than 50 percent in Alaska (94.61 percent), Pennsylvania (77.76 percent), Mississippi (72.17 percent), the District of Columbia (55.29 percent), Arizona (53.18 percent) and BIE schools (51.48 percent). The percentage served in 2004 in every state associated with an increase of less than 10 percent was greater than the percentage served in “All states” in 2004. Additionally, the percentage served in 2004 in every state associated with an increase of more than 50 percent was less than the percentage served in “All states” in 2004 (8.37 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, who were limited English proficient, by educational environment in 2007?

Table 38. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2007

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
All states	54.6	24.2	19.0	1.6	0.1	0.2	0.2	0.2
Alabama	77.1	15.6	5.4	0.5	1.3	x	0.0	x
Alaska	54.6	28.6	15.3	0.6	0.2	x	0.5	x
Arizona	54.2	34.4	11.0	0.3	x	x	0.1	x
Arkansas	48.4	36.0	13.8	0.7	0.7	x	x	0.0
BIE schools	56.3	31.5	11.7	x	x	0.3	x	0.0
California	50.3	21.9	24.5	2.8	0.1	0.2	0.3	0.1
Colorado	65.0	22.3	11.7	0.6	0.2	0.2	0.0	0.1
Connecticut	74.9	16.9	5.5	1.1	x	x	0.0	1.5
Delaware	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
District of Columbia	31.3	39.0	15.8	4.2	0.0	—	0.0	9.7
Florida	60.3	20.2	17.9	0.5	0.1	0.4	0.2	0.3
Georgia	69.7	21.2	8.7	0.1	0.1	x	x	x
Hawaii	14.3	50.8	32.7	2.0	x	x	0.0	0.0
Idaho	56.1	34.5	7.7	0.7	0.4	0.6	0.0	0.0
Illinois	51.2	21.8	23.1	3.5	x	x	x	0.2
Indiana	61.0	23.8	13.4	0.4	x	0.3	x	0.8
Iowa	60.6	32.5	5.5	1.1	x	0.0	x	x
Kansas	60.1	33.9	5.2	0.3	0.0	x	x	0.4
Kentucky	71.2	19.2	9.1	x	x	x	0.0	0.0
Louisiana	65.5	20.6	x	0.0	x	x	0.0	0.0
Maine	47.8	31.9	15.2	3.9	x	x	x	0.0
Maryland	68.3	12.0	15.7	3.6	x	x	x	0.2
Massachusetts	42.1	26.9	28.3	2.3	0.1	x	x	x
Michigan	57.8	22.0	17.4	2.4	x	0.0	x	0.3
Minnesota	62.1	28.1	8.2	1.5	x	x	0.0	0.0
Mississippi	71.3	15.8	x	0.0	0.0	x	x	0.0
Missouri	54.3	31.3	11.6	x	x	0.0	0.0	x
Montana	44.8	41.0	13.7	x	0.0	x	0.0	x
Nebraska	66.6	26.2	6.0	0.5	0.0	x	x	0.3
Nevada	56.0	30.8	12.4	0.5	x	x	0.2	x
New Hampshire	62.3	23.9	13.8	0.0	0.0	0.0	0.0	0.0
New Jersey	38.1	26.2	21.7	4.3	x	0.3	x	9.1
New Mexico	52.8	28.6	17.6	0.3	x	0.5	0.2	x
New York	48.8	8.4	39.6	2.7	x	x	x	0.3

See notes at end of table.

Table 38. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2007—Continued

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
North Carolina	62.3	22.1	14.6	0.6	x	0.3	x	x
North Dakota	77.7	17.4	x	0.0	x	x	x	0.0
Ohio	46.0	36.5	16.4	0.5	x	0.3	x	x
Oklahoma	48.5	41.0	9.4	0.5	x	0.4	x	x
Oregon	73.3	19.1	7.2	0.2	x	0.1	x	0.1
Pennsylvania	44.0	38.7	13.8	2.6	0.6	x	x	x
Puerto Rico	92.9	3.5	x	x	0.0	0.0	x	0.0
Rhode Island	79.3	3.1	17.6	0.0	0.0	0.0	0.0	0.0
South Carolina	58.1	20.9	19.2	0.3	0.9	0.4	0.0	0.3
South Dakota	72.2	21.7	3.4	x	1.5	x	0.0	0.0
Tennessee	50.8	35.8	12.6	x	0.0	x	x	0.0
Texas	61.8	27.0	10.6	0.1	0.0	0.3	0.1	—
Utah	47.0	37.8	14.0	0.8	x	x	0.2	x
Vermont	—	—	—	—	—	—	—	—
Virginia	53.5	31.3	14.0	0.8	x	0.2	x	0.0
Washington	50.5	41.5	8.0	x	x	x	0.0	0.0
West Virginia	75.6	15.9	x	x	0.0	0.0	0.0	x
Wisconsin	56.2	33.9	8.9	0.4	0.1	x	x	0.4
Wyoming	58.3	36.7	3.2	x	x	0.0	x	0.0

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

— Percentage cannot be calculated because data were not available.

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

^b*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.

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

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

^e*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 educational agency or intermediate educational unit. NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment and who were limited English proficient in the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all the educational environments and who were limited English proficient in 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, in the educational environment and who were limited English proficient in all states with available data by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all the educational environments and who were limited English proficient in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- A regular class for some proportion of the day was the educational environment for 90 percent or more of the students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient in 47 of the 50 states for which data were available and not suppressed in 2007.
- The majority (54.6 percent) of students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient in the 52 states (“All states”) for which data were available, were educated *inside the regular class 80% or more of the day*. In 50 of the 52 states, *inside the regular class 80% or more of the day* was the most prevalent category for students served who were limited English proficient. In 39 of the 50 states, a majority of such students were educated in this environment, and in five of these 39 states, more than 75 percent of such students were educated in this environment. The five states were: Puerto Rico (92.9 percent), Rhode Island (79.3 percent), North Dakota (77.7 percent), Alabama (77.1 percent) and West Virginia (75.6 percent).
- In Hawaii and the District of Columbia, *inside the regular class no more than 79% of the day and no less than 40% of the day* was the most prevalent category for students served who were limited English proficient. In Hawaii, the percentage of students served was 50.8 percent, and in the District of Columbia, the percentage was 39 percent.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, under the category of emotional disturbance, by educational environment in 2007?

Table 39. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of emotional disturbance, by educational environment and state: Fall 2007

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
All states	37.5	19.6	24.1	13.0	2.1	1.2	2.0	0.4
Alabama	65.6	11.1	7.7	4.6	9.5	1.0	x	x
Alaska	28.1	23.2	27.6	15.6	1.8	1.2	2.5	0.0
Arizona	33.7	19.7	28.4	14.8	0.8	x	1.9	x
Arkansas	30.2	31.1	21.9	7.1	6.0	x	x	x
BIE schools	59.5	21.4	13.8	1.6	2.2	x	x	0.0
California	22.9	14.3	32.0	22.4	4.7	1.3	2.3	0.2
Colorado	45.5	17.9	17.6	8.9	5.7	1.1	3.2	0.1
Connecticut	39.3	12.7	17.6	18.4	7.4	1.1	3.3	0.1
Delaware	37.0	14.9	22.7	19.3	2.1	1.5	2.4	0.0
District of Columbia	8.1	11.2	21.9	15.8	x	—	x	36.5
Florida	34.6	14.4	32.6	10.5	0.1	0.2	6.7	0.9
Georgia	48.1	21.0	20.2	6.3	2.0	0.5	1.8	#
Hawaii	17.5	35.0	38.5	4.2	2.1	1.4	1.0	0.3
Idaho	43.1	21.9	16.5	11.7	1.3	0.7	5.0	0.0
Illinois	25.3	20.2	23.3	27.6	1.8	0.4	1.2	0.2
Indiana	42.3	19.0	26.0	4.6	3.4	2.6	1.2	0.9
Iowa	57.2	27.3	9.7	3.5	0.8	0.1	0.6	0.9
Kansas	42.0	25.5	10.5	15.5	1.4	1.0	3.7	0.3
Kentucky	43.2	18.6	25.5	4.7	2.0	3.6	2.5	0.0
Louisiana	39.9	21.2	26.5	2.9	0.9	3.8	4.5	0.3
Maine	39.6	25.4	19.6	11.5	3.2	0.5	x	x
Maryland	32.7	10.1	26.3	28.1	0.8	0.7	1.2	0.2
Massachusetts	28.9	13.1	25.3	29.0	2.7	0.3	0.6	0.1
Michigan	37.4	25.2	22.9	9.3	1.3	0.3	2.9	0.5
Minnesota	52.9	21.3	13.9	10.9	0.5	0.5	0.0	0.0
Mississippi	43.1	22.4	21.2	4.4	5.5	x	0.0	x
Missouri	37.8	27.9	16.7	11.2	x	1.8	4.2	x
Montana	37.0	29.9	21.3	4.4	5.4	x	1.0	x
Nebraska	59.8	16.7	10.8	9.8	1.3	x	0.9	x
Nevada	46.1	21.3	23.3	6.8	0.3	0.2	2.0	0.0
New Hampshire	39.6	17.8	28.1	9.4	4.5	0.3	0.2	0.0
New Jersey	28.2	19.4	18.7	26.8	0.9	2.2	3.6	0.3
New Mexico	36.4	20.7	35.4	x	3.4	1.4	1.5	x
New York	25.0	9.9	40.4	17.4	4.1	2.1	0.6	0.6

See notes at end of table.

Table 39. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of emotional disturbance, by educational environment and state: Fall 2007—Continued

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
North Carolina	44.4	21.7	25.4	4.4	x	2.9	0.6	x
North Dakota	70.8	14.5	5.3	2.6	4.9	x	1.0	x
Ohio	28.9	21.5	24.5	18.3	2.4	2.2	2.1	0.2
Oklahoma	40.3	30.7	22.5	1.5	2.0	2.2	x	x
Oregon	50.1	17.3	21.6	7.0	0.6	1.0	2.2	0.2
Pennsylvania	34.3	25.9	18.7	16.8	2.7	0.5	1.1	#
Puerto Rico	73.2	4.2	19.9	0.6	0.4	1.0	0.0	0.7
Rhode Island	42.0	6.1	27.4	17.2	5.0	0.4	1.0	0.9
South Carolina	27.7	22.9	36.2	3.8	1.8	6.5	x	x
South Dakota	50.2	20.5	14.3	x	10.4	x	0.0	0.0
Tennessee	38.1	21.7	27.2	9.2	0.5	2.9	x	x
Texas	55.0	22.3	17.6	2.5	0.1	1.2	1.3	0.0
Utah	36.4	25.5	29.1	3.8	x	2.4	2.6	x
Vermont	—	—	—	—	—	—	—	—
Virginia	36.0	20.8	18.7	15.5	3.2	2.2	3.6	0.0
Washington	31.8	32.7	27.0	4.8	0.9	0.5	2.2	0.1
West Virginia	51.3	26.6	14.0	x	2.7	3.3	x	0.0
Wisconsin	48.6	30.9	15.3	2.6	0.4	0.6	1.2	0.4
Wyoming	37.2	31.6	16.9	2.1	10.2	x	1.3	x

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

— Percentage cannot be calculated because data were not available.

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

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

^b*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.

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

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

^e*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 educational agency or intermediate educational unit.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were *inside the regular class 80% or more of the day* was 37.5 percent. For those *inside the regular class no more than 79% of the day and no less than 40% of the day*, it was 19.6 percent. For those *inside the regular class less than 40% of the day*, it was 24.1 percent. These numbers apply to the 52 states (“All states”) for which data were available.
- Fourteen of the 52 states that reported data in all three categories associated with regular school indicated that regular class for some amount of the school day was the educational environment for more than 90 percent of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance*. An additional 22 states reported that a regular class for some amount of the day was the educational environment for 80 percent to 90 percent of such students.
- In 43 of the 52 states for which data were available, *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, under the category of *emotional disturbance*. In eight states, between 50 and 60 percent of these students were educated in this environment. The eight states were: Nebraska (59.8 percent), BIE schools (59.5 percent), Iowa (57.2 percent), Texas (55 percent), Minnesota (52.9 percent), West Virginia (51.3 percent), South Dakota (50.2 percent) and Oregon (50.1 percent). In the following three states, the percentage exceeded 60 percent: Puerto Rico (73.2 percent), North Dakota (70.8 percent) and Alabama (65.6 percent).
- In four states, the category *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, under the category of *emotional disturbance*. The four states were: New York (40.4 percent), Hawaii (38.5 percent), California (32 percent) and South Carolina (36.2 percent).
- The category *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, under the category of *emotional disturbance* in Washington (32.7 percent) and Arkansas (31.1 percent).
- A *separate school* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in Illinois (27.6 percent) and Massachusetts (29 percent).
- In the District of Columbia (36.5 percent), the category *parentally placed in private school* accounted for the largest percentage of students served under *IDEA*, Part B, under the category of *emotional disturbance*.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, under the category of intellectual disabilities, by educational environment in 2007?

Table 40. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of intellectual disabilities, by educational environment and state: Fall 2007

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
All states	17.0	26.9	48.7	5.9	0.4	0.5	0.3	0.3
Alabama	43.9	27.1	23.3	3.4	1.6	0.3	0.2	0.3
Alaska	14.8	18.7	63.4	2.5	x	x	x	0.0
Arizona	7.3	16.2	71.9	3.8	x	0.5	x	0.0
Arkansas	16.0	41.8	37.7	1.9	1.8	0.5	0.3	0.1
BIE schools	22.1	36.8	39.6	x	x	x	0.0	0.0
California	10.9	12.4	64.9	10.9	0.4	0.4	0.1	#
Colorado	18.6	34.8	41.1	3.9	0.7	0.6	x	x
Connecticut	46.1	36.9	7.7	6.7	1.6	x	0.5	x
Delaware	13.6	24.3	49.6	10.9	0.4	0.4	0.9	0.0
District of Columbia	6.1	13.5	42.0	20.9	x	—	x	15.7
Florida	12.2	16.2	58.5	10.0	0.1	0.4	1.4	1.2
Georgia	20.4	24.1	53.2	0.9	0.4	x	0.5	x
Hawaii	3.9	24.6	70.8	x	x	x	0.0	x
Idaho	15.7	36.8	43.5	3.0	x	0.3	0.6	x
Illinois	5.3	21.0	58.7	14.2	0.3	0.2	0.1	0.1
Indiana	21.4	31.2	44.2	1.0	0.4	0.7	0.4	0.8
Iowa	56.9	28.9	9.2	3.4	0.5	0.1	0.3	0.8
Kansas	14.7	45.0	35.2	3.3	0.6	0.3	0.4	0.4
Kentucky	39.5	36.6	22.0	0.8	0.2	0.7	0.2	#
Louisiana	20.4	24.8	50.7	0.2	1.2	1.3	0.2	1.2
Maine	9.8	31.0	54.3	4.0	x	x	0.0	x
Maryland	10.9	19.1	57.8	11.8	0.2	0.1	x	x
Massachusetts	16.4	23.5	53.2	5.6	1.0	x	0.1	x
Michigan	9.8	22.3	50.8	16.2	0.1	0.1	0.4	0.4
Minnesota	10.0	40.3	41.0	8.1	0.1	0.5	0.0	0.0
Mississippi	15.6	27.6	53.1	0.8	2.1	0.7	x	x
Missouri	7.1	39.8	41.1	10.6	0.0	0.7	0.6	0.2
Montana	11.6	37.2	49.6	x	1.0	x	0.0	x
Nebraska	34.7	34.4	26.4	3.3	0.5	x	x	0.4
Nevada	6.9	19.4	69.1	4.0	x	x	x	x
New Hampshire	17.2	15.0	61.0	4.4	1.6	x	x	0.0
New Jersey	7.1	22.1	49.2	19.7	0.2	0.5	0.3	0.9
New Mexico	14.3	21.6	63.1	x	x	0.6	x	x
New York	6.0	12.1	60.2	19.3	0.8	x	x	1.2

See notes at end of table.

Table 40. Percentage of students ages 6 through 21 served under IDEA, Part B, under the category of intellectual disabilities, by educational environment and state: Fall 2007—Continued

State	Inside the regular class			Separate school ^b	Residential facility ^b	Homebound/hospital ^c	Correctional facility ^d	Parentally placed in private school ^e
	80% or more ^a of the day	40% to 79% ^a of the day	Less than 40% ^a of the day					
North Carolina	13.0	26.4	55.8	3.3	0.4	0.7	0.3	#
North Dakota	20.0	48.5	28.2	1.1	2.0	x	0.0	x
Ohio	25.7	46.7	25.4	0.8	0.3	0.4	0.3	0.4
Oklahoma	13.9	42.2	42.2	0.5	0.4	0.6	0.2	0.0
Oregon	15.7	26.4	54.4	2.1	0.3	0.5	0.3	0.3
Pennsylvania	11.6	37.6	42.9	7.1	0.5	0.2	0.1	#
Puerto Rico	45.7	8.2	43.2	1.9	0.2	0.4	0.1	0.4
Rhode Island	23.8	12.0	59.6	3.2	0.8	x	0.0	x
South Carolina	8.4	15.9	70.4	2.7	0.5	1.8	x	x
South Dakota	16.1	54.4	22.9	x	3.5	x	0.0	0.0
Tennessee	13.2	29.1	54.2	2.3	0.1	0.7	0.3	0.1
Texas	7.0	24.8	65.6	1.8	0.2	0.5	0.1	0.0
Utah	8.6	21.7	57.5	11.7	x	0.3	0.2	x
Vermont	—	—	—	—	—	—	—	—
Virginia	11.5	26.7	56.4	2.8	0.8	1.4	0.4	0.0
Washington	4.8	33.7	60.2	1.0	x	x	0.1	0.1
West Virginia	25.7	44.6	26.9	x	0.5	1.7	0.4	x
Wisconsin	9.7	39.3	47.4	2.4	0.1	0.5	0.3	0.3
Wyoming	5.1	37.7	53.1	x	3.1	x	0.0	x

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

— Percentage cannot be calculated because data were not available.

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

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

^b*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.

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

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

^e*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 educational agency or intermediate educational unit.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were updated as of Sept. 28, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2007, the percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* who were *inside the regular class 80% or more of the day* was 17 percent. For those *inside the regular class no more than 79% of the day and no less than 40% of the day*, it was 26.9 percent. For those *inside the regular class less than 40% of the day*, it was 48.7 percent. These numbers apply to the 52 states (“All states”) for which data were available.
- Forty-one of the 52 states that reported data in all three categories associated with regular school indicated that regular class for some amount of the school day was the educational environment for more than 90 percent of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities*. An additional eight states reported that a regular class for some amount of the day was the educational environment for 80 percent to 90 percent of such students.
- In 40 of the 52 states for which data were available, *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, under the category of *intellectual disabilities*. The percentage exceeded 50 percent in 27 states, and in five of these states, the percentage was greater than 65 percent. The five states were: Arizona (71.9 percent), Hawaii (70.8 percent), South Carolina (70.4 percent), Nevada (69.1 percent) and Texas (65.6 percent).
- In six states, *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities*. The six states were: Iowa (56.9 percent), Connecticut (46.1 percent), Puerto Rico (45.7 percent), Alabama (43.9 percent), Kentucky (39.5 percent) and Nebraska (34.7 percent).
- *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, under the category of *intellectual disabilities* in the following six states: South Dakota (54.4 percent), North Dakota (48.5 percent), Ohio (46.7 percent), Kansas (45 percent), West Virginia (44.6 percent) and Arkansas (41.8 percent).

Part B Exiting

How did the states compare with regard to the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by graduating or dropping out in 2006–07?

How did the percentages change between 2004–05 and 2006–07?

Table 41. Percentage 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: 2004–05 and 2006–07

State	2004–05 Percent		2006–07 Percent		Change between 2004–05 and 2006–07 ^a		Percent change between 2004–05 and 2006–07 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All states	54.6	28.3	56.1	25.7	1.4	-2.6	2.6	-9.3
Alabama	19.7	36.4	25.4	30.0	5.7	-6.4	28.8	-17.7
Alaska	52.0	36.5	46.0	36.2	-6.0	-0.3	-11.6	-0.9
Arizona	59.5	37.7	47.4	49.8	-12.1	12.1	-20.3	32.2
Arkansas	75.4	22.0	78.4	19.3	3.0	-2.7	3.9	-12.2
BIE schools	39.9	53.0	52.6	38.9	12.8	-14.0	32.1	-26.5
California	58.3	34.9	55.2	20.8	-3.1	-14.0	-5.3	-40.2
Colorado	69.8	21.8	60.3	32.9	-9.5	11.1	-13.6	50.9
Connecticut	68.9	28.2	81.6	14.9	12.7	-13.3	18.4	-47.1
Delaware	68.1	22.4	56.8	34.7	-11.3	12.3	-16.6	54.6
District of Columbia	67.6	5.1	73.0	7.8	5.4	2.7	8.0	53.7
Florida	40.8	29.8	41.6	28.9	0.8	-0.9	1.9	-3.1
Georgia	26.7	33.1	32.2	29.9	5.4	-3.2	20.3	-9.8
Hawaii	82.0	6.4	75.3	6.9	-6.7	0.5	-8.2	8.5
Idaho	66.2	30.5	47.3	28.2	-18.9	-2.3	-28.5	-7.5
Illinois	71.1	26.0	75.4	22.6	4.2	-3.3	5.9	-12.9
Indiana	40.3	48.7	54.4	32.2	14.1	-16.4	35.0	-33.8
Iowa	66.5	28.7	67.8	28.8	1.2	0.1	1.9	0.4
Kansas	69.9	28.0	71.7	26.8	1.8	-1.2	2.6	-4.2
Kentucky	61.2	30.0	64.3	26.8	3.1	-3.1	5.1	-10.5
Louisiana	29.7	43.4	28.0	44.7	-1.7	1.3	-5.6	3.1

See notes at end of table.

Table 41. Percentage 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: 2004–05 and 2006–07—Continued

State	2004–05 Percent		2006–07 Percent		Change between 2004–05 and 2006–07 ^a		Percent change between 2004–05 and 2006–07 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Maine	61.7	35.4	67.3	27.1	5.6	-8.2	9.0	-23.3
Maryland	59.9	28.8	60.8	27.4	0.9	-1.4	1.4	-4.9
Massachusetts	69.2	25.6	62.9	29.3	-6.3	3.7	-9.2	14.6
Michigan	69.4	27.4	69.0	28.9	-0.4	1.5	-0.6	5.4
Minnesota	70.2	29.2	76.5	22.7	6.3	-6.5	9.0	-22.2
Mississippi	27.9	17.5	22.9	17.9	-5.0	0.4	-17.9	2.2
Missouri	68.4	28.6	71.1	26.5	2.6	-2.1	3.8	-7.4
Montana	66.6	32.1	70.8	28.3	4.2	-3.8	6.2	-11.7
Nebraska	69.9	24.1	73.8	21.2	3.9	-2.9	5.5	-12.0
Nevada	20.8	24.2	16.9	40.9	-4.0	16.7	-19.0	68.9
New Hampshire	51.2	47.3	66.1	28.8	14.9	-18.5	29.0	-39.1
New Jersey	72.4	25.6	76.6	21.5	4.2	-4.2	5.9	-16.3
New Mexico	52.7	20.0	45.2	20.1	-7.5	0.1	-14.2	0.3
New York	46.1	32.2	47.5	28.7	1.4	-3.5	2.9	-10.9
North Carolina	57.0	30.8	51.2	38.0	-5.8	7.1	-10.2	23.2
North Dakota	69.5	26.3	71.2	23.5	1.7	-2.9	2.5	-10.9
Ohio	35.0	17.6	44.7	14.6	9.7	-2.9	27.6	-16.6
Oklahoma	69.5	30.1	71.8	27.7	2.3	-2.4	3.4	-8.1
Oregon	46.1	33.1	45.0	31.9	-1.1	-1.2	-2.4	-3.6
Pennsylvania	88.3	10.2	84.5	14.2	-3.8	4.0	-4.3	38.7
Puerto Rico	36.8	47.1	65.2	23.5	28.4	-23.5	77.1	-50.0
Rhode Island	73.0	24.8	72.6	23.2	-0.5	-1.6	-0.7	-6.4
South Carolina	28.2	45.7	31.8	40.2	3.6	-5.5	12.9	-12.0
South Dakota	48.9	47.4	71.1	25.0	22.2	-22.4	45.4	-47.2
Tennessee	33.0	31.7	55.1	16.3	22.1	-15.5	66.9	-48.7
Texas	42.6	16.7	38.4	26.3	-4.2	9.6	-9.9	57.4
Utah	70.1	25.5	67.1	24.6	-3.0	-0.9	-4.3	-3.3
Vermont	62.8	34.6	—	—	—	—	—	—

See notes at end of table.

Table 41. Percentage 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: 2004–05 and 2006–07—Continued

State	2004–05 Percent		2006–07 Percent		Change between 2004–05 and 2006–07 ^a		Percent change between 2004–05 and 2006–07 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Virginia	37.0	22.6	41.0	16.7	3.9	-6.0	10.7	-26.3
Washington	68.3	29.1	—	—	—	—	—	—
West Virginia	65.8	28.2	65.7	27.5	-0.1	-0.7	-0.2	-2.6
Wisconsin	73.0	22.2	69.1	23.5	-3.9	1.3	-5.4	5.9
Wyoming	46.1	50.5	59.3	34.7	13.3	-15.7	28.8	-31.2

— Percentage cannot be calculated because data were not available.

^aChange between 2004–05 and 2006–07 was calculated for each state and “All states” by subtracting the percentage for 2004–05 from the percentage for 2006–07. Due to rounding, it may not be possible to reproduce this change from the values presented in the table.

^bPercent change between 2004–05 and 2006–07 was calculated for each state and “All states” by subtracting the percentage for 2004–05 from the percentage for 2006–07, dividing the difference by the percentage for 2004–05, 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 table.

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

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include: five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This table provides percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 42. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the exit category (*graduated with a regular high school diploma* or *dropped out*) in the state by the total number of students ages 14 through 21 served under IDEA, Part B, in the five exit-from-both-special education-and-school categories in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the exit category (*graduated with a regular high school diploma* or *dropped out*) in all states with available data by the total number of students ages 14 through 21 served under IDEA, Part B, in the five exit-from-both-special education-and-school categories in all states with available data 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 (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA, as amended. For 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2006–07, data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2004–05 and 2006–07. Data for 2004–05 were updated as of Feb. 27, 2008, and data for 2006–07 were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* was 56.1 percent for the 51 states (“All states”) for which data were available. In six of the 51 states, less than 33 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*. The six states were: Georgia (32.2 percent), South Carolina (31.8 percent), Louisiana (28 percent), Alabama (25.4 percent), Mississippi (22.9 percent) and Nevada (16.9 percent). In contrast, more than 75 percent of such students *graduated with a regular high school diploma* in the following seven states: Pennsylvania (84.5 percent), Connecticut (81.6 percent), Arkansas (78.4 percent), New Jersey (76.6 percent), Minnesota (76.5 percent), Illinois (75.4 percent) and Hawaii (75.3 percent).
- Between 2004–05 and 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* increased in 30 states. In the following five states, the percent change increase was greater than 30 percent: Puerto Rico (77.1 percent), Tennessee (66.9 percent), South Dakota (45.4 percent), Indiana (35 percent) and BIE schools (32.1 percent). However, each of these five states was associated with a graduation percentage in 2004–05 that was less than the graduation percentage for “All states” (54.6 percent) in 2004–05.
- Between 2004–05 and 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* decreased in 21 states. In the following two states, the percent change decrease was more than 20 percent: Idaho (-28.5 percent) and Arizona (-20.3 percent). In 2004–05, the graduation percentage for each of these two states was greater than the corresponding percentage for “All states” (54.6 percent).
- In 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* was 25.7 percent for the 51 states (“All states”) for which data were available. In five of the 51 states, less than 15 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *dropped out*. The five states were: Connecticut (14.9 percent), Ohio (14.6 percent), Pennsylvania (14.2 percent), the District of Columbia (7.8 percent) and Hawaii (6.9 percent). In seven other states, the percentage of students who *dropped out* was greater than 35 percent. The seven states were: Arizona (49.8 percent), Louisiana (44.7 percent), Nevada (40.9 percent), South Carolina (40.2 percent), BIE schools (38.9 percent), North Carolina (38 percent) and Alaska (36.2 percent).
- Between 2004–05 and 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* decreased in 35 states. In the following eight states, the percent decrease was greater than 30 percent: Puerto Rico (-50 percent), Tennessee (-48.7 percent), South Dakota (-47.2 percent), Connecticut (-47.1 percent), California (-40.2 percent), New Hampshire (-39.1 percent), Indiana (-33.8 percent) and Wyoming (-31.2 percent). Of these eight states, only Connecticut was associated with a dropout percentage in 2004–05 (28.2 percent) that was less than the dropout percentage in “All states” in 2004–05 (28.3 percent).
- Between 2004–05 and 2006–07, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* increased in 16 states. In the following seven states, the percent increase was more than 30 percent: Nevada (68.9 percent), Texas (57.4 percent), Delaware (54.6 percent), the District of Columbia (53.7 percent), Colorado (50.9 percent), Pennsylvania (38.7 percent) and Arizona (32.2 percent). Of these states, only

Arizona was associated with a dropout percentage in 2004–05 (37.7 percent) that was greater than the corresponding percentage for “All states” (28.3 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 2006–07?

Table 42. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2006–07

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing ^a
All states	32.8	9.5	15.0	0.9	0.3	9.9	31.6
Alabama	15.9	25.9	18.8	1.7	0.3	6.0	31.4
Alaska	29.4	10.6	23.1	0.5	0.4	13.6	22.4
Arizona	17.1	0.0	18.0	0.7	0.3	6.8	57.1
Arkansas	36.6	0.9	9.0	0.1	0.2	5.5	47.8
BIE schools	31.1	x	23.0	x	0.0	9.2	31.8
California	25.6	9.9	9.7	1.0	0.2	8.5	45.1
Colorado	34.0	2.6	18.6	0.9	0.3	11.2	32.3
Connecticut	54.1	0.3	9.9	1.8	0.3	21.0	12.7
Delaware	23.7	1.9	14.5	1.4	0.2	5.4	52.9
District of Columbia	49.7	6.1	5.3	4.0	3.0	10.3	21.6
Florida	19.8	13.8	13.7	0.0	0.2	6.5	46.0
Georgia	18.1	21.0	16.8	0.0	0.3	10.5	33.3
Hawaii	54.9	3.1	5.0	9.7	0.2	19.2	7.9
Idaho	23.4	9.9	13.9	2.0	0.2	19.0	31.6
Illinois	50.9	0.5	15.3	0.5	0.3	10.4	22.1
Indiana	30.0	6.4	17.8	0.6	0.4	6.5	38.4
Iowa	46.8	1.6	19.9	0.5	0.2	18.7	12.2
Kansas	41.8	0.0	15.6	0.7	0.2	14.3	27.4
Kentucky	35.9	4.5	15.0	0.2	0.2	7.7	36.5
Louisiana	17.9	16.9	28.6	0.0	0.6	22.0	14.1
Maine	32.4	1.7	13.1	0.6	0.4	22.0	29.8
Maryland	35.1	5.5	15.8	1.0	0.3	11.9	30.3
Massachusetts	45.8	3.4	21.3	2.1	0.2	0.2	27.0
Michigan	37.7	0.9	15.8	0.0	0.2	9.9	35.5
Minnesota	55.2	0.0	16.4	0.4	0.2	8.1	19.8
Mississippi	16.3	41.6	12.7	0.2	0.2	4.4	24.6
Missouri	41.7	0.1	15.6	1.0	0.3	9.0	32.3
Montana	43.6	0.3	17.5	x	x	12.9	25.5
Nebraska	52.0	0.6	14.9	2.5	0.4	18.8	10.7
Nevada	12.2	29.8	29.6	0.3	0.3	5.3	22.5
New Hampshire	39.2	1.0	17.1	1.6	0.4	13.9	26.8
New Jersey	49.0	0.0	13.7	1.0	0.2	4.5	31.5
New Mexico	27.9	21.1	12.4	x	x	22.3	16.1
New York	27.4	12.7	16.5	0.9	0.2	8.5	33.9
North Carolina	30.3	5.8	22.5	0.2	0.4	12.6	28.2
North Dakota	43.9	x	14.5	2.2	x	16.6	21.7
Ohio	23.1	16.4	7.6	4.4	0.2	15.1	33.2
Oklahoma	42.8	0.0	16.5	0.1	0.2	5.2	35.3
Oregon	22.8	9.2	16.2	2.3	0.2	14.1	35.2
Pennsylvania	53.3	0.4	8.9	0.3	0.2	5.1	31.8
Puerto Rico	51.7	6.4	18.7	1.9	0.6	12.6	8.1
Rhode Island	39.0	0.7	12.5	1.3	0.2	10.8	35.5

See notes at end of table.

Table 42. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2006–07—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 ^a
South Carolina	19.9	15.8	25.1	1.3	0.4	9.1	28.4
South Dakota	35.7	0.0	12.6	1.6	0.4	19.8	29.9
Tennessee	29.9	14.8	8.8	0.4	0.3	8.4	37.2
Texas	27.2	24.6	18.6	0.1	0.3	13.5	15.7
Utah	41.4	4.6	15.2	0.2	0.3	8.0	30.2
Vermont	—	—	—	—	—	—	—
Virginia	25.0	25.1	10.2	0.5	0.2	8.6	30.4
Washington	—	—	—	—	—	—	—
West Virginia	52.7	5.1	22.0	x	x	9.4	10.5
Wisconsin	49.9	1.3	17.0	3.7	0.3	23.0	4.7
Wyoming	32.4	1.8	19.0	x	x	14.2	31.2

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

— Percentage cannot be calculated because data were not available.

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

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, in the exit reason category in the state by the total number of students ages 14 through 21 served under *IDEA*, Part B, in all the exiting categories in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the exit reason category in all states with available data by the total number of students ages 14 through 21 served under *IDEA*, Part B, in all the exiting categories in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data. Data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2006–07. Data were updated as of Dec. 8, 2009. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2006–07, the percentage of students ages 14 through 21 exiting *IDEA*, Part B, by having *graduated with a regular high school diploma* was 32.8 percent for the 51 states (“All states”) for which data were available. This percentage was larger than the percentage for any other exit category. In addition, in 31 of the 51 states, this category was associated with the largest percentage of students who exited special education. In eight of these states, a majority of the students exited special education for this reason. The eight states were: Minnesota (55.2 percent), Hawaii (54.9 percent), Connecticut (54.1 percent), Pennsylvania (53.3 percent), West Virginia (52.7 percent), Nebraska (52 percent), Puerto Rico (51.7 percent) and Illinois (50.9 percent).
- The second most common exit reason for students ages 14 through 21 exiting *IDEA*, Part B, in 2006–07 was *moved, known to be continuing in education*. The percentage of students reported to have exited special education in this category by the 51 states (“All states”) for which data were available was 31.6 percent. In 17 of the 51 states, this category accounted for the largest percentage of students who exited special education. The percentages in these 17

states ranged from 28.4 percent to 57.1 percent. In two states, the majority of students who exited special education were reported in the *moved, known to be continuing in education* category. The two states were: Arizona (57.1 percent) and Delaware (52.9 percent).

- Three states presented somewhat distinct distributions of exit reasons for students ages 14 through 21 exiting *IDEA*, Part B, in 2006–07. In Mississippi and Nevada, the largest percentage of students who exited special education was reported in the *received a certificate* category. In Louisiana, the largest percentage of students who exited was associated with the *dropped out* category (28.6 percent).

How did the states that used exit exams for students with disabilities and states that did not use exit exams in 2006–07 compare with respect to the following measures:

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

Table 43. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities and state: 2006–07

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Used exit exams ^a	Alabama	25.4	41.4	30.0	2.7	0.6
	Alaska	46.0	16.5	36.2	0.7	0.6
	Arizona	47.4	0.0	49.8	1.9	0.9
	California	55.2	21.3	20.8	2.1	0.5
	Florida	41.6	29.0	28.9	0.0	0.5
	Georgia	32.2	37.4	29.9	0.0	0.6
	Idaho	47.3	20.0	28.2	4.1	0.5
	Indiana	54.4	11.6	32.2	1.0	0.8
	Louisiana	28.0	26.4	44.7	0.0	0.9
	Massachusetts	62.9	4.6	29.3	2.9	0.3
	Mississippi	22.9	58.6	17.9	0.2	0.3
	Nevada	16.9	41.2	40.9	0.5	0.5
	New Jersey	76.6	0.0	21.5	1.6	0.3
	New Mexico	45.2	34.2	20.1	x	x
	New York	47.5	22.0	28.7	1.5	0.4
	North Carolina	51.2	9.8	38.0	0.4	0.6
	Ohio	44.7	31.8	14.6	8.6	0.3
	South Carolina	31.8	25.3	40.2	2.1	0.6
	Tennessee	55.1	27.2	16.3	0.8	0.6
Texas	38.4	34.7	26.3	0.1	0.5	
Virginia	41.0	41.1	16.7	0.9	0.3	
Did not use exit exams ^a	Arkansas	78.4	1.9	19.3	0.1	0.4
	Colorado	60.3	4.7	32.9	1.6	0.5
	Connecticut	81.6	0.4	14.9	2.6	0.4
	Delaware	56.8	4.6	34.7	3.4	0.5
	District of Columbia	73.0	9.0	7.8	5.8	4.4

See notes at end of table.

Table 43. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities and state: 2006–07—Continued

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Did not use exit exams ^a (cont'd)	Hawaii	75.3	4.2	6.9	13.3	0.3
	Illinois	75.4	0.8	22.6	0.8	0.4
	Iowa	67.8	2.3	28.8	0.7	0.3
	Kansas	71.7	0.0	26.8	1.2	0.3
	Kentucky	64.3	8.0	26.8	0.4	0.4
	Maine	67.3	3.5	27.1	1.3	0.7
	Maryland	60.8	9.5	27.4	1.7	0.6
	Michigan	69.0	1.7	28.9	0.0	0.4
	Minnesota	76.5	0.0	22.7	0.6	0.2
	Missouri	71.1	0.3	26.5	1.7	0.4
	Montana	70.8	0.5	28.3	x	x
	Nebraska	73.8	0.9	21.2	3.6	0.5
	New Hampshire	66.1	1.7	28.8	2.7	0.7
	North Dakota	71.2	x	23.5	3.6	x
	Oklahoma	71.8	0.0	27.7	0.2	0.3
	Oregon	45.0	18.1	31.9	4.6	0.4
	Pennsylvania	84.5	0.6	14.2	0.4	0.3
	Rhode Island	72.6	1.4	23.2	2.4	0.5
	South Dakota	71.1	0.0	25.0	3.1	0.8
	Utah	67.1	7.5	24.6	0.3	0.5
Vermont	—	—	—	—	—	
Washington	—	—	—	—	—	
West Virginia	65.7	6.4	27.5	x	x	
Wisconsin	69.1	1.9	23.5	5.2	0.4	
Wyoming	59.3	3.2	34.7	x	x	

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

— Percentage cannot be calculated because data were not available.

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include: five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This table provides percentages for the five categories of exiters from both special education and school. For data on all seven categories of exiters, see table 42. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the exit reason category in the state by the total number of students ages 14 through 21 served under *IDEA*, Part B, in the five exit-from-both-special education-and-school categories in the state, then multiplying the result by 100. Data were not available to classify Puerto Rico and BIE schools regarding the use of exit exams. Exiting data are from the reporting period between July 1, 2006, and June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: "Report of Children with Disabilities Exiting Special Education," 2006–07. Data were updated as of Dec. 8, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. University of Minnesota, National Center on Educational Outcomes, *Earning a High School Diploma through Alternative Routes (Synthesis Report 76)*, 2010, table 1. Available at <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis76/Synthesis76.pdf> (last accessed Sept. 19, 2012).

- The distribution of students ages 14 through 21 exiting *IDEA*, Part B, and school by exit reason in 2006–07 was different for the 21 states that used exit exams for students with disabilities and the 28 states that did not use exit exams. The most pronounced difference concerned the *graduated with a regular high school diploma* category, even though this category was generally associated with the largest percentage of students who exited in the states in both exit exam groups. Of the exiting categories, *graduated with a regular high school diploma* was associated with the largest percentage of exiting students in 13 of the 21 states that did use exit exams and in all 28 of the states that did not use exit exams. In 27 of the 28 states that did not use exit exams, the percentage of exiters classified as *graduated with a regular high school diploma*, accounted for the majority of exiters. In six states that did not use exams, the *graduated with a regular high school diploma* category was associated with more than 75 percent of the exiters. The six states were: Pennsylvania (84.5 percent), Connecticut (81.6 percent), Arkansas (78.4 percent), Minnesota (76.5 percent), Illinois (75.4 percent) and Hawaii (75.3). The percentage of exiters classified as *graduated with a regular high school diploma* accounted for more than 75 percent of the exiters in only one of the states that used exit exams, New Jersey (76.6 percent).
- In five states that used exit exams during 2006–07, the largest percentage of exiters was associated with the *received a certificate* category. The five states were: Mississippi (58.6 percent), Alabama (41.4 percent), Nevada (41.2 percent), Virginia (41.1 percent) and Georgia (37.4 percent). In three other states that used exit exams, the *dropped out* category accounted for the largest percentage of exiters. The three states were: Arizona (49.8 percent), Louisiana (44.7 percent) and South Carolina (40.2 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2006:

1. the number of total full-time equivalent (FTE) special education teachers (highly qualified and not highly qualified) employed to provide special education and related services for students ages 6 through 21 per 100 students served;
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; 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?

Table 44. 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 2006

State	Total FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students		
All states	6.67	5.95	0.73
Alabama	6.91	6.06	0.85
Alaska	6.28	5.36	0.92
Arizona	5.31	4.57	0.74
Arkansas	6.74	6.18	0.56
BIE schools	7.56	7.03	0.52
California	5.31	4.77	0.54
Colorado	6.56	5.85	0.72
Connecticut	7.85	7.85	0.00
Delaware	8.54	4.30	4.24
District of Columbia	—	—	—
Florida	4.70	2.16	2.54
Georgia	8.72	7.71	1.00
Hawaii	9.73	7.33	2.40
Idaho	4.50	4.02	0.48
Illinois	6.87	6.85	0.02
Indiana	4.40	4.23	0.18
Iowa	8.84	8.84	0.00
Kansas	6.91	5.46	1.44
Kentucky	7.44	7.04	0.40
Louisiana	8.05	5.33	2.71
Maine	8.97	8.19	0.78
Maryland	8.59	6.59	1.99
Massachusetts	5.75	5.08	0.66
Michigan	5.97	5.82	0.15
Minnesota	8.16	7.64	0.51

See notes at end of table.

Table 44. 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 2006—Continued

State	Total FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students		
Mississippi	—	—	—
Missouri	7.27	7.10	0.16
Montana	4.97	4.86	0.11
Nebraska	5.81	5.52	0.29
Nevada	6.08	5.19	0.89
New Hampshire	9.32	9.32	0.00
New Jersey	8.28	7.95	0.33
New Mexico	5.85	5.06	0.78
New York	10.18	8.73	1.45
North Carolina	5.97	5.73	0.23
North Dakota	6.73	6.46	0.26
Ohio	7.91	7.62	0.29
Oklahoma	—	—	—
Oregon	4.92	4.39	0.53
Pennsylvania	7.66	7.06	0.60
Puerto Rico	5.32	5.01	0.31
Rhode Island	6.88	5.74	1.14
South Carolina	6.54	6.06	0.48
South Dakota	6.04	4.82	1.23
Tennessee	5.61	4.91	0.69
Texas	4.97	4.77	0.21
Utah	4.68	3.64	1.05
Vermont	8.53	7.91	0.62
Virginia	8.66	7.26	1.40
Washington	4.73	4.57	0.16
West Virginia	6.55	5.82	0.72
Wisconsin	6.94	6.65	0.28
Wyoming	3.89	3.17	0.73

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. §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 (ESEA)*, as amended by the *No Child Left Behind Act*, 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* [20 U.S.C. §1401(10)].

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

- In 2006, there were 6.67 total FTE *special education teachers* (highly qualified and not highly qualified) employed to provide special education and related services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available.
- In 2006, there were 5.95 FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available. In the following four states, there was a ratio of 8 or more FTE highly qualified *special education teachers* per 100 students: New Hampshire (9.32), Iowa (8.84), New York (8.73) and Maine (8.19). In three states, the ratio was less than 4 FTE highly qualified *special education teachers* per 100 students. The three states were: Utah (3.64), Wyoming (3.17) and Florida (2.16).
- In 2006, there were 0.73 FTE not highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available. The ratio was less than 2 in all but four states. The four states were: Delaware (4.24), Louisiana (2.71), Florida (2.54) and Hawaii (2.4).

Beginning with the 2006 personnel data collection, highly qualified and not highly qualified replaced fully certified and not fully certified, respectively, for *special education teachers*. The new terms are not comparable in meaning to those they replaced. SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2006. Data were updated as of Oct. 6, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

Part B Discipline

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury during the 2006–07 school year?

Table 45. Percentage of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting by school personnel for drug, weapons or serious bodily injury offenses, by state: School year 2006–07

State	Removed to an interim alternative educational setting ^a by school personnel ^b
All states	0.17
Alabama	0.05
Alaska	0.11
Arizona	0.62
Arkansas	0.05
BIE schools	0.00
California	0.03
Colorado	0.29
Connecticut	0.01
Delaware	0.06
District of Columbia	—
Florida	0.01
Georgia	0.10
Hawaii	—
Idaho	0.20
Illinois	0.09
Indiana	0.51
Iowa	0.12
Kansas	0.86
Kentucky	0.07
Louisiana	0.39
Maine	0.23
Maryland	0.05
Massachusetts	0.04
Michigan	0.20
Minnesota	0.02
Mississippi	0.11
Missouri	0.14
Montana	0.39
Nebraska	0.06
Nevada	0.52
New Hampshire	x

See notes at end of table.

Table 45. Percentage of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting by school personnel for drug, weapons or serious bodily injury offenses, by state: School year 2006–07—Continued

State	Removed to an interim alternative educational setting ^a by school personnel ^b
New Jersey	0.01
New Mexico	0.04
New York	0.14
North Carolina	0.07
North Dakota	0.07
Ohio	0.02
Oklahoma	0.29
Oregon	0.03
Pennsylvania	0.37
Puerto Rico	0.04
Rhode Island	x
South Carolina	0.17
South Dakota	0.09
Tennessee	0.16
Texas	0.53
Utah	0.22
Vermont	—
Virginia	0.02
Washington	0.65
West Virginia	x
Wisconsin	0.03
Wyoming	0.00

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

— Percentage cannot be calculated because data were not available.

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

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

NOTE: Percentage for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an IAES by school personnel for drug, weapons or serious bodily injury offenses in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 100. Percentage for "All states" with available data was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an IAES by school personnel for drug, weapons or serious bodily injury offenses in all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states, then multiplying the result by 100. Percentage for "All states" includes suppressed data. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons or serious bodily injury to others in school year 2006–07 was 0.17 percent for the 50 states (“All states”) for which data were available.
- The percentages of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting by school personnel for drug, weapons or serious bodily injury offenses in the 50 states for which data were available ranged from zero percent to 0.86 percent. In the following seven states, less than 0.05 percent of the children and students were removed to an interim alternative educational setting by school personnel: Ohio (0.02 percent), Virginia (0.02 percent), Connecticut (0.01 percent), Florida (0.01 percent), New Jersey (0.01 percent), BIE schools (0 percent) and Wyoming (0 percent). In the following six states, more than 0.5 percent of the children and students were removed to an interim alternative educational setting by school personnel: Kansas (0.86 percent), Washington (0.65 percent), Arizona (0.62 percent), Texas (0.53 percent), Nevada (0.52 percent) and Indiana (0.51 percent).

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the 2006–07 school year?

Table 46. Percentage 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, by state: School year 2006–07

State	Suspended out of school or expelled for more than 10 days ^a
All states	1.13
Alabama	1.28
Alaska	1.91
Arizona	0.67
Arkansas	0.96
BIE schools	0.72
California	0.67
Colorado	1.01
Connecticut	2.83
Delaware	2.54
District of Columbia	—
Florida	1.74
Georgia	1.69
Hawaii	1.38
Idaho	0.27
Illinois	1.01
Indiana	1.16
Iowa	0.52
Kansas	0.80
Kentucky	0.29
Louisiana	1.08
Maine	0.09
Maryland	1.93
Massachusetts	0.93
Michigan	2.00
Minnesota	1.16
Mississippi	6.11
Missouri	2.02
Montana	0.70
Nebraska	—
Nevada	1.91
New Hampshire	0.22
New Jersey	0.55
New Mexico	0.51
New York	1.24
North Carolina	0.20
North Dakota	0.13

See notes at end of table.

Table 46. Percentage 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, by state: School year 2006–07—Continued

State	Suspended out of school or expelled for more than 10 days ^a
Ohio	1.10
Oklahoma	1.37
Oregon	0.58
Pennsylvania	0.84
Puerto Rico	0.02
Rhode Island	1.39
South Carolina	1.48
South Dakota	0.15
Tennessee	1.51
Texas	0.07
Utah	0.34
Vermont	—
Virginia	2.65
Washington	2.02
West Virginia	1.70
Wisconsin	1.42
Wyoming	0.20

— Percentage cannot be calculated because data were not available.

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

NOTE: Percentage for each state was calculated by dividing 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 in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 100. Percentage for “All states” with available data was calculated by dividing 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 in all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states, then multiplying the result by 100. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 days during the 2006–07 school year for the 50 states (“All states”) for which data were available was 1.13 percent.
- The percentages of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 days during the 2006–07 school year in the 50 states for which data were available, ranged from 0.02 percent to 6.11 percent. In the following six states, 0.2 percent or less of the children and students were suspended or expelled out of school for more than 10 days: North Carolina (0.2 percent), South Dakota (0.15 percent), North Dakota (0.13 percent), Maine (0.09 percent), Texas (0.07 percent) and

Puerto Rico (0.02 percent). In the following seven states, 2 percent or more of the children and students were suspended or expelled out of school for more than 10 days: Mississippi (6.11 percent), Connecticut (2.83 percent), Virginia (2.65 percent), Delaware (2.54 percent), Missouri (2.02 percent), Washington (2.02 percent) and Michigan (2 percent).

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, under the category of emotional disturbance, who were suspended out of school or expelled for more than 10 days during the 2006–07 school year?

Table 47. Percentage of children and students ages 3 through 21 served under IDEA, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days during the school year, by state: School year 2006–07

State	Suspended out of school or expelled for more than 10 days ^a
All states	4.14
Alabama	x
Alaska	8.82
Arizona	1.94
Arkansas	x
BIE schools	x
California	2.71
Colorado	3.90
Connecticut	9.30
Delaware	11.21
District of Columbia	—
Florida	7.37
Georgia	5.04
Hawaii	5.14
Idaho	x
Illinois	3.48
Indiana	5.05
Iowa	0.51
Kansas	3.38
Kentucky	1.84
Louisiana	x
Maine	0.38
Maryland	6.33
Massachusetts	2.86
Michigan	6.23
Minnesota	5.11
Mississippi	x
Missouri	8.20
Montana	x
Nebraska	—
Nevada	7.32
New Hampshire	0.87
New Jersey	2.27
New Mexico	1.77
New York	4.47
North Carolina	1.16
North Dakota	x

See notes at end of table.

Table 47. Percentage of children and students ages 3 through 21 served under IDEA, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days during the school year, by state: School year 2006–07—Continued

State	Suspended out of school or expelled for more than 10 days ^a
Ohio	3.91
Oklahoma	5.22
Oregon	1.83
Pennsylvania	3.16
Puerto Rico	0.00
Rhode Island	4.74
South Carolina	5.17
South Dakota	x
Tennessee	x
Texas	0.18
Utah	1.80
Vermont	—
Virginia	8.82
Washington	8.13
West Virginia	x
Wisconsin	3.85
Wyoming	0.99

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

— Percentage cannot be calculated because data were not available.

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

NOTE: Percentage for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in the state, then multiplying the result by 100. Percentage for “All states” with available data was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days in all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in all states, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The percentage numerator is based on data from the entire 2006–07 school year, whereas the percentage denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2006–07. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days during the 2006–07 school year for the 50 states (“All states”) for which data were available was 4.14 percent.
- The percentages of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days during the 2006–07 school year for the 50 states for which data were

available ranged from zero percent to 11.21 percent. In the following six states, less than 1 percent of such students were suspended or expelled: Wyoming (0.99 percent), New Hampshire (0.87 percent), Iowa (0.51 percent), Maine (0.38 percent), Texas (0.18 percent) and Puerto Rico (0 percent). In six other states, more than 8 percent of such students were suspended out of school or expelled. The six states were: Delaware (11.21 percent), Connecticut (9.3 percent), Alaska (8.82 percent), Virginia (8.82 percent), Missouri (8.2 percent) and Washington (8.13 percent).

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 would 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.²⁰ The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected. Nevertheless, since children and students ages 3 through 21 served under *IDEA*, Part B, account for nearly all of the participants in Part B in all states, the count for children and students ages 3 through 21 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part B disputes that occurred in the individual states during the year. For an overview of the Part B dispute resolution process, see the Section I discussion of these same data at the national level.

How did the states compare with regard to the following ratios in 2006–07:

1. *the number of written, signed complaints for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served;*
2. *the number of mediation requests for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served; and*
3. *the number of hearing requests for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served.*

Table 48. Number of written, signed complaints, mediation requests or hearing requests for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served, by state: 2006–07

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 children and students		
All states	0.82	1.27	2.70
Alabama	0.38	0.91	0.97
Alaska	0.62	0.34	1.41
Arizona	1.28	0.29	0.46
Arkansas	0.60	0.25	0.12
BIE schools	0.72	1.16	0.14
California	1.66	4.08	3.74
Colorado	0.25	0.38	0.29
Connecticut	2.03	3.34	2.86
Delaware	0.67	1.14	1.29

See notes at end of table.

²⁰ In 2006, 3,587 students ages 22 and older participated in Part B.

Table 48. Number of *written, signed complaints, mediation requests or hearing requests* for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served, by state: 2006–07—Continued

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 children and students		
District of Columbia	1.80	1.89	254.1
Florida	0.24	0.47	0.47
Georgia	0.20	0.50	0.56
Hawaii	1.09	0.28	6.64
Idaho	0.39	0.11	0.39
Illinois	0.35	0.58	1.12
Indiana	0.66	0.23	0.49
Iowa	0.07	0.34	0.06
Kansas	0.52	0.64	0.59
Kentucky	0.41	0.17	0.23
Louisiana	0.13	0.16	0.19
Maine	1.66	3.43	1.04
Maryland	1.01	3.09	2.99
Massachusetts	2.31	5.07	3.57
Michigan	—	0.36	0.32
Minnesota	1.03	0.55	0.29
Mississippi	0.25	0.37	0.41
Missouri	0.70	0.19	0.50
Montana	0.05	0.16	0.22
Nebraska	0.11	0.25	0.02
Nevada	0.58	0.31	0.83
New Hampshire	2.20	1.11	1.97
New Jersey	1.18	2.44	3.44
New Mexico	0.75	0.40	0.42
New York	0.46	0.96	13.25
North Carolina	0.36	0.57	0.25
North Dakota	0.22	0.22	0.00
Ohio	0.62	0.49	0.77
Oklahoma	0.55	0.29	0.24
Oregon	0.60	0.89	0.37
Pennsylvania	1.14	1.04	2.52
Puerto Rico	1.05	8.22	17.48
Rhode Island	1.95	3.01	1.55
South Carolina	1.11	0.02	0.13
South Dakota	0.22	0.00	0.11
Tennessee	0.81	0.29	0.40
Texas	0.91	0.48	0.67
Utah	0.15	0.05	0.11
Vermont	0.50	2.86	1.86
Virginia	0.67	0.76	0.40
Washington	0.67	0.85	0.99

See notes at end of table.

Table 48. Number of *written, signed complaints, mediation requests or hearing requests* for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served, by state: 2006–07—Continued

State	Written, signed complaints ^a	Mediation requests ^b	Hearing requests ^c
	Per 1,000 children and students		
West Virginia	0.98	0.12	0.29
Wisconsin	0.61	0.68	0.25
Wyoming	0.36	0.07	0.57

— Ratio cannot be calculated because data were not available.

^aA written, signed complaint is a written and signed formal letter submitted to a state educational agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2006–07 was 5,347.

^bA 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 2006–07 was 8,633.

^cA 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. The total number of *hearing requests* in 2006–07 was 18,351.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints, mediation requests or hearing requests* in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 1,000. Ratio for “All states” with available data was calculated by dividing the number of *written, signed complaints, mediation requests or hearing requests* in all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states, then multiplying the result by 1,000. The ratio numerator is based on data from the reporting period between July 1, 2006, and June 30, 2007, whereas the ratio denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of Oct. 6, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

- In 2006–07, there were 0.82 *written, signed complaints* per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for the 52 states (“All states”) for which data were available. The ratios for the 52 states for which data were available ranged from 0.05 to 2.31. In the following seven states, the ratio was larger than 1.5: Massachusetts (2.31), New Hampshire (2.2), Connecticut (2.03), Rhode Island (1.95), the District of Columbia (1.8), California (1.66) and Maine (1.66). In the following two states, the ratio was less than 0.1: Iowa (0.07) and Montana (0.05).
- In 2006–07, there were 1.27 *mediation requests* per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for “All states.” The ratios for the 53 states ranged from zero to 8.22. A ratio of 3 or more *mediation requests* per 1,000 children and students was found in the following seven states: Puerto Rico (8.22), Massachusetts (5.07), California (4.08), Maine (3.43), Connecticut (3.34), Maryland (3.09) and Rhode Island (3.01). The ratio was less than 0.15 requests per 1,000 children and students in the following six states: West Virginia (0.12), Idaho (0.11), Wyoming (0.07), Utah (0.05), South Carolina (0.02) and South Dakota (0).
- In 2006–07, there were 2.7 *hearing requests* per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for “All states.” The ratios for the 53 states ranged from zero to 254.1. A ratio of 3 or more *hearing requests* per 1,000 children and students was found in the following seven states: the District of Columbia (254.1), Puerto Rico (17.48), New York (13.25), Hawaii (6.64), California (3.74), Massachusetts (3.57) and New Jersey (3.44). In the

following eight states, the ratio was less than 0.15 requests per 1,000 children and students: BIE schools (0.14 percent), South Carolina (0.13 percent), Arkansas (0.12 percent), South Dakota (0.11 percent), Utah (0.11 percent), Iowa (0.06 percent), Nebraska (0.02 percent) and North Dakota (0 percent).

How did the states compare with regard to the following ratios in 2006–07:

1. the number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 1,000 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 1,000 children and students ages 3 through 21 served;
3. the number of hearing requests that resulted in hearings (fully adjudicated) for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served; and
4. the number of hearing requests resolved without a hearing for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served?

Table 49. Number of written, signed complaints or hearing requests for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served, by complaint and hearing request status and state: 2006–07

State	Written, signed complaints		Hearing requests	
	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Requests that resulted in hearings (fully adjudicated) ^c	Requests resolved without a hearing ^d
	Per 1,000 children and students			
All states	0.56	0.24	0.67	1.74
Alabama	0.37	0.01	0.04	0.80
Alaska	0.62	0.00	0.23	0.56
Arizona	0.88	0.32	0.02	0.13
Arkansas	0.40	0.21	0.03	0.09
BIE schools	0.72	0.00	0.00	0.00
California	1.36	0.30	0.11	2.58
Colorado	0.17	0.07	0.02	0.24
Connecticut	1.49	0.51	0.25	2.44
Delaware	0.62	0.05	0.21	1.08
District of Columbia	1.44	0.36	170.3	71.63
Florida	0.14	0.08	0.03	0.34
Georgia	0.17	0.03	0.03	0.48
Hawaii	1.09	0.00	1.33	2.61
Idaho	0.32	0.07	0.04	0.35
Illinois	0.19	0.13	0.09	0.92
Indiana	0.58	0.08	0.07	0.36
Iowa	0.01	0.06	0.01	0.04
Kansas	0.35	0.17	0.02	0.44
Kentucky	0.24	0.17	0.03	0.09
Louisiana	0.07	0.04	0.02	0.17
Maine	0.42	1.24	0.17	0.84
Maryland	0.86	0.15	0.21	2.66
Massachusetts	1.42	0.64	0.16	3.41
Michigan	—	—	0.02	0.21

See notes at end of table.

Table 49. Number of *written, signed complaints or hearing requests* for children and students served under IDEA, Part B, per 1,000 children and students ages 3 through 21 served, by complaint and hearing request status and state: 2006–07—Continued

State	Written, signed complaints		Hearing requests	
	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Requests that resulted in hearings (fully adjudicated) ^c	Requests resolved without a hearing ^d
	Per 1,000 children and students			
Minnesota	0.56	0.46	0.03	0.17
Mississippi	0.18	0.07	0.01	0.40
Missouri	0.57	0.12	0.02	0.33
Montana	0.00	0.05	0.00	0.16
Nebraska	0.04	0.07	0.00	0.00
Nevada	0.39	0.12	0.04	0.73
New Hampshire	1.21	0.45	1.02	0.61
New Jersey	0.63	0.50	0.22	3.22
New Mexico	0.44	0.27	0.19	0.17
New York	0.44	0.02	1.79	10.72
North Carolina	0.25	0.11	0.01	0.21
North Dakota	0.22	0.00	0.00	0.00
Ohio	0.36	0.25	0.05	0.43
Oklahoma	0.41	0.14	0.01	0.23
Oregon	0.35	0.22	0.03	0.24
Pennsylvania	0.70	0.40	0.28	1.81
Puerto Rico	1.05	0.00	13.09	2.45
Rhode Island	1.75	0.20	0.30	1.12
South Carolina	0.36	0.75	0.04	0.09
South Dakota	0.06	0.17	0.06	0.06
Tennessee	0.70	0.12	0.02	0.24
Texas	0.35	0.52	0.09	0.52
Utah	0.11	0.03	0.00	0.00
Vermont	0.36	0.14	0.29	1.57
Virginia	0.49	0.18	0.05	0.28
Washington	0.57	0.09	0.11	0.86
West Virginia	0.49	0.49	0.02	0.24
Wisconsin	0.46	0.16	0.02	0.12
Wyoming	0.22	0.14	0.14	0.29

— Ratio cannot be calculated because data were not available.

^aA complaint with a report issued refers to a written decision that was provided by the state educational agency to the complainant and local educational agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of complaints with reports issued in 2006–07 was 3,648.

^bComplaint withdrawn or dismissed refers to a written, signed complaint that was withdrawn by the complainant for any reason or that was dismissed by the state educational agency because none of the allegations in the complaint addressed violations of a requirement of Part B of *IDEA*. The total number of complaints withdrawn or dismissed in 2006–07 was 1,541.

^cA hearing 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 hearings in 2006–07 was 4,534.

^dA hearing request that was resolved without a hearing is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *hearing requests* resolved without a hearing in 2006–07 was 11,809.

- In 2006–07, there were 0.56 *written, signed complaints* with reports issued per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for the 52 states (“All states”) for which data were available. The ratio exceeded 1 in the following eight states: Rhode Island (1.75), Connecticut (1.49), the District of Columbia (1.44), Massachusetts (1.42), California (1.36), New Hampshire (1.21), Hawaii (1.09) and Puerto Rico (1.05).
- In 2006–07, there were 0.24 *written, signed complaints* withdrawn or dismissed per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for the 52 states (“All states”) for which data were available. The ratio was larger than 0.5 in the following five states: Maine (1.24), South Carolina (0.75), Massachusetts (0.64), Texas (0.52) and Connecticut (0.51).
- In 2006–07, there were 0.67 fully adjudicated *hearings requests* per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for “All states.” In five of the 53 states, the ratio exceeded 1. The five states were: the District of Columbia (170.34), Puerto Rico (13.09), New York (1.79), Hawaii (1.33) and New Hampshire (1.02).
- In 2006–07, there were 1.74 *hearing requests* resolved without a hearing per 1,000 children and students ages 3 through 21 served under *IDEA*, Part B, for “All states.” The ratio was larger than 2 in nine of the 53 states. The nine states were: the District of Columbia (71.63), New York (10.72), Massachusetts (3.41), New Jersey (3.22), Maryland (2.66), Hawaii (2.61), California (2.58), Puerto Rico (2.45) and Connecticut (2.44).

NOTE: A written, signed complaint is a written and signed formal letter submitted to a state educational 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, *hearing requests* that resulted in hearings (fully adjudicated) or *hearing requests* resolved without a hearing in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 1,000. Ratio for “All states” with available data was calculated by dividing the number of complaints with reports issued, complaints withdrawn or dismissed, *hearing requests* that resulted in hearings (fully adjudicated) or *hearing requests* resolved without a hearing in all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states, then multiplying the result by 1,000. The ratio numerator is based on data from the reporting period between July 1, 2006, and June 30, 2007, whereas the ratio denominator is based on point-in-time data from fall 2006.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2006–07. Data were updated as of Oct. 6, 2009; Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of Oct. 15, 2008. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

Section III

Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Section 616(a)(1)(A) of *IDEA* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA* through oversight of general supervision by the states, and through the State Performance Plans (SPP) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) and other publically available information to determine the extent to which the state is meeting the requirements 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 of *IDEA* and describing how the state will improve its implementation of *IDEA*. The SPP is made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the secretary under sections 616(a)(3) and 642 of *IDEA*, which measure either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each state educational agency under Part B and by each state lead agency under Part C. Each SPP includes measurable and rigorous targets and improvement activities for each indicator.

Every February, pursuant to sections 616(b)(2)(C)(ii)(II) and 642 of *IDEA*, each state must submit an APR that documents its progress or slippage toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific federal fiscal year (FFY). In February 2008, each state submitted an APR to OSEP for the FFY 2006 reporting period (July 1, 2006, through June 30, 2007). This section examines and summarizes the states' performance during FFY 2006, the second year in which the Department undertook an annual review of state implementation under CIFMS.

Please note that throughout this section, we refer to all jurisdictions that submitted FFY 2006 SPP/APRs as "states," including the 50 states, the District of Columbia, Puerto Rico and the outlying areas (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 Marshall Islands, Micronesia and Palau. Thus, unless stated otherwise, tables 52–61, and figure 26 in this section are based on the 56 states for Part C and 60 states for Part B.

Indicators

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators and 11 results indicators) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Tables 50 and 51 explain the measurement that was in place during the FFY 2006 reporting period for each Part B and Part C indicator and identify whether each indicator is a compliance or a results indicator.

Table 50. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2006

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) who graduated from high school with a regular diploma <i>compared to percent of all youth in the state graduating with a regular diploma.</i> ^a	Results
B2 – Dropout	Percent of youths with IEPs who dropped out of high school <i>compared to the percent of all youth in the state dropping out of high school.</i> ^a	Results
B3 – Assessment	Participation and performance of children in grades 3 through 8 and high school with disabilities on statewide assessments: (a) percent of districts (that had a disability subgroup that met the state’s minimum “n” size) that met the state’s annual yearly progress (AYP) objectives for progress for disability subgroup; (b) participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade-level standards and alternate assessment against alternate achievement standards; and (c) proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.	Results

See notes at end of table.

Table 50. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2006—Continued

Indicator	Measurement	Type of indicator
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (a) percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children ages 3 through 21 with disabilities for greater than 10 days in a school year; and (b) <i>percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children ages 3 through 21 with disabilities by race and ethnicity.</i> ^a	Results
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs who were (a) removed from regular class less than 21 percent of the day, (b) removed from regular class more than 60 percent of the day, or (c) served in public or private separate schools, residential placements or homebound or hospital placements.	Results
B6 – Preschool LRE	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).	Results
B7 – Preschool Outcomes	Percent of preschool children with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Eligibility Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days (or within state-established timeline).	Compliance

See notes at end of table.

Table 50. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2006—Continued

Indicator	Measurement	Type of indicator
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who had an IEP developed and implemented by their third birthdays.	Compliance
B13 – Secondary Transition	Percent of youths ages 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet postsecondary goals.	Compliance
B14 – Post-school Outcomes	Percent of youths who had IEPs, were no longer in secondary school and who had been competitively employed or enrolled in some type of postsecondary school or both, within one year of leaving high school.	Results
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B16 – Complaint Timelines	Percent of signed written complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
B17 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.	Compliance
B18 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B19 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B20 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) that were timely and accurate.	Compliance

^aBoth parts of this measurement were included in the “Part B Indicator Measurement Table” of the information collection #1820-0624: “Part B State Performance Plan (Part B–SPP) and Annual Performance Report (Part B–APR)” used for the FFY 2006 APR. However, states were informed on the “Instruction Sheet” of the information collection that they were not required to report to OSEP the second part of the measurement (see second part of the measurement in italics).

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: “Part B State Performance Plan (Part B–SPP) and Annual Performance Report (Part B–APR): Part B Indicator Measurement Table,” 2006–07. Available at <http://www2.ed.gov/policy/speced/guid/idea/bapr/2006/2meatablefinal110607.doc> (last accessed Sept. 19, 2012).

Table 51. Compliance and results indicators for determining the extent to which each state met IDEA, Part C requirements: Federal fiscal year 2006

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 programs for typically developing children.	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 families (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to (a) other states with similar eligibility definitions, and (b) national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to (a) other states with similar eligibility definitions, and (b) national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by the child’s third birthday, broken out by sub-indicators, i.e., by percentages of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local educational agency, if child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if child was potentially eligible for Part B.	Compliance
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification.	Compliance

See notes at end of table.

Table 51. Compliance and results indicators for determining the extent to which each state met IDEA, Part C requirements: Federal fiscal year 2006—Continued

Indicator	Measurement	Type of indicator
C10 – Complaint Timelines	Percent of signed written complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
C11 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.	Compliance
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) that were timely and accurate.	Compliance

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (Part C–SPP) and Annual Performance Report (Part C–APR): Part C Indicator Measurement Table,” 2006–07. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2006/2partmeatable102407.doc> (last accessed Sept. 19, 2012).

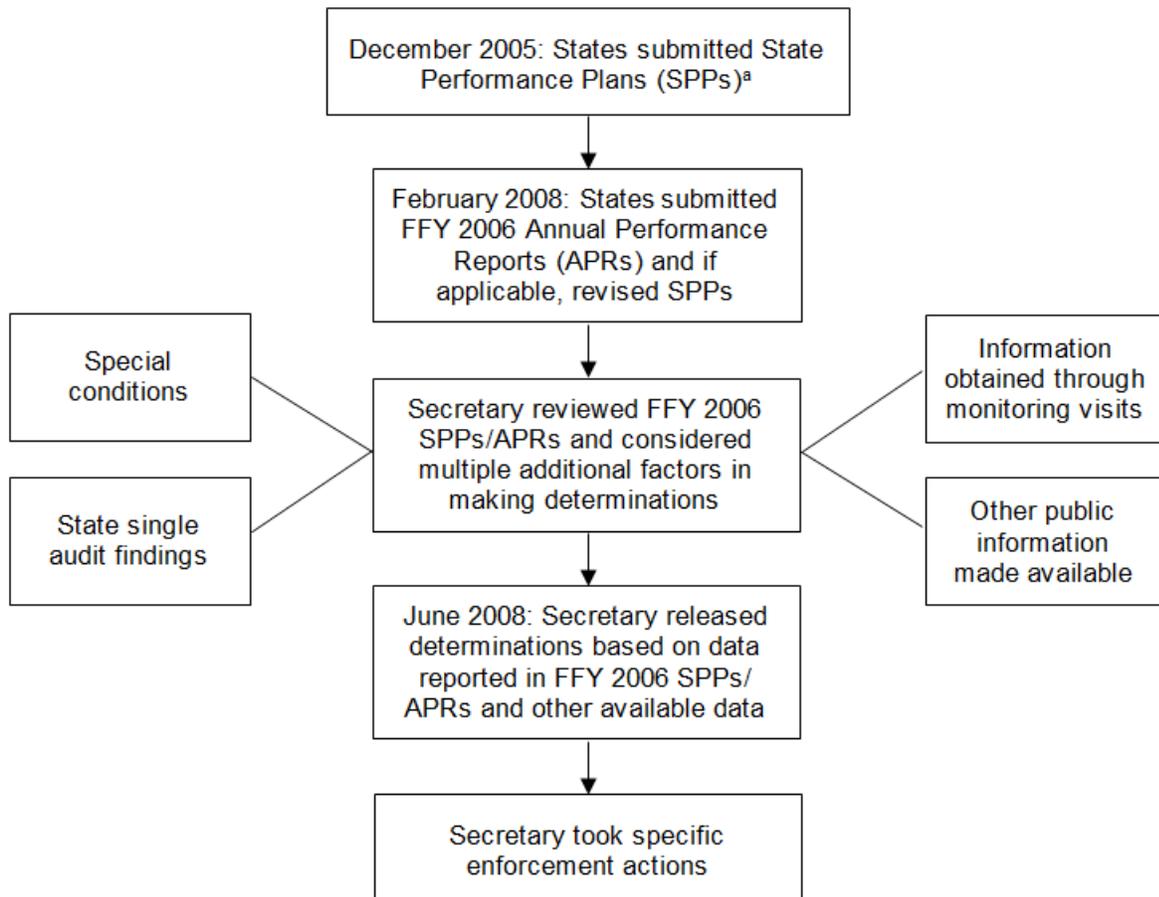
The Determination Process

Sections 616(d)(2)(A) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state is meeting the requirements of Parts B and C of *IDEA*. The secretary determines if a state:

- Meets the requirements and purposes of *IDEA*,
- Needs assistance in implementing the requirements of *IDEA*,
- Needs intervention in implementing the requirements of *IDEA*, or
- Needs substantial intervention in implementing the requirements of *IDEA*.

Figure 25 presents the key components in the determination process.

Figure 25. Process for determining the extent to which each state met IDEA, Part B and Part C requirements: Federal fiscal year 2006



^aIn December 2005, each state submitted an SPP that covered a period of six years. Section 616(b)(1)(C) requires each state to review its SPP at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once.
 NOTE: In June 2007, the secretary issued determinations based on data reported in the FFY 2005 APR and other available data. A discussion of those determinations is found in the *30th Annual Report to Congress*.
 SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP 08-6 Memorandum: Part B State Performance Plan and Part B Annual Performance Report,” 2007. Available at <http://www2.ed.gov/policy/speced/guid/idea/bapr/2006/bsppaprmemo111607.doc> (last accessed Sept. 19, 2012); “OSEP 08-5 Memorandum: Part C State Performance Plan and Part C Annual Performance Report,” 2007. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2006/csppaprmemo111607.doc> (last accessed Sept. 19, 2012).

A state’s determination is based on the totality of the state’s data in its SPP/APR and other publicly available information, including any compliance issues. The factors in a state’s FFY 2006 SPP (original or revised) and APR submissions that affected the Department’s FFY 2006 determination for each state under Parts B and C were (1) whether the state provided valid and reliable FFY 2006 data that reflected the measurement for each compliance or results indicator and, if not, whether the state provided a plan to collect the missing or deficient data, and (2) for each compliance indicator that was not new, whether the state (a) demonstrated compliance or timely corrected noncompliance and (b) in instances

where it did not demonstrate compliance, had nonetheless made progress in ensuring compliance over prior performance in that area. In making the determination, the Department also considered whether the state had other *IDEA* compliance issues that were identified previously through the Department's monitoring, audit or other activities, and the state's progress in resolving those problems.

Enforcement

Section 616(e) of *IDEA* requires under certain circumstances that the secretary take enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, under section 616(e) 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*.

Determination Status

In June 2008, the secretary issued determination letters on the implementation of *IDEA* to each state educational agency (SEA) for Part B and to each state lead agency for Part C. Table 52 shows the results of the FFY 2006 determinations by state for Part B; Table 53 shows the results for Part C.

**Table 52. States determined to have met IDEA, Part B requirements, by determination status:
Federal fiscal year 2006**

Meets requirements	Determination status			
	Needs assistance	Needs assistance year 2	Needs intervention	Needs intervention year 2
Alaska	Connecticut	Alabama	Bureau of Indian Education	Colorado
Arkansas	Federated States of Micronesia	American Samoa	Guam	District of Columbia
Delaware	Michigan	Arizona	Mississippi	Indiana
Hawaii	North Carolina	California	Rhode Island	Puerto Rico
Iowa	North Dakota	Florida	Texas	Virgin Islands
Kansas	Northern Mariana Islands	Georgia		
Missouri	Oregon	Idaho		
Oklahoma	Tennessee	Illinois		
Pennsylvania	Washington	Kentucky		
Republic of the Marshall Islands	Wyoming	Louisiana		
South Dakota		Maine		
Utah		Maryland		
Vermont		Massachusetts		
Virginia		Minnesota		
		Montana		
		Nebraska		
		Nevada		
		New Hampshire		
		New Jersey		
		New Mexico ^a		
		New York		
		Ohio		
		Palau		
		South Carolina		
		West Virginia		
		Wisconsin		

^aAfter an appeal from New Mexico in June 2008, New Mexico's Part B determination was changed from "needs intervention" to "needs assistance year 2." Additional information is available at <http://www2.ed.gov/fund/data/report/idea/partbspap/2008/nm-aprtradd-2008b.doc> (last accessed Sept. 19, 2012).

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2008. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (last accessed Sept. 19, 2012).

**Table 53. States determined to have met IDEA, Part C requirements, by determination status:
Federal fiscal year 2006**

Meets requirements	Determination status			
	Needs assistance	Needs assistance year 2	Needs intervention	Needs intervention year 2
Alabama	Arizona	American Samoa	Georgia	District of Columbia
Alaska	California	Delaware		Maine
Arkansas	Colorado	Florida		South Carolina
Connecticut	Kentucky	Guam		Tennessee
Idaho	Michigan	Hawaii		
Iowa	Minnesota	Illinois		
Kansas	Nevada	Indiana		
Maryland	New Mexico	Louisiana		
Massachusetts	North Dakota	Mississippi		
Missouri	Ohio	New York		
Montana	Rhode Island	North Carolina		
Nebraska	Utah	Puerto Rico		
New Hampshire		Vermont		
New Jersey		Virginia		
Northern Mariana Islands		Virgin Islands		
Oklahoma		Washington		
Oregon		Wisconsin		
Pennsylvania				
South Dakota				
Texas				
West Virginia				
Wyoming				

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2008. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (last accessed Sept. 19, 2012).

The results of an examination of the states' Part B and Part C determinations for FFY 2005 and FFY 2006 are presented in tables 54 and 55. A summation of the numbers presented in Table 54 representing the counts of states that met the requirements for Part B in each year, reveals that the number of states that met the requirements for Part B increased from nine in FFY 2005 to 14 in FFY 2006. Further examination of the counts presented in Table 54 shows that 15 states received a more positive determination for FFY 2006 than for FFY 2005, 10 states received a more negative determination for FFY 2006 than for FFY 2005 and 35 states received the same determination for both years. In particular, of the 15 states that showed progress, 10 states met the requirements in FFY 2006, while five states improved from needing intervention in FFY 2005 to needing assistance in FFY 2006. For 26 of the 35 states that had no change in their determination status, the determination assigned for FFY 2006 was "needs assistance year 2." No state in either year was determined to be in need of substantial intervention.

Table 54. Number of states determined to have met IDEA, Part B requirements, by determination status and change in status: Federal fiscal years 2005 and 2006

Determination status		Change in status		
2005	2006	Progress	No change	Slippage
Meets requirements	Meets requirements		4	
Meets requirements	Needs assistance			5
Needs assistance	Meets requirements	10		
Needs assistance	Needs assistance year 2		26	
Needs assistance	Needs intervention			5
Needs intervention	Needs assistance	5		
Needs intervention	Needs intervention year 2		5	

NOTE: The FFY 2005 reporting period was from July 1, 2005, through June 30, 2006. Based on the states' 2007 data submissions, the secretary of education made the FFY 2005 determinations, which were released in June 2007. The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008. The 50 states, District of Columbia, Puerto Rico, Bureau of Indian Education, American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Federated States of Micronesia, Palau and Republic of the Marshall Islands are included in this table.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2007 and 2008. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (last accessed Sept. 19, 2012).

An examination of the Part C determinations for FFY 2005 and FFY 2006 presented in table 55 reveals that although only 15 states met the requirements for Part C in FFY 2005, 22 states met the requirements for Part C in FFY 2006. Also, as shown in table 55, 19 states received a more positive determination for FFY 2006 than for FFY 2005, two states received a more negative determination for FFY 2006 than for FFY 2005, and 35 states received the same determination for both years. In particular, of the 19 states that showed progress, eight of them met the requirements in FFY 2006, while 11 of them improved from needing intervention in FFY 2005 to needing assistance in FFY 2006. For 17 of the 35 states that had no change in their determination status, the determination assigned for FFY 2006 was "needs assistance year 2." No state in either period was determined to be in need of substantial intervention.

Table 55. Number of states determined to have met IDEA, Part C requirements, by determination status and change in status: Federal fiscal years 2005 and 2006

Determination status		Change in status		
2005	2006	Progress	No change	Slippage
Meets requirements	Meets requirements		14	
Meets requirements	Needs assistance			1
Needs assistance	Meets requirements	8		
Needs assistance	Needs assistance year 2		17	
Needs assistance	Needs intervention			1
Needs intervention	Needs assistance	11		
Needs intervention	Needs intervention year 2		4	

NOTE: The FFY 2005 reporting period was from July 1, 2005, through June 30, 2006. Based on the states' 2007 data submissions, the secretary of education made the FFY 2005 determinations, which were released in June 2007. The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008. The 50 states, District of Columbia, Puerto Rico, American Samoa, Guam, Northern Mariana Islands and Virgin Islands are included in this table.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2007 and 2008. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (last accessed Sept. 19, 2012).

As a result of the determinations for Part B and Part C issued to states for FFY 2005 and FFY 2006, the secretary took enforcement actions against those states that were determined to need assistance or intervention for two 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 that would help the state address the areas in which the state needed to improve.

Status of Selected Indicators

This section summarizes the results of a 2008 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2006 APRs. In the APRs, states reported actual performance data from FFY 2006 on the indicators. States also discussed how the FFY 2006 actual performance data compared to FFY 2005 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 included in this section, were used for the 2008 determinations. The two early childhood transition and the two general supervision indicators were chosen for inclusion in this report because their data and the results of their analyses in 2008 were sufficiently complete to show how states performed on related Part B and C indicators. This section summarizes states' FFY 2006 actual performances on each indicator, how states' FFY 2006 actual performances compare to states' FFY 2005 actual performances, and states' explanations for changes in performance. Two documents published by OSEP in 2008, entitled "Part B

SPP/APR 2008 Indicator Analyses (FFY 2006-2007)” and “Part C SPP/APR 2008 Indicator Analyses (FFY 2006-2007)” were used as the sources for the summaries of the results of the analysis of the indicators presented in this section.

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 are found eligible for Part B and who have an individualized education program (IEP) developed and implemented by their third birthdays. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. Table 56 displays the results of a 2008 analysis of FFY 2006 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Table 56. Number of states, by percentage of children referred to IDEA, Part B by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays: Federal fiscal year 2006

Percentage of children ^a	Number of states
Total	56
100	5
95 to 99	14
90 to 94	8
85 to 89	3
80 to 84	9
60 to 79	10
< 50	3
Data not verified	3
Data not provided	1

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

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/450> (last accessed Sept. 19, 2012).

For Indicator 12, five states (9 percent) reported full compliance at 100 percent of the target, and 14 states (25 percent) reported percentages that met the OSEP definition of substantial compliance (i.e., from 95 to 99 percent of the target). Of the 37 states that did not report full or substantial compliance, eight states (14 percent) reported percentages that ranged from 90 to 94 percent of the target; 12 states (21 percent) reported percentages that ranged from 80 to 89 percent of the target; 10 states (18 percent) reported percentages that ranged from 60 to 79 percent of the target; and three states (5 percent) reported

percentages below 50 percent of the target. In addition, three states reported performance data that could not be verified for accuracy (e.g., state used a measurement formula that differed from OSEP’s formula), and one state did not report performance data for FFY 2006.

Table 57 presents the results of a 2008 analysis of descriptions of state-reported changes in performance status based on comparisons of FFY 2006 actual performance data to FFY 2005 actual performance data on Indicator 12 from the 56 states. The table reveals that 37 states (66 percent) showed improvement, while 11 states (20 percent) showed slippage. Only three states (5 percent) reported the same performance in FFY 2005 and FFY 2006. For the five states (9 percent) that reported inadequate or no FFY 2005 or FFY 2006 actual performance data, change in performance could not be determined.

Table 57. Number of states, by change in performance status on IDEA, Part B Indicator 12: Federal fiscal year 2006

Change in status ^a	Number of states
Total	56
Progress	37
Slippage	11
No change	3
Actual performance data not adequate or not provided for FFY 2005 or FFY 2006, or both	5

^a“Change in status” is determined by whether a state’s FFY 2006 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of children referred to *IDEA*, Part B by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays, compared to the same percentage reported by the state in its FFY 2005 actual performance data.

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/450> (last accessed Sept. 19, 2012).

The APRs for many states included explanations for progress and slippage in performance on Part B Indicator 12. Progress was frequently attributed to changes in data collection procedures from previous reporting years. States reported using different data definitions, new measurement protocols and additional data elements. States also made improvements in data accuracy and specificity. Other explanations for progress included changes in monitoring activities that resulted in changes in (1) data used in making calculations, (2) increased capacity to identify and correct noncompliance, (3) improved collaboration of Part B local educational agencies (LEAs) with Part C lead agencies and (4) intensive training and technical assistance to LEAs.

Similarly, the slippage in several states was attributed to data reasons, such as inflated data reported for FFY 2005 or incomplete data for conducting analyses, or both. For FFY 2006 APRs, some states based their calculations on different criteria: some were able to disaggregate data or had more accurate data to use in determining performance, or both. One state's data was negatively affected by a large urban district with low performance. Aside from data issues, other reasons for slippage included personnel issues such as vacancies, insufficient number of positions, staff scheduling problems and state-level turnover. A few states reported delayed training, no targeted technical assistance and a need for training to improve data collection as reasons for slippage. Finally, state policies had an effect on slippage. For example, one state began requiring parent participation in eligibility meetings and various other meetings, and the scheduling of these meetings caused delays in eligibility determinations.

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 receive timely transition planning to support their transition to preschool and other appropriate community services by their third birthdays. Timely transition planning is measured by the following sub-indicators: (a) IFSPs with transition steps and services; (b) notification to LEA, if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator and its three sub-indicators, 8a, 8b and 8c, have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. Table 58 displays the results of a 2008 analysis of FFY 2006 actual performance data on the three sub-indicators from the 56 states for which Indicator 8 applies.

Table 58. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthdays, by sub-indicators of Part C Indicator 8: Federal fiscal year 2006

Percentage of children ^a	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
	Number of states	Number of states	Number of states
Total	56	56	56
100	12	24	8
95 to 99	15	15	12
90 to 94	11	7	12
80 to 89	9	5	12
70 to 79	4	1	6
60 to 69	2	2	1
50 to 59	1	0	2
40 to 49	0	0	1
< 40	0	0	0
Data not provided	2	2	2

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

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/730> (last accessed Sept. 19, 2012).

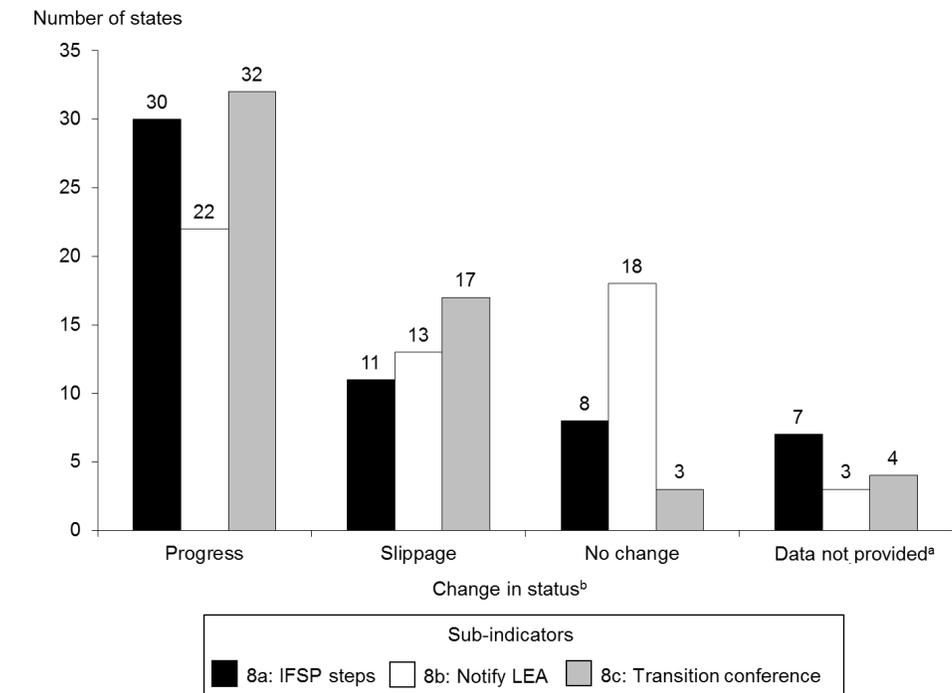
As shown in table 58, the majority of states reported not meeting the full compliance target of 100 percent on each of the three sub-indicators. Of the three sub-indicators, more states were in full compliance in their notifications to the LEA (8b) than for either of the other two sub-indicators. For 8b, 24 states (43 percent) met the target of 100 percent compliance, and 30 states (54 percent) did not. Of the 30 states, 15 of them (27 percent) reported performance at substantial compliance of 95 to 99 percent of the target. IFSPs with transition steps and services (8a), had the second highest rate of compliance as 12 states (21 percent) reported full compliance. Of the 42 states that did not reach 100 percent compliance for 8a, 15 states (27 percent) reported performance at substantial compliance (95 to 99 percent of the target). The sub-indicator regarding the transition conference (8c) demonstrated the lowest rate of compliance with eight states (14 percent) reported at full compliance and 12 states (21 percent) reported at substantial compliance. Overall, two states did not provide FFY 2006 actual performance data for the three sub-indicators.

Figure 26 shows the results of a 2008 analysis of descriptions of state-reported changes in performance status based on comparisons of FFY 2006 actual performance data to FFY 2005 actual performance data on the three sub-indicators from the 56 states. Overall, the majority of states with reported data made progress on each of the three sub-indicators, with more states making progress on 8c

(transition conference) than on sub-indicators 8a (IFSPs with transition steps and services) and 8b (notification to LEA). More states also reported slippage from FFY 2005 for sub-indicator 8c than for sub-indicators 8a and 8b. Nevertheless, for sub-indicator 8b and sub-indicator 8c, five states and two states, respectively, with reported slippage also reported substantial compliance in their FFY 2006 actual performance data.

When considering performance change, more than twice as many states reported no change for sub-indicator 8b than for the other sub-indicators. For sub-indicators 8a and 8b, all of the states that remained the same in comparison to their FFY 2005 actual performance data reported 100 percent compliance. For a few states, change in performance from FFY 2005 could not be determined because the states did not report FFY 2005 actual performance data, FFY 2006 actual performance data, or both.

Figure 26. Number of states, by change in performance status on sub-indicators of IDEA, Part C Indicator 8: Federal fiscal year 2006



^aActual performance data were not provided for FFY 2005 or FFY 2006, or both.

^{b,c}“Change in status” is determined by whether a state’s FFY 2006 actual performance data showed an increase (progress) or decrease (slippage) in the percentages of children exiting *IDEA*, Part C, who received timely transition planning by their third birthdays, broken out by sub-indicators (i.e., by percentages of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local educational agency, if the child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if the child was potentially eligible for Part B), compared to the same percentages reported by the state in its FFY 2005 actual performance data.

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/730> (last accessed Sept. 19, 2012).

Twenty-two of the 30 states that demonstrated progress on sub-indicator 8a provided one or more explanations for their improved performance. Some of the reasons for the states' progress included (1) improved monitoring processes and tools; (2) clarification of regulations and policies; (3) provision of specific training and technical assistance; (4) modification of data and monitoring systems to include sub-indicator requirements; and (5) changes to statewide IFSP forms to include a section on transition specifying steps, services and outcomes. Of the 11 states associated with a slippage in performance for sub-indicator 8a, eight states provided some explanations related to the slippage. Among the explanations offered were (1) need for policy clarification and technical assistance, (2) inaccuracy of new data systems, (3) inadequately documented IFSPs and (4) staff shortages.

Of the 22 states that demonstrated progress on sub-indicator 8b, 18 states provided some explanations for their improved performance. In general, the explanations for progress included (1) improved data-sharing procedures, (2) improved data entry, (3) more frequent notification reports, (4) promotion of local collaboration and (5) targeted training for service coordinators and data managers. Explanations for slippage were provided by five of the 13 states associated with a slip in performance on this sub-indicator. The explanations included (1) data capacity issues and (2) the need to develop, clarify and refine LEA notification procedures.

Fourteen of the 32 states that demonstrated progress on sub-indicator 8c noted at least one explanation for their improved performance. In general, explanations for the states' progress included (1) use of more focused monitoring activities, (2) use of more accurate data for analysis to facilitate targeted monitoring, (3) improved data sharing, (4) improved training and technical assistance and (5) clarification of policies. Nine of the 17 states that demonstrated slippage on sub-indicator 8c posed some explanations for their performances. Explanations for slippage included (1) improper documentation, (2) delayed eligibility determination for Part B, (3) inability to collect data on whether the transition conference requirements were met, (4) increased data accountability and monitoring efforts, (5) Part C lead agency staff changes and (6) personnel shortages.

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) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of

identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, are divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, BIE schools, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau and the Republic of the Marshall Islands. Table 59 displays the results of a 2008 analysis of FFY 2006 actual performance data on Indicator 15 from the 60 states for which this indicator applies.

Table 59. Number of states, by percentage of IDEA, Part B noncompliance findings corrected within one year of identification: Federal fiscal year 2006

Percentage of noncompliance findings corrected ^a	Number of states
Total	60
100	13
95 to 99	15
85 to 94	16
50 to 84	11
< 50	4
Data not verified	1

^a“Percentage of noncompliance findings corrected” measures a state’s performance on Part B Indicator 15, for which the target is 100 percent.

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/450> (last accessed Sept. 19, 2012).

For Indicator 15, 13 states (22 percent) reported full compliance at 100 percent of the target, and 15 states (25 percent) reported percentages that met the OSEP definition of substantial compliance (i.e., from 95 to 99 percent of the target). Of the 32 states that did not report full or substantial compliance, 16 states (27 percent) reported percentages of noncompliance findings corrected within one year that ranged from 85 to 94 percent of the target; 11 states (18 percent) reported percentages that ranged from 50 to 84 percent of the target; four states (7 percent) reported percentages below 50 percent of the target; and one state reported two different percentages that could not be verified for accuracy.

Table 60 presents the results of a 2008 analysis that compared FFY 2006 actual performance data to FFY 2005 actual performance data on Indicator 15 from the 60 states. Overall, 21 states (35 percent) showed improvement; 13 states (22 percent) showed slippage; two states (3 percent) showed no change in performance. The remaining 24 states (40 percent) reported inadequate or no FFY 2005 or FFY 2006 actual performance data to determine changes in performance.

Table 60. Number of states, by change in performance status on IDEA, Part B Indicator 15: Federal fiscal year 2006

Change in status ^a	Number of states
Total	60
Progress	21
Slippage	13
No change	2
Actual performance data not adequate or not provided for FFY 2005 or FFY 2006, or both	24

^a“Change in status” is determined by whether a state’s FFY 2006 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 2005 actual performance data.

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/450> (last accessed Sept. 19, 2012).

Given that 20 states did not include explanations for progress or slippage on Part B Indicator 15 in their APRs as required, it is difficult to summarize the underlying reasons. Nevertheless, some states did cite one or more explanations for progress or slippage in performance. Some of the explanations noted for progress included (1) better communication and extensive work with LEAs, including setting high expectations for 100 percent compliance; (2) assignment of specialists and consultants to work with LEAs directly to correct noncompliance; (3) requirement of LEA quarterly reports of progress made to correct noncompliance; (4) implementation of a standardized system for data collection that demonstrates the correction of noncompliance; (5) better reporting of Part B Indicator 15 data according to the written OSEP definition; and (6) reassignment of state agency staff members to increase the capacity at the state level to work directly with the LEAs. For slippage, some of the explanations provided were (1) noncompliance issues that involved a particular LEA; (2) new compliance procedures, which provide more valid and reliable data; (3) new and improved methods of data collection; and (4) staff shortages and turnover.

General Supervision: Part C Indicator 9

The lead agency is responsible for ensuring the general supervision of all early intervention service programs for infants and toddlers birth through age 2 served under *IDEA*, Part C. Part C Indicator 9 measures whether the lead agency’s general supervision system (including monitoring, complaints, hearings or other activities) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, are divided by the

number of findings of noncompliance and then multiplied by 100. 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. Table 61 displays the results of a 2008 analysis of FFY 2006 actual performance data on Indicator 9 from the 56 states for which this indicator applies.

Table 61. Number of states, by percentage of IDEA, Part C noncompliance findings corrected within one year of identification: Federal fiscal year 2006

Percentage of noncompliance findings corrected ^a	Number of states
Total	56
100	16
95 to 99	4
85 to 94	13
50 to 84	11
< 50	8
Data not provided	4

^a“Percentage of noncompliance findings corrected” measures a state’s performance on Part C Indicator 9, for which the target is 100 percent.

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR 2008 Indicator Analyses (FFY 2006-2007),” 2008. Available at <http://therightidea.tadnet.org/assets/730> (last accessed Sept. 19, 2012).

For Indicator 9, 16 states (29 percent) reported full compliance at 100 percent of the target, and four states (7 percent) reported percentages that met the OSEP definition of substantial compliance (i.e., from 95 to 99 percent of the target). In addition, 13 states (23 percent) reported percentages of noncompliance findings corrected within one year that ranged from 85 to 94 percent of the target; 11 states (20 percent) reported percentages that ranged from 50 to 84 percent of the target; and eight states (14 percent) reported percentages below 50 percent of the target. Performance data were not available for four states.

Sixteen states did not include information about progress or slippage on Part C Indicator 9 between FFY 2005 and FFY 2006 in their APRs. Moreover, the presentations in the APRs submitted by the remaining states were quite varied and in many cases did not include the terms “progress” or “slippage.” For these reasons, this 31st edition of the *Annual Report to Congress* does not present changes from FFY 2005 to FFY 2006 in performance status and explanations for progress or slippage in performance on this indicator; the 30th edition did, however report such changes from FFY 2004 to FFY 2005 (table 50).

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 fiscal year (FY) 2008 (Oct. 1, 2007, through Sept. 30, 2008), NCSER conducted grant competitions on several special education research topics. NCSER received 221 applications and awarded 25 new research and research training grants. Included in these awards are grants funded under two new programs: the Special Education Research and Development Center Program and the Postdoctoral Special Education Research Training Grant Program.

Through the Special Education Research and Development Center Program, NCSER funds centers to (1) conduct focused programs of research in specified topic areas, (2) carry out quick-response studies that address pressing policy and practice needs within the topics covered by the centers, (3) disseminate information and (4) provide national leadership to advance evidence-based practice and policy within the centers' topic areas. In FY 2008, NCSER reviewed applications under two topic areas that NCSER specified. The topic areas were: (1) Serious Behavior Disorders at the Secondary Level and (2) Response to Intervention in Early Childhood Special Education. In FY 2008, two centers were funded—one under each topic.

NCSER established its postdoctoral research training program in special education to increase the supply of scientists and researchers who are prepared to develop new interventions that are grounded in the science of learning, conduct rigorous evaluation studies and design and validate measurement instruments appropriate for students with disabilities. Through the Postdoctoral Special Education Research Training Program, NCSER provides grants to doctoral degree-granting institutions to provide training and research experiences to postdoctoral fellows who are interested in conducting applied research in special education. In FY 2008, NCSER awarded five postdoctoral research training grants.

Descriptions of projects funded by NCSER grants in FY 2008 under Part E of the *Education Sciences Reform Act of 2002* follow. The descriptions summarize the proposed purposes of the projects based on information taken from the IES database of funded research and research training grants. The descriptions are organized by the following categories: Autism Spectrum Disorders; Early Intervention and Early Childhood Special Education; Mathematics and Science Education; Postdoctoral Special Education Research Training; Reading, Writing and Language Development; Related Services; Social and Behavioral Outcomes to Support Learning; Special Education Research and Development Centers; Systemic Interventions and Policies for Special Education; and Transition Outcomes for Special Education Secondary Students. Additional information on these projects as well as new and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (last accessed Sept. 19, 2012).

Autism Spectrum Disorders

Award Number: R324A080136

Institution: State University of New York at Buffalo

Principal Investigator: Martin Volker

Description: *Development of an Intervention to Enhance the Social Competencies of Children With Asperger's/High Functioning Autism Spectrum Disorders.* Students with high functioning autism spectrum disorders pose a significant challenge in education settings due to their unique patterns of strengths and weaknesses. Despite relative strengths in verbal and cognitive skills, there is a significant need for intensive and individualized educational programming. Social interaction impairments, communication impairments, and restricted, repetitive, and stereotyped patterns of interests, activities, or behavior have been linked to a range of school-based difficulties. At present, comprehensive school-based group interventions are lacking for students with high functioning autism spectrum disorders. To address this need, researchers are adapting a manualized summer treatment program for use in a school setting to address the cognitive, communicative, social and behavioral needs of elementary school age students with high functioning autism spectrum disorder. A parent training and school-based consultation component will be adapted as well. The intervention targets (1) social skills, (2) face and emotion recognition, (3) interest expansion and (4) interpretation of non-literal language and idioms. The purpose of this study is to adapt a summer treatment program for a school setting and document intervention feasibility.

Amount: \$1,199,689

Period of Performance: 7/1/2008–6/30/2011

Award Number: R324A080195

Institution: University of Pennsylvania

Principal Investigator: David Mandell

Description: *Efficacy and Sustainability of the STAR Program.* The number of children with autism spectrum disorder served in the U.S. public education system has been increasing an average of 16 percent each year over the last decade. The education system has struggled to serve students with autism effectively because of the limited number of interventions that have demonstrated efficacy in classroom settings with a diversity of children and teachers. Furthermore, very little research has examined whether and how efficacious interventions can be successfully implemented and sustained in community settings. To address this need, researchers are evaluating the Strategies for Teaching Based on Autism Research (STAR) Program. The individual components of the intervention are evidence based, but rigorous evidence of the efficacy of the entire program is limited. The purpose of this study is to evaluate the STAR Program compared to a typical classroom service model serving children with autism spectrum disorders. Whether the program can be maintained once training support is removed will also be explored. The researchers are including key outcomes related to the learning and development of young children with autism and exploring factors that may moderate outcomes. Last, the project will address whether length of teacher training affects child outcomes and program sustainability.

Amount: \$2,719,835

Period of Performance: 7/1/2008–6/30/2012

Early Intervention and Early Childhood Special Education

Award Number: R324A080026

Institution: Oregon Social Learning Center

Principal Investigator: Katherine Pears

Description: *A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program for Children With Developmental Disabilities and Behavioral Problems.* Children with disabilities often experience a gap in services during the summer before kindergarten. During this time, they may lose school readiness skills that would have facilitated their transition to early elementary school. This gap in services is a particular problem for children with co-occurring developmental disabilities and behavior problems. These children are likely to have low levels of school readiness and are at risk for academic failure. In addition, their behavior and social problems are likely to interfere with school adjustment. In this project the researchers will evaluate an intervention designed to fill the gap in services as children transition from preschool to kindergarten and enable children to experience a smoother transition into kindergarten. They will conduct an efficacy evaluation of a short-term intensive intervention, *Kids in Transition to School*, for improving social-emotional, early literacy and school readiness skills of young children with developmental disabilities and behavior problems.

Amount: \$2,957,477

Period of Performance: 4/1/2008–3/31/2012

Award Number: R324A080016

Institution: University of Virginia

Principal Investigator: Martha Snell

Description: *Building Social Competence for School Success Through a Continuum of Positive Behavior Supports (CPBS).* A delay in social skills may interfere with all areas of learning and academic achievement. Problem behaviors not resolved in preschool often continue into elementary school and adolescence. Young children who manifest problem behaviors are more likely to drop out of school when they become older, become delinquents in adolescence, abuse drugs and alcohol, join gangs, exhibit violent and abusive behavior in adulthood and be incarcerated as adults. Therefore, it is important to design interventions that prevent the development of problem behaviors in young at-risk children. This research team is addressing this need by developing a comprehensive intervention, *Continuum of Positive*

Behavior Support, designed to build preschool children's social skills and reduce problem behaviors. The purpose of this study is to develop and test the feasibility of using *Continuum of Positive Behavior Support* in Head Start classrooms.

Amount: \$1,493,224

Period of Performance: 6/1/2008–5/31/2011

Award Number: R324A080037

Institution: Ohio State University

Principal Investigator: Laura Justice

Description: *Sit Together and Read: Early Childhood Special Education.* Children who exhibit primary language impairment in preschool often fail to become good readers. In fact, more than half of these children exhibit a reading disability in second grade. Reading proficiently is a vital skill for academic success and gainful employment. Current practices for preschoolers with language impairment focus on teaching language skills such as vocabulary or grammar. These traditional practices are largely inadequate for improving these children's pre-literacy skills. Therefore, alternative practices, such as print-referencing, need to be tested to determine whether they improve the language and pre-reading skills of preschool children with language impairment. Researchers are addressing this need by examining the efficacy of a fully developed, print-referencing intervention for improving pre-reading skills of preschoolers who have a primary language impairment and are educated in early childhood special education classrooms. They will also determine the extent to which children's pre-reading skills are accelerated by combined use of print-referencing in the classroom by teachers and at home by parents.

Amount: \$3,866,519

Period of Performance: 6/1/2008–5/31/2012

Award Number: R324A080071

Institution: University of Illinois at Urbana Champaign

Principal Investigator: Michaelene Ostrosky

Description: *Establishing the Efficacy of the "Special Friends" Project.* Successful peer interactions lead to positive social and emotional development. Children with disabilities engage in social interaction with peers less frequently than typically developing children do. Children with disabilities who fail to develop positive social relationships with peers are at elevated risk for social maladjustment and academic failure. In addition, they are at great risk of being rejected by their peers. Therefore, effective interventions that can be used in education settings to engage children with disabilities in social interactions with peers, improve social outcomes of children with disabilities and support acceptance are needed. Researchers are evaluating the efficacy of a class-wide kindergarten program called *Special Friends*. *Special Friends* is designed to improve social outcomes of children with disabilities. The purpose of this study is to test the efficacy of *Special Friends* as a class-wide approach for promoting social acceptance and friendships among kindergarteners with and without disabilities.

Amount: \$2,997,953

Period of Performance: 6/16/2008–6/15/2012

Mathematics and Science Education

Award Number: R324A080014

Institution: University of North Carolina at Charlotte

Principal Investigator: Diane Browder

Description: *Math and Science Teaching That Promotes Clear Expectations and Real Learning Across Years for Students With Significant Cognitive Disabilities.* Students with significant cognitive impairments often have difficulty participating in key aspects of the math and science learning processes. Recent education policy has encouraged instruction and assessment efforts to focus on grade-level content for all students, including students with significant cognitive impairments. In order for these students to

be evaluated on grade-level content, new alternative assessments and alternative achievement standards have been used. Even with alternative assessments and alternative achievement standards, however, educators of students with significant cognitive disabilities have little guidance for how grade-level math and science content can be adapted for instructional purposes with this population. The purpose of this project is to develop high-quality mathematics and science instruction for students who participate in alternative assessments judged against alternative achievement standards.

Amount: \$963,897

Period of Performance: 3/1/2008–2/28/2011

Award Number: R324A080096

Institution: Mid-continent Research for Education and Learning

Principal Investigator: Sheila Arens

Description: *Visualizing Science With Adapted Curriculum Enhancements.* Most children who are blind or visually impaired receive an education in the mainstream classroom. In science classrooms, students with significant visual impairments often have difficulty accessing the science curriculum. Most teachers have limited experience in incorporating instructional strategies that enable students with visual impairments to “observe” scientific information as presented in textual form or during a hands-on experiment. The researchers propose a professional development project to help educators better meet the needs of visually impaired students and enhance students’ learning. The purpose of this project is to provide teachers with a multi-faceted approach for engaging students with visual impairments in science classrooms to afford learning opportunities that parallel those of their sighted peers.

Amount: \$1,489,399

Period of Performance: 3/1/2008–2/28/2011

Postdoctoral Special Education Research Training

Award Number: R324B080002

Institution: University of California, Riverside

Principal Investigator: H. Lee Swanson

Description: *Postdoctoral Methodological Training in Instruction, Reading, Math and Cognition Research on Children At Risk for Learning Disabilities.* This fellowship program provides postdoctoral fellows training in research design and statistical methods within the areas of reading, math and cognition. The postdoctoral training program will be housed in the Graduate School of Education and will include faculty with expertise in intervention research and statistical methods. Training in meta-analytic techniques will be provided. Post-doctoral fellows will have the opportunity to participate in research projects which include (1) interventions to increase reading fluency and comprehension, (2) response to instruction and (3) interventions targeting cognitive processes for children with learning disabilities in reading and math.

Amount: \$649,448

Period of Performance: 7/1/2008–6/30/2012

Award Number: R324B080007

Institution: University of Connecticut

Principal Investigator: Sandra Chafouleas

Description: *Postdoctorate in Behavior Education and Research.* This fellowship program provides postdoctoral fellows training to enhance their statistical and methodological training while simultaneously engaging in high-quality applied research projects. The program will be housed in the Center for Behavioral Education and Research in the Neag School of Education at the University of Connecticut. Although housed in the Neag School of Education, faculty from the Measurement, Evaluation and Assessment work group in the Department of Educational Psychology, Department of Psychology and Sociology and Department of Statistics will also participate. The primary focus of the training program

will be on advanced statistical and methodological training of fellows and developing and implementing research designs that accurately and meaningfully address significant education problems. The fellowship will center on one or more research projects of the faculty, which currently include (1) implementation of evidence-based behavioral practices at the individual student, school, district and state levels; (2) development of behavioral assessment instruments; (3) reading and language interventions; and (4) development of reading and language measures.

Amount: \$732,134

Period of Performance: 8/1/2008–7/31/2012

Award Number: R324B080008

Institution: University of Texas at Austin

Principal Investigator: Sharon Vaughn

Description: *Postdoctoral Research Training Fellowship Program.* This fellowship program provides postdoctoral fellows training in interdisciplinary research in education sciences related to reading disabilities with special emphasis on the Response to Intervention (RtI) model. The program will be housed in the Department of Special Education and The Vaughn Gross Center, an interdisciplinary education research center with faculty from psychology, educational psychology, special education, speech and communication disorders, educational administration and curriculum and instruction. The primary focus of the training program will be on intervention research, but fellows will also receive training in measurement development, data analysis and evaluation. Fellows will receive training in randomized control trials as well as strong quasi-experimental and single-subject designs. The fellowship will center on one or more research projects of the faculty, which currently include (1) interventions in reading and math within an RtI model, (2) curricula appropriate for early Spanish-speaking English language learners, (3) reading comprehension instruction and (4) team-based learning in college-level classrooms.

Amount: \$794,388

Period of Performance: 8/1/2008–7/31/2012

Award Number: R324B080005

Institution: Vanderbilt University

Principal Investigator: Karen Harris

Description: *VU Department of Special Education Postdoctoral Intervention Research Training Program.* This fellowship program provides postdoctoral fellows training in the development and implementation of interventions as well as statistical and methodological training in intervention research. The program will be housed in the Department of Special Education at Vanderbilt University, and faculty from the Peabody College at Vanderbilt University will also participate. The primary focus of the training program will be on theoretical and applied aspects of developing and implementing intervention research and advanced statistical and methodological training. Fellows will receive training in randomized controlled trials as well as alternatives such as regression discontinuity and propensity score matching. The fellowship will center on one or more research projects of the faculty, which currently include (1) development and evaluation of behavioral interventions, (2) early language and literacy interventions, (3) reading and math interventions and 4) assessment.

Amount: \$648,012

Period of Performance: 9/1/2008–8/31/2012

Award Number: R324B080006

Institution: Georgia State University

Principal Investigator: Randy Kamphaus

Description: *Georgia Measurement and Assessment Training – Postdoctoral Program.* This fellowship provides postdoctoral fellows training in applied assessment or measurement science at the postdoctoral level. The program will be a cooperative training program between the Colleges of Education at Georgia

State University and the University of Georgia. The primary focus of the training program will be to address measurement problems associated with students with disabilities. Training for clinical assessment and measurement science fellows will be different but parallel. Fellows will receive training designing and using large academic achievement and behavioral assessment datasets as well as test development, classification and test accommodations. The fellowship will center on one or more research projects of the faculty, which currently include (1) school screening measures, (2) identification of subgroups in achievement testing programs, (3) testing accommodations for students with disabilities, (4) diagnostic models and (5) alternate assessments for students with disabilities.

Amount: \$596,592

Period of Performance: 9/1/2008–8/31/2012

Reading, Writing and Language Development

Award Number: R324A080024

Institution: Arizona State University

Principal Investigator: Maria Adelaida Restrepo

Description: *Spanish Screener for Language Impairment in Children.* English language learners represent approximately 9.6 percent of all children enrolled in public schools. Eighty percent of students who are English language learners speak Spanish as their native language, and Spanish-speaking children represent the fastest growing population in the public schools. Current assessment instruments are inadequate for assessing Spanish-speaking students and lead to inappropriate identification and placement of students in special education programs. To address this need, researchers propose to develop a screener for identifying Spanish-speaking children at risk for language impairment. The screener will be developed for use as a universal screener in prekindergarten and kindergarten and as a screening tool for speech-language pathologists to use with children in first through third grades.

Amount: \$1,598,878

Period of Performance: 6/1/2008–5/31/2012

Award Number: R324A080006

Institution: Georgia State University

Principal Investigator: David Houchins

Description: *Project LIBERATE (Literacy Instruction Based on Evidence Through Research for Adjudicated Teens to Excel).* A significant portion of incarcerated students has severe educational, psychological, physiological and social problems. One common characteristic of adjudicated students is academic deficits in reading. Because many adjudicated teens never return to formal school settings, evidence-based instruction in reading and other literacy skills is essential within the juvenile justice system. To address the need for effective, evidence-based literacy instruction in the juvenile justice system, researchers propose to develop an intervention package that includes the Scholastic READ 180 program, other supplemental computer-based literacy programs and teacher-delivered lessons. The team will evaluate the feasibility, usability, and teachers' acceptance of the intervention package and the promise of the intervention package for improving reading outcomes.

Amount: \$2,951,349

Period of Performance: 7/1/2008–6/30/2012

Related Services

Award Number: R324A080143

Institution: Vanderbilt University

Principal Investigator: Stephen Camarata

Description: *Related Services Intervention for Expressive and Receptive Language Skills in Autism Spectrum Disorder and in Cognitive Impairment.* In recent years, increasing numbers of children in preschool have been diagnosed with autism spectrum disorder, and educating these children is challenging. Similarly, children with cognitive impairments are increasingly served in inclusive environments and receive related services for language skills. Although the efficacy of expressive language intervention for these children has been examined, the efficacy of focusing on receptive language skills has not. The purpose of the proposed study, therefore, is to systematically develop an intervention intended to improve receptive and expressive language in preschool children with autism spectrum disorders and those with cognitive impairments.

Amount: \$908,546

Period of Performance: 7/1/2008–6/30/2011

Social and Behavioral Outcomes to Support Learning

Award Number: R324A080041

Institution: University of California, San Francisco

Principal Investigator: Linda Pfiffner

Description: *Collaborative School-Home Behavioral Intervention for ADHD.* Attention Deficit Hyperactivity Disorder (ADHD) is a serious condition defined by inattention, and/or impulsivity and hyperactivity and associated with significant academic and social impairments. It is estimated that 3 to 7 percent of students in the elementary school grades meet criteria for a diagnosis of ADHD. Most of these children are not provided with effective psycho-educational interventions to mitigate ADHD and to support optimal learning and social outcomes. The purpose of this project is to develop and assess feasibility, acceptability and sustainability of an integrated school-home behavioral intervention for children (second to fifth graders) with ADHD as implemented by school-based mental health professionals within elementary school settings. The intervention is proposed as a 12-week program and includes integrated school (consultation with teachers and recess supervisors), family (parenting skills groups and family meetings) and child (skills groups) components.

Amount: \$1,431,352

Period of Performance: 4/1/2008–3/31/2011

Award Number: R324A080074

Institution: Virginia Commonwealth University

Principal Investigator: Maureen Conroy

Description: *Promoting Social, Emotional and Behavioral Competence in Young High-Risk Children: A Preventive Classroom-Based Early Intervention Model.* Approximately 7 to 25 percent of young preschool-aged children are reported to engage in behavior that reflects emotional/behavioral disorders. The early onset of behavior problems strongly predicts later problem behaviors in elementary and middle school, which significantly disrupt the classroom learning environment. Existing strategies to address these early problem behaviors in preschool settings are limited because they do not target classroom factors such as interactions between teachers and students or communication between teachers and children's caregivers. In this project, a preventative classroom-based intervention that targets problem

behaviors will be developed and evaluated for feasibility of implementation by preschool teachers. The intervention combines the theoretical frameworks of behavioral principles embedded in reciprocal social transactions and an ecological framework for development.

Amount: \$1,500,000

Period of Performance: 5/1/2008–4/30/2011

Award Number: R324A080113

Institution: Louisiana State University and A&M College

Principal Investigator: Frank Gresham

Description: *Development of Universal, Selected and Intensive Social Skills Intervention Programs.*

Although approximately 20 percent of school-age children qualify for a psychiatric diagnosis of a serious behavior disorder or emotional disturbance, only about 1 percent of those children receive in-school services that address their psychosocial adjustment issues. These children present significant challenges for schools to meet their instructional and disciplinary needs. The purpose of this project is to develop and conduct an initial evaluation of social skills screening and instructional materials that will prevent or ameliorate behavior disorders in children and youths in preschool through sixth grade. Specifically, this proposal will develop and conduct an initial evaluation of school-based social skills instructional materials to be implemented across multiple tiers of intervention intensity (universal, selected and intensive) for school-age children with or at risk for serious behavior disorders. The intervention's feasibility and usability in elementary school settings at varying levels of intervention will be evaluated.

Amount: \$894,418

Period of Performance: 6/1/2008–5/31/2011

Special Education Research and Development Centers

Award Number: R324C080006

Institution: Lehigh University

Principal Investigator: Lee Kern

Description: *National Research and Development Center on Serious Behavior Disorders at the Secondary Level.* The primary objective of this project is to develop and evaluate the efficacy of a package of intervention strategies designed to reduce the significant behavioral and academic challenges experienced by high school students with behavior disorders. In addition, the research team will conduct supplementary studies to address key issues in special education and that are responsive to the needs of policymakers and secondary-level special education practitioners, broadly disseminate their findings and provide national leadership on services for high school students with behavior disorders. The center's long-term goal is to improve the behavior and the social and academic outcomes of secondary students with serious behavior disorders.

Amount: \$9,603,039

Period of Performance: 7/1/2008–6/30/2013

Award Number: R324C080011

Institution: University of Kansas

Principal Investigator: Charles Greenwood

Description: *Center for Response to Intervention in Early Childhood.* Reading development depends on language development and preliteracy experiences prior to formal schooling. Children who have not had many language or early literacy experiences prior to kindergarten face significant challenges learning to read. These children often continue to experience poor reading skills throughout school. With continued failure, many of them may become eligible for special education that may involve services that are "too little too late" and are often very costly for children, their families and education systems. Given the importance of reading, systems of prevention and intervention in early education settings are needed. The growing use of RTI models in elementary schools has attracted attention among early childhood educators

and researchers. RtI is a systematic problem-solving process designed to recognize students' difficulties early, provide students with a level of instructional intensity matched to their level of need and then provide a data-based method for measuring their progress. While the use of RtI in preschool settings holds great promise, a number of questions exist about how these models will be translated from elementary school settings. The center's primary objectives are (1) to conduct focused research to develop and rigorously evaluate and replicate intensive interventions for preschool language and early literacy skills and (2) to develop and validate an assessment system linked to these interventions. In addition, the research team will provide national leadership on development and implementation of RtI models for young children and conduct supplementary studies related to RtI and assessment issues. The center's long-term goal is to prevent disabilities in reading by increasing the number of young children who enter school with knowledge and skill in early literacy and language.

Amount: \$10,000,000

Period of Performance: 7/1/2008–6/30/2013

Systemic Interventions and Policies for Special Education

Award Number: R324A080150

Institution: Iris Media, Inc.

Principal Investigator: Brion Marquez

Description: *Online Teacher Training: Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K-3.* Children who enter school with social behavior problems are at an elevated risk for continued difficulties in school and life. Social behavior problems during the school years are associated with poor academic achievement, negative academic impacts on peers and negative outcomes in adulthood. Early elementary school provides an optimal environment in which to address these problems by helping children acquire valuable social skills, develop social competence and practice other positive behaviors that are integral to academic success. However, teachers often fail to receive adequate training to help their students develop these essential skills and behaviors. Professional development options that are high-quality, inexpensive, widely available and easily accessible are needed. Researchers are addressing this need by developing the Student Social Competence Program, an interactive professional development program based on an RtI model. The program will provide teachers with instructional approaches in early elementary school for promoting children's social competence and academic outcomes. It will be delivered on a media-enhanced Internet platform that supports training, streaming videos, interactive exercises and self-assessments to practice and test newly gained knowledge. Internet-delivery expands training opportunities for all schools, makes program content more available to schools than would be possible through traditional professional development methods and ensures that teachers have easy access to the training content. The purpose of this project is to develop the program and test its feasibility when implemented in a school setting.

Amount: \$2,293,415

Period of Performance: 7/1/2008–6/30/2011

Award Number: R324A080152

Institution: University of North Carolina at Chapel Hill

Principal Investigator: Virginia Buysse

Description: *Recognition and Response: A Response to Intervention Model for Early Childhood.* A growing body of evidence suggests that RtI has potential for improving academic outcomes for all children and for reducing inappropriate referrals of some children for special education services. Because preschools are focusing more and more on teaching basic skills that promote academic success in elementary school, it has been suggested that RtI models would benefit children in pre-elementary education settings. As evidence of the promise of applying RtI to preschool settings, researchers assert that RtI aligns with many underlying early childhood educational principles. Both RtI models and early childhood education use a hierarchy of research-based interventions and both use screening and progress

monitoring assessments to inform instructional practice. Before RtI models can be implemented in early childhood settings, additional development is needed to adapt RtI models to address specific requirements of the setting. The purpose of this study is to develop a comprehensive literacy-based preschool RtI model, Recognition and Response, and conduct an initial evaluation of this RtI model.

Amount: \$1,340,381

Period of Performance: 7/1/2008–6/30/2011

Award Number: R324A080118

Institution: University of Kansas

Principal Investigator: Hugh Catts

Description: *Early Identification of Children with Reading Disabilities Within an RTI Framework.* The purpose of this project is to compare three types of measurement approaches for accurately and efficiently identifying kindergarteners with reading disabilities. Early identification of children with reading disabilities maximizes the opportunity to provide intensive reading interventions, improve reading achievement, prevent academic failure in later grades and reduce inappropriate identification for special education services. Three measurement approaches are commonly used to identify children with reading disabilities. The first approach is a multivariate static assessments strategy. Static assessments measure already learned information or abilities at one point in time. The second approach is dynamic assessment. Unlike static assessments, during a dynamic assessment session, children are provided feedback and instruction throughout the session. Dynamic assessment provides information about how well a child might respond to instruction in the classroom, and it is an indicator of the child's potential to learn. The third strategy is progress monitoring, which measures children's reading growth on a frequent (often weekly) basis. Each approach, in isolation, holds promise for identifying children with reading disabilities. However, a combination of these approaches may more accurately and efficiently predict reading disabilities. This research aims to determine which combination of approaches is most efficient and accurate for identifying kindergarteners with reading disabilities.

Amount: \$1,290,897

Period of Performance: 7/1/2008–6/30/2012

Transition Outcomes for Special Education Secondary Students

Award Number: R324A080140

Institution: University of Oregon

Principal Investigator: Deanne Unruh

Description: *Project READY: Research on Employability Skills for Adjudicated Youth With Disabilities.* Adolescents with disabilities, specifically those with emotional disorders, are overrepresented in the juvenile justice system. It is estimated that between 40 percent and 70 percent of all incarcerated juvenile offenders have some type of disability. Juvenile offenders are incredibly costly to our society due to both the monetary expenditures of incarceration and the associated costs resulting from fewer employment opportunities after incarceration. Transitional programs aimed to reintegrate incarcerated adolescents back into society have lacked adequate training in employment-related skills. The purpose of this study is to adapt and develop an existing employment-related social skills curriculum for implementation within the juvenile justice system. Through this adapted intervention, significant costs to society due to fewer employment opportunities for adolescents transitioning out of incarceration may be reduced.

Amount: \$1,499,998

Period of Performance: 7/1/2008–6/30/2011

Section V

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

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

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to carry out studies and evaluations under sections 664(a), (b) and (c) of *IDEA*. This section of the annual report describes studies authorized by sections 664(a) and 664(c) of the law; the next section (Section VI) describes studies that contribute to the national assessment of *IDEA* required by section 664(b).

As specified in section 664(a), IES, either directly or through grants, contracts or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies on ensuring accountability for students who are held to alternate achievement standards. 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 fiscal year 2008 (Oct. 1, 2007, through Sept. 30, 2008):

Contract Number: ED-01-CO-0003

Contractor: SRI International

Project Director: Mary Wagner

Description: *National Longitudinal Transition Study-2 (NLTS2)*. This study provided a national picture of the experiences and achievements of students in special education during high school and as they transitioned from high school to adult life. NLTS2 involved a nationally representative sample of 11,276 students who were 13 to 16 years old and receiving special education services in December 2000. These students were followed into 2010 in an effort to understand their educational, vocational, social and personal experiences as they transitioned from adolescence to early adulthood. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (last accessed Sept. 19, 2012).

Amount: \$23,573,453

Period of Performance: 1/2/2001–6/30/2011

Contract Number: ED-04-CO-0059/0005

Contractor: Westat

Project Director: Elaine Carlson

Description: *Pre-Elementary Education Longitudinal Study (PEELS)*. This study examined the preschool and early elementary school experiences of a nationally representative sample of 3,104 children with disabilities and the outcomes they achieved. It focused on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary school education experiences and their academic and adaptive skills (as shown in their academic achievement, social development and participation in the classroom and community). For more information on PEELS, see *Data Sources Used in This Report* and *Section I*. Also, published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (last accessed Sept. 19, 2012).

Amount: \$14,198,843

Period of Performance: 9/30/2004–9/28/2011

Contract Number: ED-04-CO-0140

Contractor: Westat

Project Director: William Frey

Description: *A Study of States' Monitoring and Improvement Practices Under the Individuals with Disabilities Education Act*. This study described the nature and extent of the various monitoring activities implemented by states for Parts B and C of *IDEA*. Data on 20 states' monitoring systems were collected during two site visits that took place in school years 2004–05 and 2006–07. The study addressed the contextual factors that may affect states' monitoring systems, states' approaches to monitoring and how states' monitoring systems and processes mapped onto a framework developed for the study. The final report from this study is available at <http://ies.ed.gov/ncser/pubs/20113001/> (last accessed Sept. 19, 2012).

Amount: \$4,078,275

Period of Performance: 9/30/2004–9/29/2010

The following study, required specifically by section 664(c) of *IDEA* and supported by IES, was also ongoing during fiscal year 2008:

Contract Number: ED-04-CO-0040/0004

Contractor: SRI International

Project Director: Jose Blackorby

Description: *National Study on Alternate Assessments*. This study was a congressionally mandated study of alternate assessments based on alternative achievement standards. The project developed state and national profiles on the implementation of alternate assessments and conducted surveys to explore the implementation processes at state and local levels. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (last accessed Sept. 19, 2012).

Amount: \$4,410,960

Period of Performance: 9/27/2005–4/30/2010

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 carry out 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 carrying out 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 five studies related to the national assessment during fiscal year 2008 (Oct. 1, 2007, through Sept. 30, 2008):

Contract Number: ED-04-CO-0040/0007

Contractor: SRI International

Project Director: Jose Blackorby

Description: *Patterns in the Identification of and Outcomes for Children and Youth With Disabilities.*

This study used existing data collected by the U.S. Department of Education and other federal agencies to provide a national description of identification patterns across time and comparisons of the outcomes for children and youths with disabilities with outcomes of samples that included their peers without disabilities. The study found that across age groups there was an increase from 1997 to 2005 in the percentages of children either newly identified or continuing to receive early intervention and special education services. Children identified for services under *IDEA*, while demonstrating growth over time in their performance, had lower skill levels than their same-age peers not identified for *IDEA* services or in the general population across outcomes. The outcomes studied included developmental skills appropriate for young children, reading and math skills as indicated by National Assessment of Educational Progress scores and academic skills needed by older school-age youths for school completion. The final report from this study is available at <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20104005> (last accessed Sept. 19, 2012).

Amount: \$967,969

Period of Performance: 8/7/2007–2/6/2010

Contract Number: ED-04-CO-0015/0009

Contractor: Abt Associates

Project Director: Alan Werner

Description: *IDEA National Assessment Implementation Study.* This study was designed to provide a representative, national picture of state and local implementation of early intervention and special education policies and practices supported under *IDEA*, with a focus on implementation of the new

provisions added to *IDEA* in 2004. Topics for the study included the provision of services for young children with disabilities, coordinated early intervening services (CEIS) and Response to Intervention (RtI), developmental and academic standards for children with disabilities, qualified personnel, promoting parent participation and dispute resolution. Data collection during 2009 included surveys of state administrators of programs for infants and toddlers with disabilities, preschool-age children with disabilities and school-age children receiving special education services, as well as a survey of a nationally representative sample of school district special education administrators. The study found that state Part C lead agencies support the transition of toddlers with disabilities to Part B preschool-age special education programs, but that Part C lead agencies have not expanded to serve children until kindergarten. At age 3, toddlers receiving Part C services transition to Part B services (if eligible), typically involving a change in lead agency and often a change in support staff, service settings and services. The study also found that most school districts (85 percent) do not use *IDEA*, Part B, funds to provide CEIS. *IDEA* permits, and in some cases requires, school districts to use some of their Part B funds to provide CEIS, which are services for students not yet identified as needing special education. These services are meant to address the overrepresentation of racial/ethnic minority students in special education. Finally, the study found that most school districts implement RtI, use RtI data when determining eligibility for specific learning disabilities (SLD) and support RtI with district general funds. RtI, defined as a range of practices for monitoring student academic and behavioral progress and providing targeted interventions, was added to *IDEA* in 2004 as a way to inform the determination of SLD and implement CEIS. The final report from this study is available at <http://ies.ed.gov/ncee/pubs/20114026/index.asp> (last accessed Sept. 19, 2012).

Amount: \$2,316,362

Period of Performance: 9/6/2007–8/31/2011

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

Contractor: Westat

Project Director: Thomas Fiore

Description: *Evaluation of the IDEA Personnel Development Program.* This evaluation includes two descriptive studies. The first study is of national centers funded through the *IDEA* Subpart 2 Part D, Personnel Development Program (PDP) to build capacity for *IDEA*-related personnel development and disseminate relevant products and services to national audiences. This study is evaluating the materials that have been developed and the services that have been provided by 12 PDP-funded national centers, and is characterizing the quality and relevance/usefulness of these materials and services, using ratings provided by panels of experts. The second study is evaluating applicants who sought PDP funding through the FY 2006 and FY 2007 training grant competitions. Relying on a combination of extant data, surveys of applicants and grantees and panel ratings, the second study is investigating how grant funding was used, how many students were enrolled in funded courses of study and what happened to courses of study that did not receive PDP funding in those competitions. The final report from this study will be announced at <http://ies.ed.gov/ncee/> (last accessed Oct. 18, 2012).

Amount: \$2,804,871

Period of Performance: 9/18/2007–9/17/2012

Contract Number: ED-04-CO-0025/0013

Contractor: American Institutes for Research

Project Director: Mengli Song

Description: *School Accountability Status and Outcomes for Students With Disabilities.* This study is describing the extent to which schools are accountable for the students with disabilities (SWD) subgroup under the *Elementary and Secondary Education Act*; how adequate yearly progress and school improvement status of schools vary with school accountability status; and how regular and special education practices and outcomes for SWD vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the Department of Education's *EDFacts* database and

the 2009 National Assessment of Educational Progress, as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. The interim report from this study is available at <http://ies.ed.gov/ncee/pubs/20124056/> (last accessed Sept. 19, 2012). The final report is planned for release in 2013 and will be announced at <http://ies.ed.gov/ncee/> (last accessed Oct. 18, 2012).

Amount: \$3,626,218

Period of Performance: 2/28/2008–2/27/2013

Contract Number: ED-04-CO-0111/0003

Contractor: MDRC

Project Director: Fred Doolittle

Description: *Evaluation of Response to Intervention Practices for Elementary School Reading.* This study is evaluating the effects of providing intensive reading interventions to elementary school children who have been identified as at risk for reading difficulties. The study is also analyzing how academic outcomes—including reading achievement and special education identification—vary with elementary schools' adoption of Response to Intervention (RtI) practices and how RtI practices for early grade reading vary across schools. The evaluation will rely on a combination of regression discontinuity methods and time series comparisons. Data collection on RtI implementation and student outcomes is occurring in 2012. The final report for this study will be announced at <http://ies.ed.gov/ncee/> (last accessed Oct. 18, 2012).

Amount: \$14,314,916

Period of Performance: 3/26/2008–3/25/2013

Appendix A

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

Table 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 2007

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Alabama	2,716	1.5	7,111	3.9	77,661	7.7	31,564	6.1
Alaska	620	1.9	1,954	6.8	15,581	9.7	5,316	6.4
Arizona	5,510	1.8	14,097	4.9	117,039	8.4	39,853	5.8
Arkansas	2,838	2.3	11,795	10.1	54,170	8.8	21,278	6.9
California	38,530	2.4	68,002	4.4	602,902	7.2	226,513	5.2
Colorado	4,069	1.9	10,802	5.3	72,275	7.1	25,796	5.0
Connecticut	4,182	3.3	7,660	5.9	61,327	8.1	24,087	6.1
Delaware	860	2.4	2,264	6.6	17,171	9.2	6,362	6.5
District of Columbia	271	1.2	567	2.9	10,296	9.1	4,778	7.0
Florida	11,691	1.7	32,819	4.9	358,273	10.0	137,222	7.5
Georgia	5,383	1.2	18,454	4.3	170,970	7.9	59,192	5.5
Hawaii	3,856	6.9	2,477	5.4	17,964	7.2	7,364	5.6
Idaho	1,938	2.7	3,976	5.7	24,013	6.9	8,228	4.8
Illinois	17,765	3.3	36,957	7.0	284,711	9.9	108,236	7.3
Indiana	9,014	3.4	19,530	7.4	159,546	11.3	58,279	8.1
Iowa	3,185	2.7	5,872	5.1	63,332	9.6	25,852	7.4
Kansas	3,210	2.7	9,608	8.2	56,104	8.9	20,137	6.2
Kentucky	4,237	2.5	20,591	12.3	88,596	10.0	27,330	6.1
Louisiana	3,155	1.8	10,151	5.6	78,002	7.9	26,969	5.2
Maine	996	2.4	3,889	9.0	30,536	11.7	11,703	8.4
Maryland	6,991	3.0	11,752	5.3	92,833	7.6	35,381	5.6
Massachusetts	15,112	6.7	15,920	7.0	150,827	11.1	57,410	7.9
Michigan	9,388	2.5	24,097	6.3	212,479	9.4	81,217	6.9
Minnesota	3,924	1.8	14,286	6.9	105,046	9.3	40,722	6.9
Mississippi	1,821	1.4	8,422	6.6	57,295	8.4	21,093	6.0
Missouri	3,450	1.4	15,629	6.7	122,663	9.6	45,813	7.0
Montana	633	1.8	1,971	5.7	16,187	8.1	6,287	5.9
Nebraska	1,361	1.7	5,179	6.8	40,508	10.2	13,910	6.7
Nevada	1,986	1.7	5,715	5.1	42,617	7.9	14,912	5.9
New Hampshire	1,658	3.7	2,523	5.5	29,751	10.6	13,088	8.8
New Jersey	9,389	2.8	19,580	5.8	230,519	12.5	86,516	9.3
New Mexico	3,589	4.0	6,337	7.6	40,047	9.0	15,587	6.7
New York	29,765	4.1	63,040	8.9	390,675	9.4	155,341	7.0
North Carolina	8,237	2.1	19,914	5.3	171,754	8.8	60,411	6.1
North Dakota	811	3.3	1,560	6.9	12,056	8.4	4,428	5.3
Ohio	13,118	3.0	23,137	5.2	246,605	9.9	103,134	8.0
Oklahoma	3,065	1.9	7,617	5.1	87,706	11.0	33,216	8.1
Oregon	2,553	1.8	8,572	6.2	69,692	9.1	24,470	6.3
Pennsylvania	16,029	3.7	28,145	6.4	265,720	10.1	110,374	7.8
Rhode Island	1,690	4.6	2,967	8.1	26,066	11.3	10,281	8.0
South Carolina	3,848	2.1	10,472	6.0	93,259	9.7	34,955	7.0
South Dakota	1,132	3.3	2,683	8.3	15,288	8.6	4,790	5.1
Tennessee	4,461	1.8	12,264	5.0	108,661	8.4	40,512	6.3
Texas	24,869	2.1	37,528	3.2	435,221	7.8	173,602	6.2

See notes at end of table.

Table 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 2007—Continued

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Utah	2,989	1.9	8,023	5.4	55,043	8.1	17,243	5.1
Vermont	762	4.0	—	—	—	—	—	—
Virginia	6,023	1.9	16,845	5.5	151,651	9.3	60,808	7.1
Washington	4,573	1.8	13,529	5.5	110,169	8.1	38,236	5.5
West Virginia	2,951	4.8	5,849	9.1	42,006	11.9	15,226	8.2
Wisconsin	5,597	2.6	14,867	7.0	111,629	9.2	44,572	7.0
Wyoming	960	4.4	2,842	13.6	11,412	10.2	3,914	6.6
50 states and DC	316,761	2.5	699,841	5.7	5,905,854	9.0	2,243,508	6.6
BIE schools ^e	†	†	325 ^f	†	6,732	†	2,389	†
American Samoa	58	—	169 ^g	—	1,002	—	381	—
Guam	149	—	162 ^g	—	2,097	—	1,077	—
Northern Mariana Islands	50	—	78 ^g	—	706	—	281	—
Puerto Rico	4,762	3.3	9,644	6.4	90,036	9.6	27,522	5.8
Virgin Islands	145	—	152 ^g	—	1,405	—	757	—
U.S. and outlying areas	321,925	—	710,371	—	6,007,832	—	2,275,915	—

— Not available.

† Not applicable.

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

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

^cPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the estimated resident population ages 6 through 21, they multiplying the result by 100.

^dPercentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the estimated resident population ages 14 through 21, then multiplying the result by 100.

^eThe Bureau of Indian Education (BIE) receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of the Interior on the number of children contacted and served under *IDEA*, Part C. The BIE receives *IDEA*, Part B, funds under *IDEA* section 611(h)(1)(A) to serve only children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children/students served through the BIE are included in the population estimates of the individual states in which they reside.

^fAlthough BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 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).

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2007. Data were updated as of Oct. 13, 2009; Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part C and Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Commerce, U.S. Census Bureau. "State Single Year of Age and Sex Population Estimates—RESIDENT," 2007. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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. Under section 602(3) of *IDEA*, 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, emotional or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although Part B of *IDEA* does not require that states and local educational agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information related to children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, it provides information on the number of states that reported data on children and students served under *IDEA*, Part B, under the category of *developmental delay*; percentage of the resident population of children and students served; child count data on children and students served; information on the relative likelihood of being served under *IDEA*, Part B, for *developmental delay*, by race/ethnicity; and information on states with different practices in reporting children and students with *developmental delay*.

Table 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, under the category of *developmental delay*, by year: Fall 1998 through fall 2007

Year	Number of states ^a	Percentage of the population served ^b
1998	†	†
1999	†	†
2000	46	2.22
2001	47	2.32
2002	47	2.66
2003	47	2.81
2004	48	2.93
2005	49	2.91
2006	49	2.76
2007	49	2.83

† Not applicable. Data were not collected by disability for children ages 3 through 5 in 1998 and 1999.

^aThese are states reporting a non-zero count for children ages 3 through 5 served under the category of *developmental delay* and with available estimated resident population data. For the purpose of this table, number of states may include any of the 50 states, DC, Bureau of Indian Education (BIE) schools and PR.

^bPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, 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 table B-5. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states, DC, BIE schools and PR that reported children under the category of *developmental delay*. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 2000. Data were accessed November 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states, DC and PR that reported children under the category of *developmental delay*. For 2007, data for Vermont were excluded. Children served through the BIE schools are included in the population estimates of the individual states in which they reside.

Table B-2. Number of children ages 3 through 5 served under IDEA, Part B, under the category of developmental delay, percentage of the population served (risk index), comparison risk index and risk ratio for children ages 3 through 5 served under IDEA, Part B, under the category of developmental delay, by race/ethnicity: Fall 2007

Race/ethnicity	Child count for 46 states, DC and BIE schools ^a , ages 3 through 5	Resident population for 46 states and DC, ages 3 through 5	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	267,951	9,366,030	2.86	†	†
American Indian/Alaska Native	4,608	97,085	4.75	2.84	1.67
Asian/Pacific Islander	8,653	353,921	2.44	2.88	0.85
Black (not Hispanic)	45,923	1,556,765	2.95	2.84	1.04
Hispanic	39,700	1,414,968	2.81	2.87	0.98
White (not Hispanic)	169,067	5,943,291	2.84	2.89	0.98

† Not applicable.

^aAlthough 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).

^bPercentage 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, under the category of *developmental delay* and racial/ethnic group by the estimated resident population ages 3 through 5 in the racial/ethnic group in the states that reported children under the category of *developmental delay*, then multiplying the result by 100.

^cRisk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, under the category of *developmental delay* and all of the other racial/ethnic groups by the estimated resident population ages 3 through 5 in all of the other racial/ethnic groups in the states that reported children under the category of *developmental delay*, then multiplying the result by 100.

^dRisk 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.

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 table B-5.

Data for 46 states, DC, and BIE schools that reported a non-zero count for children ages 3 through 5 served under *IDEA*, Part B, under the category of *developmental delay* and that had estimated resident population data available were included in this table.

Although PR reported a non-zero count for children served under the category of *developmental delay*, estimated resident population data were not available for PR by race/ethnicity. Therefore, PR was excluded from this table.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to

<https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 46 states, DC and BIE schools. Data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "State by Age, Sex, Race and Hispanic Origin: Six Race Groups," 2007. Data were accessed August 2008. For actual Census data used, go to

<https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 46 states and DC. Data for Vermont were excluded. Children served through the BIE schools are included in the population estimates of the individual states in which they reside.

Table B-3. 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, under the category of *developmental delay*, by year: Fall 1998 through fall 2007

Year	Number of states ^a	Percentage of the population served ^b
1998	11	0.46
1999	19	0.50
2000	25	0.56
2001	29	0.60
2002	30	0.84
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33	1.18
2007	35	1.11

^aThese are states reporting a non-zero count for students ages 6 through 9 served under the category of *developmental delay* and with available estimated resident population data. For the purpose of this table, number of states may include any of the 50 states, DC, Bureau of Indian Education (BIE) schools and PR.

^bPercentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. Percentages of the population ages 6 through 9 in this table cannot be compared with percentages of the population ages 6 through 21 reported in table 13.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see table B-5.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1998–2007. Data for the referenced year were updated as of July, August, September or November of the year following the referenced year except data for 2004, 2006 and 2007. Data for 2004 were updated as of Sept. 24, 2007; data for 2006 were updated as of Oct. 15, 2008; and data for 2007 were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states, DC, BIE schools and PR that reported students under the category of *developmental delay*. For 2007, data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1998, 1999 and 2000. Data were accessed January 2004; "State Single Year of Age and Sex Population Estimates—RESIDENT," 2001–07. Data were accessed August 2008. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states, DC and PR that reported students under the category of *developmental delay*. For 2007, data for Vermont were excluded. Students served through the BIE schools are included in the population estimates of the individual states in which they reside.

Table B-4. Number of students ages 6 through 9 served under IDEA, Part B, under the category of developmental delay, percentage of the population served (risk index), comparison risk index and risk ratio for students ages 6 through 9 served under IDEA, Part B, under the category of developmental delay, by race/ethnicity: Fall 2007

Race/ethnicity	Child count for 32 states, DC and BIE schools, ages 6 through 9	Resident population for 32 states and DC, ages 6 through 9	Risk index ^a (%)	Risk index for all other racial/ethnic groups combined ^b (%)	Risk ratio ^c
Total	88,072	7,762,888	1.13	†	†
American Indian/Alaska Native	3,213	83,075	3.87	1.10	3.50
Asian/Pacific Islander	2,435	260,136	0.94	1.14	0.82
Black (not Hispanic)	20,186	1,396,800	1.45	1.07	1.36
Hispanic	9,123	812,142	1.12	1.14	0.99
White (not Hispanic)	53,115	5,210,735	1.02	1.37	0.74

† Not applicable.

^aPercentage of the population may be referred to as the risk index. It was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* and racial/ethnic group by the estimated resident population ages 6 through 9 in the racial/ethnic group in the states that reported students under the category of *developmental delay*, then multiplying the result by 100. Risk indexes for students ages 6 through 9 in this table cannot be compared with risk indexes for students ages 6 through 21 reported in table 15.

^bRisk index for all other racial/ethnic groups combined (i.e., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* and all of the other racial/ethnic groups by the estimated resident population ages 6 through 9 in all of the other racial/ethnic groups in the states that reported students under the category of *developmental delay*, then multiplying the result by 100. Comparison risk indexes for students ages 6 through 9 in this table cannot be compared with comparison risk indexes for students ages 6 through 21 reported in table 15.

^cRisk 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. Risk ratios for students ages 6 through 9 in this table cannot be compared with risk ratios for students ages 6 through 21 reported in table 16.

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 table B-5.

Data for 32 states, DC, and BIE schools that reported a non-zero count for students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* and that had estimated resident population data available were included in this table.

Although PR reported a non-zero count for students served under the category of *developmental delay*, estimated resident population data were not available for PR by race/ethnicity. Therefore, PR was excluded from this table.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to

<https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 32 states, DC and BIE schools. Data for Vermont were not available. U.S. Department of Commerce, U.S. Census Bureau. "State by Age, Sex, Race and Hispanic Origin: Six Race Groups," 2007. Data were accessed August 2008. For actual Census data used, go to

<https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 32 states and DC. Data for Vermont were excluded. Students served through the BIE schools are included in the population estimates of the individual states in which they reside.

Table B-5. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2007

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Alabama		X	
Alaska		X	
Arizona			X
Arkansas			X
BIE schools		X	
California	X		
Colorado			X
Connecticut		X	
Delaware		X	
District of Columbia		X	
Florida			X
Georgia		X	
Hawaii		X	
Idaho		X	
Illinois		X	
Indiana			X
Iowa	X		
Kansas		X	
Kentucky		X	
Louisiana		X	
Maine		X	
Maryland		X	
Massachusetts		X	
Michigan		X	
Minnesota		X	
Mississippi		X	
Missouri		X	
Montana			X
Nebraska		X	
Nevada			X
New Hampshire		X	
New Jersey			X
New Mexico		X	
New York			X
North Carolina		X	
North Dakota		X	
Ohio			X
Oklahoma		X	
Oregon			X
Pennsylvania		X	

See notes at end of table.

**Table B-5. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2007—
Continued**

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Puerto Rico		X	
Rhode Island			X
South Carolina		X	
South Dakota			X
Tennessee		X	
Texas	X		
Utah		X	
Virginia		X	
Vermont		X	
Washington		X	
West Virginia			X
Wisconsin		X	
Wyoming		X	

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

Appendix C

Differences in State Reporting of *IDEA*, Part B, Disabilities

Differences in State Reporting of *IDEA*, Part B, Disabilities

Table C-1 summarizes how eight states reported children and students ages 3 through 21 served under *IDEA*, Part B, with *other health impairments* and *multiple disabilities* in different disability categories for child count and educational environments data collections in 2007 and for exiting and discipline data collections in 2006–07. In particular, one state reported children and students with *other health impairments* in the *orthopedic impairments* category, while seven states reported children and students with *multiple disabilities* in the primary disability category listed on their individualized education program (IEP).

Table C-1. States that reported children and students with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections: Fall 2007; and exiting and discipline data collections: 2006–07

State ^a	IDEA disability categories	
	Other health impairments	Multiple disabilities
Colorado	O	
Delaware		P
Florida		P
Georgia		P
North Dakota		P
Oregon		P
West Virginia		P
Wisconsin		P

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

^aStates report data according to state law. States do not uniformly categorize children and students with disabilities according to *IDEA* disability categories as defined for purposes of child count, educational environments, exiting and discipline data collections.

NOTE: For 2006–07, states' exiting data are from the reporting period between July 1, 2006, and June 30, 2007, while states' discipline data are from the entire 2006–07 school year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2007. Data were updated as of Nov. 5, 2009; Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2007. Data were updated as of Sept. 28, 2009; Data Analysis System (DANS), OMB #1820-0521: "Report of Children with Disabilities Exiting Special Education," 2006–07. Data were updated as of Dec. 8, 2009; Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2006–07. Data were updated as of Sept. 28, 2009. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.



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