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U.S. Department of Education

**34th Annual Report to Congress on the
Implementation of the
*Individuals with Disabilities Education Act, 2012***

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34th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2012

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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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 in the same month. The provisions of *IDEA* became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher”^{*} that took effect upon the signing of the act. With reauthorization of *IDEA*, the nation reaffirmed its commitment to improving educational results for children and youths with disabilities.

The *34th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2012*[†] 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 or B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, infants and toddlers served under *IDEA*, Part C; children served under *IDEA*, Part B; and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under *IDEA*, Part C or Part B. “Special education services,” which is referenced throughout this report, is a term

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

† The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current findings are based on data collected from July 2009 through December 2010. These data have been available to the public prior to their presentation in this report.

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

This *34th Annual Report to Congress, 2012* follows the *33rd Annual Report to Congress, 2011* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *33rd Annual Report, 2011*, the *34th Annual Report, 2012* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are: (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;[‡] (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation.

The content of this report differs from that of the *33rd Annual Report, 2011* in that the exhibits that present data about race/ethnicity were re-structured to accommodate the fact that all states reported child count data using seven race/ethnicity categories. In the *33rd Annual Report, 2011*, these tables were structured to accommodate the fact that some states continued reporting child count data using five race/ethnicity categories. Given the nature of the available data about race/ethnicity for this report, it was again possible to create exhibits that present information about the percentage of population of children within racial/ethnic groups. Nevertheless, the child counts by racial/ethnic groups for each state are still presented in Appendix A.

A summary of the six sections and three appendices that make up the *34th Annual Report, 2012* follows.

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

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

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

served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. The exhibits provide information about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in and performance on state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, Puerto Rico, and the outlying areas of 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 operated or funded 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 four subsections address questions about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, BIE schools, and Puerto Rico.

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

Sections 616(d) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of the 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 reviews, and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial

intervention in implementing the requirements. In June 2011, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2009 to 60 state education agencies for Part B and to 56 state lead agencies for Part C. Section III presents the results of the determinations.

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

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

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

Section IV of this report describes the research projects funded by grants made during FFY 2011 (October 1, 2010 through September 30, 2011) by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

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

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

664(a) and (c) of *IDEA* and supported by IES during FFY 2011 (October 1, 2010 through September 30, 2011).

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 education 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 FFY 2011 that contribute to the national assessment are described in Section VI.

Appendix A. Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under *IDEA*, Part C; 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 2010, in each state, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas. It also presents the number of children served in each state by race/ethnicity.

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

Appendix B presents information 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 data on the percentages of resident populations represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental*

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

delay and information on states with different practices in reporting children and students with *developmental delay*.

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 disability categories for *IDEA*, Part B, child count and educational environments data collections in 2010, and for the exiting and discipline data collections in 2009–10.

Key Findings at the National Level

The *34th Annual Report to Congress, 2012* showcases data collected from states. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA*, Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

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

- In 2010, there were 342,821 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 337,185 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Exhibit 1).
- From 2001 to 2010, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.1 percent to 2.8 percent. The percentage of the resident population served under *IDEA*, Part C, either increased some from the previous year or was approximately the same as in the previous year for infants and toddlers who were 1 year old and infants and toddlers who were 2 years old. In contrast, a smaller percentage of the resident population of infants and toddlers who were under 1 year old, were served under Part C in 2010 (1.0 percent) than in 2009 (1.1 percent) (Exhibit 2).
- Both Native Hawaiian or Other Pacific Islander and White infants and toddlers had a risk ratio of 1.2, indicating that infants and toddlers in these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Asian and Hispanic/Latino infants and toddlers, as well as infants and toddlers associated with more than one race had a risk ratio of 0.8, 0.9, and 0.6, respectively, indicating that infants and toddlers in these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. American Indian or Alaska Native and Black or African American infants and toddlers, with risk ratios of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 3).
- In 2010, more than four-fifths of infants and toddlers served under Part C (87.4 percent) received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 6.7 percent of those served under Part C. Consequently, a total of 94.1 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 a *community-based setting* (Exhibit 4).
- In 2010, *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 (Exhibit 5).

- Of the exiting statuses in 2009–10, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (39.4 percent). An additional 1.3 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting as it accounted for 14.5 percent of the of infants and toddlers (Exhibit 6).
- In 2009–10, slightly less than two-thirds (61.9 percent) of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 2.1 percent of the children were found to be eligible for Part B but continued to receive services under Part C. A total of 17.5 percent of the children served under *IDEA*, Part C, who had reached age 3 exited Part C without having their Part B eligibility determined (Exhibit 7).
- During 2009–10, a total of 167 *written, signed complaints*; 268 *due process complaints*; and 136 *mediation requests* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C (Exhibits 8, 9, and 10).

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

- In 2010, *IDEA*, Part B, served 735,245 children ages 3 through 5. Of these children, 720,740 were served in the 50 states, the District of Columbia, and Bureau of Indian Education (BIE) schools. This number represented 5.9 percent of the resident population ages 3 through 5 (Exhibit 11).
- Between 2001 and 2010, the percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.5 to 4.2 percent. In general, the overall change resulted from a set of small annual increases that offset the small decreases that did occur between 2006 and 2007 and between 2009 and 2010. Between 2001 and 2003, the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.7 percent to 6.6 percent. In no year after 2003 through 2010 was the percentage of the resident population served less than 6.1 percent or more than 6.3 percent. The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.6 percent in 2001 to 7.7 percent in 2004. Between 2005 and 2006, the percentage fell to 7.4 percent. The percentage for each year from 2007 through 2010 was either slightly less or approximately equal to that of the previous year (Exhibit 12).
- In 2010, the most prevalent disability category among 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* (37.0 percent), followed by *autism* (6.7 percent) (Exhibit 13).
- In 2010, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios larger than 1.0 (i.e., 1.5, 1.5, and 1.3, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 of in all other racial/ethnic groups combined. Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined. Asian and Hispanic/Latino children as well as children associated with multiple races, with risk ratios smaller than 1.0 (i.e., 0.7, 0.8, and 0.6, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined (Exhibit 14).

- In 2010, a total of 62.9 percent of children ages 3 through 5 served under *IDEA*, Part B, were in a regular early childhood program for some percentage of their time in school. The educational environment for almost one-fourth (23.1 percent) of children ages 3 through 5 served under *IDEA*, Part B, was a *separate class* (Exhibit 15).
- In 2010, a regular early childhood program for some percentage of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group. In particular, this environment accounted for 73.7 percent of American Indian or Alaska Native children, 54.3 percent of Asian children, 65.4 percent of Black or African American children, 57.3 percent of Hispanic/Latino children, 60.8 percent of Native Hawaiian or Pacific Islander children, 64.9 percent of White children, and 60.5 percent of the children reported as two or more races (Exhibit 16).
- In 2009, a total of 32,753, or 91 percent, of the 35,782 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, were highly qualified (Exhibit 17).
- In 2009, a total of 44,815, or 92.6 percent, of the 48,378 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, were qualified (Exhibit 18).

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

- In 2010, a total of 5,822,808 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,705,466 were served in the states, the District of Columbia, and BIE schools for which data were available. Data were available for all but one of the 50 states. This number represented 8.4 percent of the corresponding resident population ages 6 through 21 (Exhibit 19).
- In 2001, 8.8 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B. The percentage of the resident population served under *IDEA*, Part B, increased gradually in each year from 2001 through 2004, when it peaked at 9.1 percent. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010. The general pattern of an increase followed by a decrease to a level slightly below the percentage served in 2001 was observed for the students ages 6 through 11 and the students ages 12 through 17 but not the students ages 18 through 21 (Exhibit 20).
- In 2010, the most prevalent disability category for students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (41.5 percent). The next most common disability category was *speech or language impairments* (18.7 percent), followed by *other health impairments* (12.1 percent), *intellectual disabilities* (7.6 percent), *emotional disturbance* (6.7 percent), and *autism* (6.4 percent) (Exhibit 21).
- Only the percentages of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under three disability categories changed more than one-fifth of a percentage point between 2001 and 2010. The percentage of the population ages 6 through 21 served under *IDEA*, Part B, under *other health impairments* increased from 0.5 percent to 1 percent while the percentage reported under the category of *autism* increased from 0.1 percent to 0.5 percent. In contrast, the percentage of the population reported under the category of *specific learning disabilities* decreased from 4.3 percent to 3.5 percent (Exhibit 22).

- In 2010, one-half of 1 percent (0.5 percent) of the resident population ages 6 through 21 served under *IDEA*, Part B, was reported under the category of *autism*. The percentage had increased steadily from 0.1 percent in 2001. Between 2001 and 2010, the percentage of the population served under *IDEA*, Part B, that was reported under the category of *autism* increased for those ages 6 through 11, 12 through 17, and 18 through 21. (Exhibit 23).
- From 2001 through 2010, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* increased from 0.5 percent to 1 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairments* were 76 percent, 121 percent, and 186 percent larger in 2010 than in 2001 (Exhibit 24).
- From 2001 through 2010, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* decreased from 4.3 percent to 3.5 percent. Between 2001 and 2010, the percentage of the resident population ages 18 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* did not change. In contrast, the percentages of the populations ages 6 through 11 and ages 12 through 17 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* decreased a small amount in almost every year between 2001 and 2010 (Exhibit 25).
- In 2010, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander children had risk ratios larger than 1.0 (i.e., 1.8, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined. White children ages 6 through 21, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 6 through 21 of all other racial/ethnic groups combined. Asian and Hispanic/Latino children as well as children associated with more than one race, with risk ratios smaller than 1.0 (i.e., 0.5, 0.9, and 0.7, respectively), were less likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 26).
- For the students ages 6 through 21 served under *IDEA*, Part B, in 2010, *specific learning disabilities* was the most prevalent disability category for every racial/ethnic group except Asian. The percentages of students served in this category ranged from 28.2 percent to 50.8 percent. In particular, this disability category accounted for 47.4 percent of American Indian or Alaska Native students, 28.2 percent of Asian students, 42.9 percent of Black or African American students, 50.8 percent of Hispanic/Latino students, 49 percent of Native Hawaiian or Other Pacific Islander students, 37.6 percent of White students, and 37.5 percent of the children reported as of *two or more races* (Exhibit 27).
- In 2010, a total of 94.8 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied. More than half (60.5 percent) of all students ages 6 through 21 served under *IDEA*, Part B, were educated *inside the regular class 80% or more of the day*. A total of 20.1 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 14.2 percent were educated *inside the regular class less than 40% of the day* (Exhibit 28).

- From 2001 through 2010, 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 48.4 percent to 60.5 percent (Exhibit 29).
- In 2010, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category. Nearly 9 in 10 students reported under the category of *speech or language impairments* (86.4 percent) were educated *inside the regular class 80% or more of the day*. Only 17.9 percent of students reported under the category of *intellectual disabilities* and 13 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*. Just over one-fourth of students reported under the category of *specific learning disabilities* (25.6 percent) and students reported under the category of *intellectual disabilities* (26.8 percent) were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*. Almost one-half of students reported under the category of *intellectual disabilities* (47.6 percent) and students reported under the category of *multiple disabilities* (46.0 percent) were educated *inside the regular class less than 40% of the day*. In 2010, larger percentages of students reported under the categories of *deaf-blindness* (31.6 percent) and *multiple disabilities* (25.1 percent) than under other disability categories were educated in “Other environments” (Exhibit 30).
- In 2010, 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 Native Hawaiian or Other Pacific Islander 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 42.1 percent to 63.6 percent (Exhibit 31).
- In school year 2009–10, between 73.2 and 82.5 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math. In general, a smaller percentage of the students in the upper grades than the lower grades participated in a regular assessment in math. Between 74.2 percent and 80.8 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in reading. Once again the general pattern was that a larger percentage of the students in lower grades than the upper grades participated in a regular assessment in reading (Exhibit 32).
- No more than 2.67 percent of students served under *IDEA*, Part B, who were expected to take a math assessment test in each of grades 3 through 8 in school year 2009–10 were classified as nonparticipants. Similarly, no more than 2.36 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment test in each of grades 3 through 8 in school year 2009–10 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2009–10 were classified as nonparticipants for both the math assessment (5.47 percent) and the reading assessment (5.77 percent) (Exhibit 33).
- In school year 2009–10, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by each of

47 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these math tests was 49.9 percent. The median percentage of students found to be proficient with these tests decreased with each successive grade, reaching a low of 15.6 percent for students in high school. In school year 2009–10, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in reading. In particular, this type of test was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by each of 47 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these reading tests was 42.9 percent. The median percentage of students found to be proficient with these tests decreased with each successive grade, reaching a low of 23.5 percent for students in high school (Exhibit 34).

- Of the seven exit reason categories, the category of *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2009–10 (37.9 percent), followed by *moved, known to be continuing in education* (29.6 percent) and *dropped out* (12.8 percent) (Exhibit 35).
- From 2000–01 through 2009–10, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 48 percent to 62.6 percent. From 2000–01 through 2009–10, the percentage of students who exited special education and school by having *dropped out* decreased from 41.2 percent to 21.1 percent (Exhibit 36).
- From 2000–01 through 2009–10, the graduation percentage increased for students in all disability categories who exited *IDEA*, Part B, and school. (Exhibit 37).
- From 2000–01 through 2009–10, the dropout percentage decreased for students in all disability categories who exited *IDEA*, Part B, and school (Exhibit 38).
- In 2009, a total of 362,165, or 93.1 percent, of the 389,133 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 served under *IDEA*, Part B, were highly qualified (Exhibit 39).
- In 2009, a total of 385,846, or 94.6 percent, of the 407,934 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 served under *IDEA*, Part B, were qualified (Exhibit 40).

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

- In 2009, a total of 97.8 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified. Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (88.4 percent), while nearly all *psychologists* (99.0 percent) were fully certified (Exhibit 41).
- During the 2009–10 school year, 9,552 children and students ages 3 through 21 served under *IDEA*, Part B, were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,598,891 children and students were served under Part B in 2009, this type of action

occurred with only 14 children and students for every 10,000 children and students who were served under Part B in 2009. Only 179 children and students ages 3 through 21 served under *IDEA*, Part B, or 3 for every 100,000 children and students served in 2009, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2009–10. There were 72,037 children and students ages 3 through 21 served under *IDEA*, Part B, or 44 for every 10,000 children and students served in 2009, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2009–10. There were 28,783 children and students ages 3 through 21 served under *IDEA*, Part B, or 14 for every 10,000 children and students served in 2009, who received *in-school suspensions* for more than 10 cumulative days in school year 2009–10 (Exhibit 42).

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 41 children and students removed unilaterally during the 2009–10 school year to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily. The ratio for the children and students reported under each of the other disability categories was smaller than 24 per 10,000 children and students served. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009, no more than 1 child or student was removed by a hearing officer for likely injury during school year 2009–10. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 419 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2009–10. The ratio for the children and students reported under each of the other disability categories was smaller than 174 per 10,000. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 131 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2009–10. The ratio for the children and students reported under each of the other disability categories was smaller than 77 per 10,000 (Exhibit 43).
- During 2009–10, 4,920 *written, signed complaints*; 17,228 *due process complaints*; and 8,238 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B (Exhibits 44, 45, and 46).

Data Sources Used in This Report

This *34th Annual Report to Congress, 2012* contains data obtained from the U.S. Department of Education's (Department's) Office of Special Education Programs' (OSEP's) Data Analysis System (DANS). 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 in July 2013.

Data Analysis System

Data Collections

The text and exhibits contained in the *34th Annual Report to Congress, 2012* 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 state data 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 of infants and toddlers from Part C and the reasons students exit from Part B,
- Part C and Part B legal disputes and their resolution status,
- Participation in and performance on state assessments in math and reading by students served under Part B,
- The personnel employed to provide special education and related services for children and students under Part B, and
- Disciplinary actions for Part B program participants.

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

In addition to the data considered in this report, data were collected for the first time in 2011 on maintenance of effort (MOE) reductions and coordinated early intervention services (CEIS). These data are not considered in this report because a number of states had not yet developed the capability to report valid and reliable information on these domains.

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

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Child count	State-designated date between Oct. 1, 2010–Dec. 1, 2010	Feb. 2, 2011
	Program settings	State-designated date between Oct. 1, 2010–Dec. 1, 2010	Feb. 2, 2011
	Exiting	Cumulative for state-determined 12-month reporting period, 2009–10	Nov. 1, 2010
	Dispute resolution	Cumulative for July 1, 2009–June 30, 2010	Nov. 1, 2010
Part B	Child count	State-designated date between Oct. 1, 2010–Dec. 1, 2010	Feb. 2, 2011
	Educational environments	State-designated date between Oct. 1, 2010–Dec. 1, 2010	Feb. 2, 2011
	Assessment	State determined testing date for school year 2009–10	Feb. 2, 2011
	Exiting	Cumulative for July 1, 2009–June 30, 2010	Nov. 1, 2010
	Personnel	State-designated date between Oct. 1, 2009–Dec. 1, 2009	Nov. 1, 2010
	Discipline	Cumulative for school year 2009–10	Nov. 1, 2010
	Dispute resolution	Cumulative for July 1, 2009–June 30, 2010	Nov. 1, 2010

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

The data collections for Part C and Part B exits and Part B disciplinary actions are also associated with a specific group defined by the participants' ages, but they are cumulative as they concern what

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

All Part C and Part B data discussed in this report except dispute resolution and assessment are presented in terms of the participants' ages used to identify the group being represented. For example, an exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, or students ages 6 through 21. In addition, the titles of exhibits have been worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits 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 exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting) have titles that indicate the school year(s) or the year span(s) during which the states collected data for any given 12-month period (e.g., 2009–10).

Unlike in previous years, OSEP did not input data obtained in the new data collections into DANS on behalf of any of the states. Instead, all of the states submitted the data collected as part of the fall 2010 and school year 2010–11 data collections directly into DANS through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools.

All Part C 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 notes that accompany the exhibits. Given that these data are based on 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, go to <http://www.tadnet.org/>.

Many of the exhibits in this report present only Part C or Part B data for the most current reporting period considered (i.e., fall 2010; school year 2009–10). However, some exhibits present data for multiple years. In most cases, the data presented were accessed from files prepared as of spring 2012 to take advantage of the fact that OSEP permitted states to update data as necessary after their initial submissions. The use of files with updated data allowed for the possibility that problematic data in the

files originally submitted by states that may not have 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 exhibits in this report indicate the date on which each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which those data were created and, if appropriate, the date on which the data were revised and updated. This approach ensures that the data presented in the report are available, and the source notes present the necessary information about the data as succinctly as possible. Additional tables and data related to the Part C and Part B data collections are available at <http://www.tadnet.org/>.

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

Changes in Data Categories and Subcategories

A few notable changes were made to some of the categories and corresponding subcategories used to collect the most current Part C and Part B data examined in this report and those examined in the *33rd Annual Report to Congress, 2011*. One of these changes concerned child count data for racial/ethnic groups. As of October 2010, all states completed the transition from using five race/ethnicity categories to seven categories, consistent with the U.S. Department of Education's *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data* published in the *Federal Register* (Vol. 72, No. 202), available at <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>. The guidance provides procedures states should follow for collecting, aggregating, and reporting the race and ethnicity of infants and toddlers birth through age 2, children ages 3 through 5, and students ages 6 through 21 in seven race/ethnicity categories. The seven categories are: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, and two or more races. As comparable data were available for all states, this report, unlike the two previous annual reports, presents information about the percentage of the resident population of infants and toddlers birth through age 2 within each of the seven racial/ethnic groups who were served in Part C as well as the percentages of the resident population of children ages 3 through 5 and ages 6 through 21 within each of the seven racial/ethnic groups who were served under Part B.

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

Another change concerned the collection of educational environments for children ages 3 through 5 participating in Part B. Previously, the children who attended regular early childhood programs were classified into three categories: (1) *in the regular early childhood program at least 80% of time*, (2) *in the regular early childhood program 40% to 79% of time*, and (3) *in the regular early childhood program less than 40% of time*. Beginning with the 2010 data collection, states were asked to classify these students into four educational environment categories that were defined based on the amount of time children spent in those programs and the location where the majority of special education services were received. In particular, the categories refer to environments in which children attend a *regular early childhood program* at least 10 hours per week or less than 10 hours per week and receive the majority of hours of special education and related services in the *regular early childhood program* or in some other location. Unfortunately, many states were not able to use these subcategories, and consequently reported the students who would have otherwise been associated with these subcategories as being merely in a *regular early childhood program*. As a result, the presentation of the educational environmental data in this report was not able to reflect the new classifications.

Another change concerned the collection of data regarding dispute resolution. Beginning with the 2009–10 Part C and Part B dispute resolution data collections, *mediations not held (including pending)* was renamed *mediations withdrawn or not held* and redefined to exclude mediations pending. Furthermore, *mediations pending* as of the end of the reporting period was introduced as a separate subcategory. Previously, the subcategory used to represent “mediations not held” also included the mediations that were “pending”.

In addition, there were a few other instances where a subcategory was renamed or a subcategory’s definition was reworded to be more specific or less ambiguous. For example, the reason for exiting the Part C program when the child completed the program was changed from *completion of IFSP prior to reaching age 3* to *no longer eligible for Part C prior to reaching age 3*.

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 <http://www.tadnet.org/>.

Institute of Education Sciences

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

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

Regional Resource Center Program

The Regional Resource Center Program (RRCP) is composed of six regional program centers that are funded by OSEP to assist state education agencies (SEAs) in the systemic improvement of education programs, practices, and policies that affect children and youths with disabilities. Services offered by the RRCP 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 OSEP requires to determine state progress in meeting specific *IDEA* requirements, the RRCP disseminates OSEP guidance and provides 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 United States Resident Population Estimates by Age, Sex, Race, and Hispanic Origin and the State and County Total Resident Population Estimates (Vintage 2011): April 1, 2010 to July 1, 2011, for more information about how population estimates are produced (<http://www.census.gov/popest/methodology/2011-nat-st-co-meth.pdf>).

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

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

Specific population data estimates used in this report are available at <http://www.ed.gov/about/reports/annual/osep>. More information about the U.S. Census Bureau is available at <http://www.census.gov>.

Section I

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

Infants and Toddlers Served Under *IDEA*, Part C

The *Education of the Handicapped Act Amendments of 1986* established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the *IDEA*. Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available 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 a developmental delay in one or more of the five developmental areas listed above or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay [see *IDEA*, section 632(5)(A)]. States have the authority to define the level of developmental delay needed for Part C eligibility [see *IDEA*, section 635(a)(1)]. States also have the authority to define other Part C eligibility criteria. For example, at a state's discretion, infants or toddlers with a disability may also include (1) individuals younger than 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services and (2) children 3 years of age and older with disabilities until such children are eligible to enter kindergarten³ [see *IDEA*, section 632(5)(B)]. The decisions that states make regarding these options may explain some of the differences found between states with respect to Part C data.

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

³ Most of the Part C data concern infants and toddlers birth through age 2 as Part C is designed primarily to serve them. Nevertheless, a small number of children age 3 and older do participate in Part C. For example in 2010, 1,513 children age 3 or older participated in Part C.

Bureau of Indian Education (BIE)⁴ schools, for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

Numbers and Percentages of Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

How many infants and toddlers birth through age 2 received early intervention services, and how has the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, changed over time?

Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 2001 through fall 2010

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 states and DC	Percentage ^a of resident population birth through age 2 served under Part C in the 50 states and DC
	In the 50 states, DC, PR, and the four outlying areas	In the 50 states and DC		
2001	245,775	242,255	11,668,161	2.1
2002	268,735	265,549	11,812,249	2.2
2003	274,747	271,889	11,914,846	2.3
2004	284,536	280,957	11,901,056	2.4
2005	299,048	294,714	11,944,057	2.5
2006	304,510	299,848	12,001,981	2.5
2007	321,925	316,761	12,123,691	2.6
2008	342,985	337,706	12,237,637	2.8
2009	348,604	343,203	12,185,386	2.8
2010	342,821	337,185	11,990,542	2.8

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2001–10. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

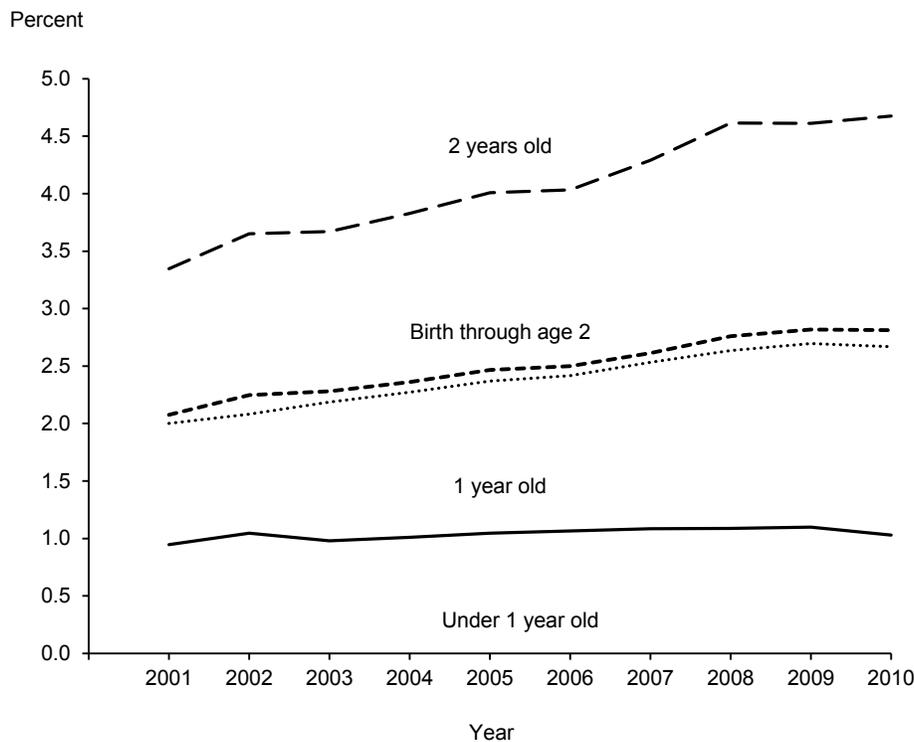
- In 2010, there were 342,821 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 337,185 were served in the 50 states and the District of Columbia. This number represented 2.8 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.

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

- Between 2001 and 2010, the total number of infants and toddlers served under *IDEA*, Part C, increased from 245,775 to 342,821. This addition of 97,046 infants and toddlers represented approximately a 28 percent increase in the number of infants and toddlers served.
- In the 50 states and the District of Columbia, the percentage of the birth-through-age-2 population served under *IDEA*, Part C, increased between 2001 and 2010. In 2001, Part C served 2.1 percent of the population of infants and toddlers birth through age 2. By 2010, Part C served 2.8 percent of the population.

How have the percentages of the resident populations birth through age 2 served under IDEA, Part C, changed over time?

Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2001 through fall 2010



NOTE: Percentage was calculated by dividing the number of infants and toddlers in the age group served under *IDEA*, Part C, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2001–10. These data are for the 50 states and DC. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2001–10. These data are for the 50 states and DC. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2001 to 2010, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.1 percent to 2.8 percent.

- The percentage of the resident population served under *IDEA*, Part C, either increased some from the previous year or was approximately the same as in the previous year for infants and toddlers who were 1 year old and infants and toddlers who were 2 years old. In contrast, a smaller percentage of the resident population of infants and toddlers who were under 1 year old were served under Part C in 2010 (1.0 percent) than in 2009 (1.1 percent).

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

Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2010

Race/ethnicity	Child count ^a in the 50 states and DC	Resident population birth through age 2 in the 50 states and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	337,185	11,990,542	2.8	†	†
American Indian or Alaska Native	2,888	104,412	2.8	2.8	1.0
Asian	11,551	526,430	2.2	2.8	0.8
Black or African American	47,544	1,665,411	2.9	2.8	1.0
Hispanic/Latino	82,356	3,065,289	2.7	2.9	0.9
Native Hawaiian or Other Pacific Islander	785	23,342	3.4	2.8	1.2
White	183,209	6,054,419	3.0	2.6	1.2
Two or more races	8,852	551,239	1.6	2.9	0.6

† 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). The child count data for PR had to be removed because resident population data by race/ethnicity were not available. As the race/ethnicity data for Hispanic/Latino and White children were suppressed for PR, these child counts were imputed based on the distribution of the population reported for PR on the 2000 Census and then removed.

^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.

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," 2010. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2010," 2010. These data are for the 50 states and DC. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

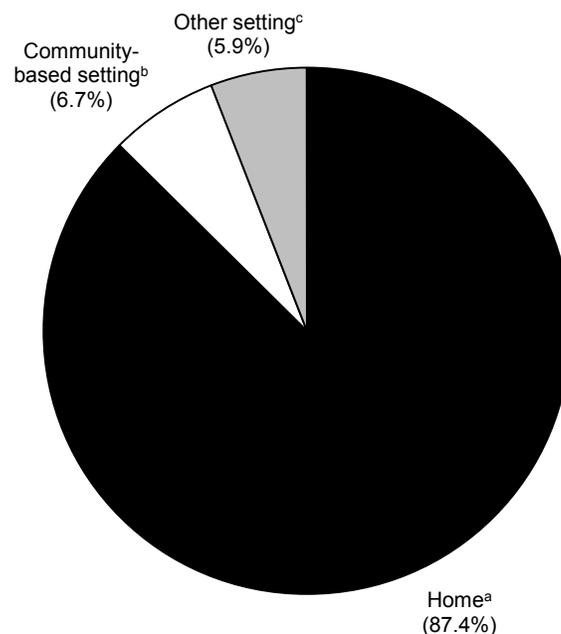
- Both Native Hawaiian or Other Pacific Islander and White infants and toddlers had a risk ratio of 1.2, indicating that infants and toddlers in these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Asian and Hispanic/Latino infants and toddlers, as well as infants and toddlers associated with more than one race had a risk ratio of 0.8, 0.9, and 0.6, respectively, indicating that infants and toddlers in these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- American Indian or Alaska Native and Black or African American infants and toddlers, with risk ratios of 1.0, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

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

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

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

Exhibit 4. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2010



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

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

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

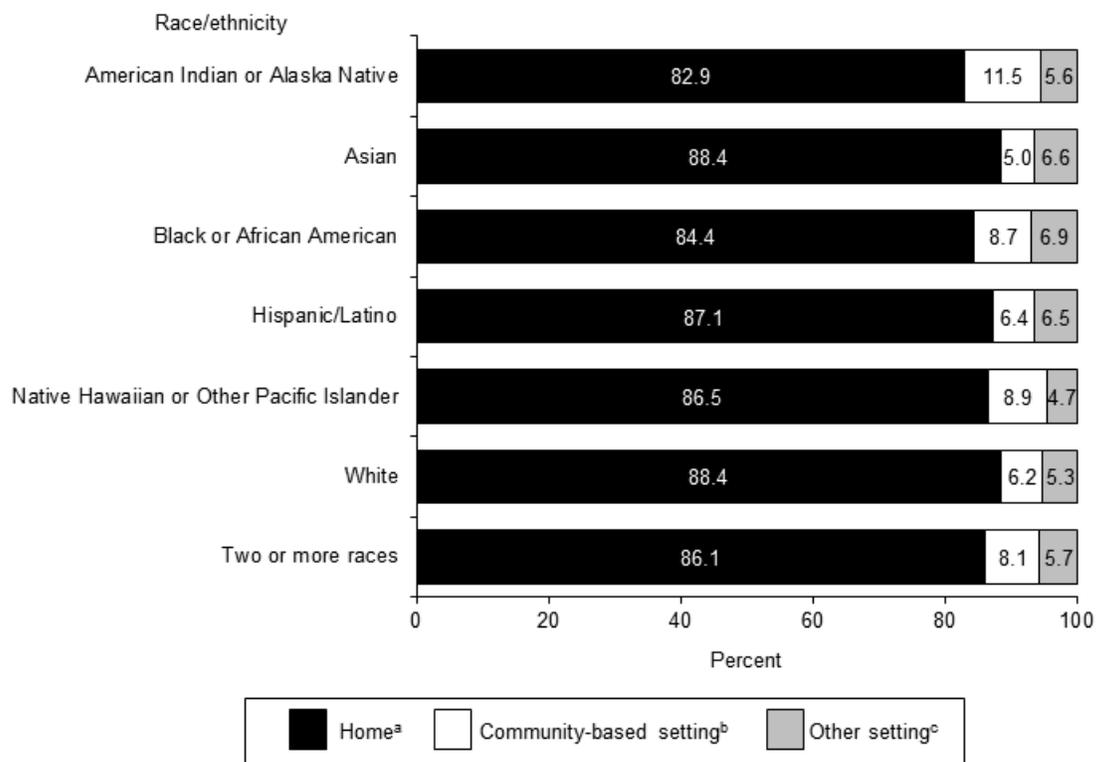
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the primary service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the primary service settings, then multiplying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

SOURCE: U.S. Department of Education, 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,” 2010. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, more than four-fifths of infants and toddlers served under Part C (87.4 percent) received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 6.7 percent of those served under Part C. Consequently, a total of 94.1 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 a *community-based setting*.

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

Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2010



^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. The community-based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

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

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.

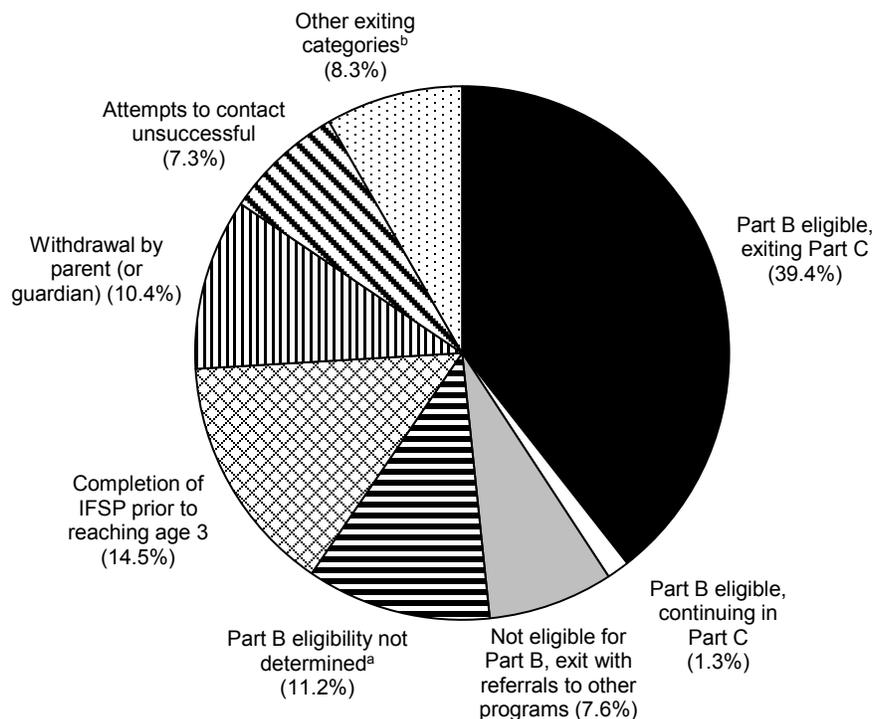
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C,” 2010. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, *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 or Alaska Native children (11.5 percent), while the smallest percentage served in this setting were Asian children (5.0 percent).

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

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

Exhibit 6. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2009–10



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

^{b,c}“Other exiting categories” include *not eligible for Part B, exit with no referrals* (4.2 percent); *deceased* (0.4 percent); and *moved out of state* (3.7 percent).

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

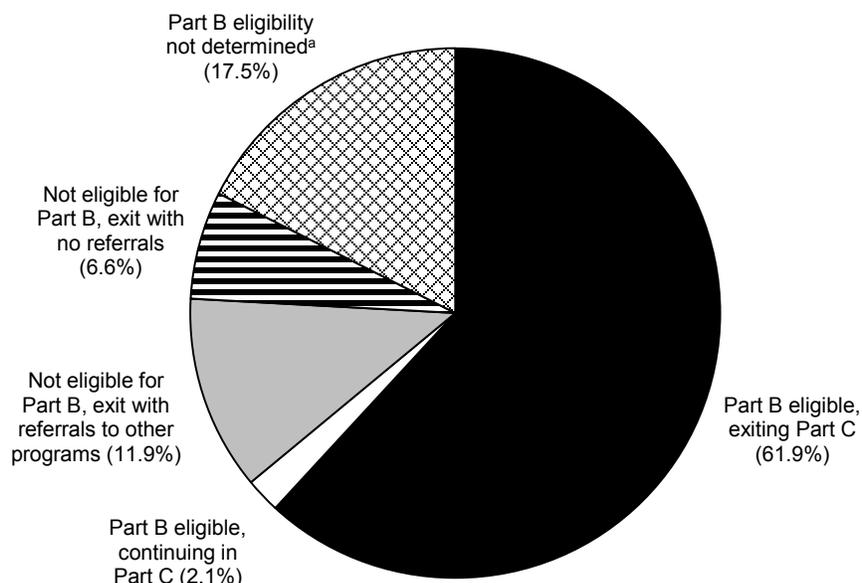
- Of the exiting statuses in 2009–10, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers (39.4 percent). An additional 1.3 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting as it accounted for 14.5 percent of the infants and toddlers.

exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories, then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

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,” 2009–10. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 7. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2009–10



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

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2009–10. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, slightly less than two-thirds (61.9 percent) of children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 2.1 percent of the children were found to be eligible for Part B but continued to receive services under Part C.
- A total of 17.5 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 18.5 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (11.9 percent) and those who exited with no referrals (6.6 percent).

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

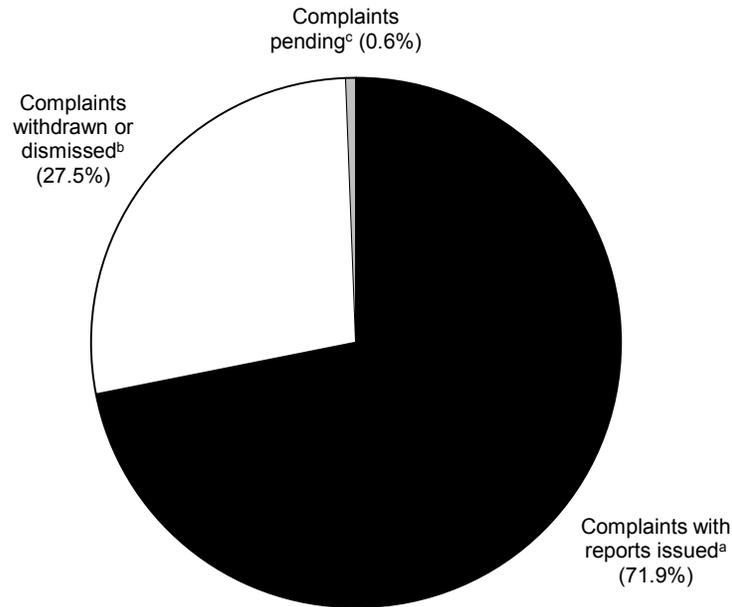
To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a written, signed complaint. Any individual or organization can file a written, signed complaint alleging a violation of any Part C requirement by a local early intervention service (EIS) provider or the state lead agency. A second option available to parents and public agencies is a due process complaint. By filing a due process complaint, a parent may request a due process hearing⁵ regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child's family. Mediation is a third option available through which parents and EIS providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of *IDEA*, including matters arising prior to the filing of a due process complaint. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible for services 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 all participants in Part C during the 12 months during which the data were collected.

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

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

Exhibit 8. Percentage of written, signed complaints for infants and toddlers served under IDEA, Part C, by complaint status: 2009–10



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

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was *withdrawn* by the complainant for any reason or that was determined by the state lead agency to be resolved by the complainant and the early intervention service provider or state lead agency through mediation or other dispute resolution means and no further action by the state lead agency was required to resolve the complaint; or a complaint dismissed by the state lead agency for any reason, including that the complaint did not include all of the required content.

^cA *complaint pending* is a *written, signed complaint* that is either still under investigation or the state lead agency's written decision has not been issued.

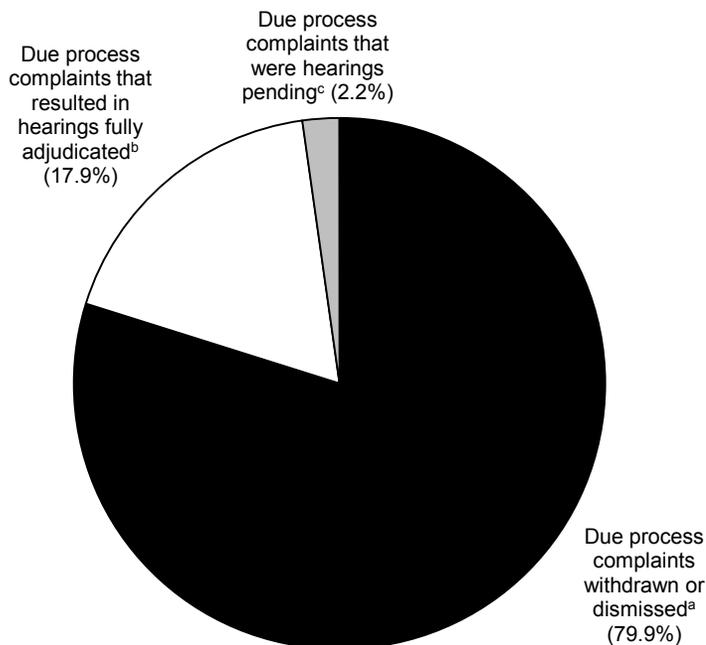
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA* or 34 CFR 303, including cases in which some required content is absent from the document. Only 25 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 167 *written, signed complaints*. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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*," 2009–10. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2009–10, a total of 167 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- A report was issued for 120 (71.9 percent) of the complaints while 46 (27.5 percent) of the complaints were withdrawn or dismissed. Only one (0.6 percent) of the complaints that were received during the reporting period was pending or unresolved by the end of the period.

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

Exhibit 9. Percentage of *due process complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2009–10



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

^bA hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

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

NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or state lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability, or to the provision of appropriate early intervention services to such child. Beginning with the 2009–10 Part C dispute resolution data collection, the term *hearing requests* used in previous years was renamed *due process complaints*. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Percentage was based on a total of 268 *due process complaints*. Data are from the reporting period between July 1, 2009, and June 30, 2010.

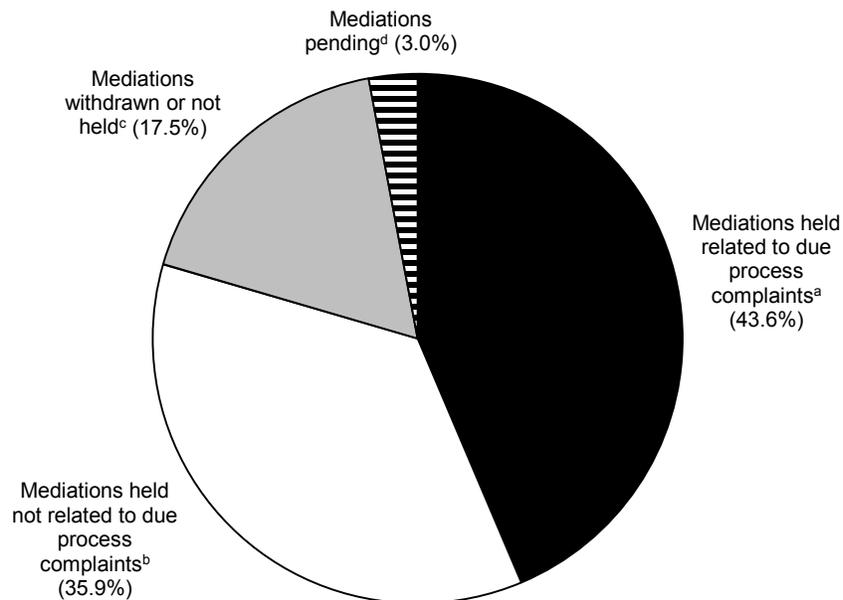
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2009–10. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 268 *due process complaints* were received during 2009–10 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. Only eight states reported one or more *due process complaints*.

- For 214 (79.9 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 48 (17.9 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining 6 complaints (2.2 percent), a hearing was still pending as of the end of the reporting period.

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

Exhibit 10. Percentage of mediation requests for infants and toddlers served under IDEA, Part C, by request status: 2009–10



^aA *mediation held related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties that was initiated by the filing of a *due process complaint* or included issues that were the subject of a *due process complaint*.

^bA *mediation held not related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties to a dispute involving any matter under Part C of *IDEA* that was not initiated by the filing of a *due process complaint* or did not include issues that were the subject of a *due process complaint*.

^cA mediation that has been withdrawn or not held is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes requests that were withdrawn, requests that were dismissed, requests where one party refused to mediate, and requests that were settled by some agreement other than a mediation agreement between the parties.

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

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Beginning with the 2009–10 Part C dispute resolution data collection, “mediations not held (including pending)” was renamed “mediations withdrawn or not held” and redefined to exclude mediations pending. *Mediations pending* was introduced as a separate category. Only 15 states reported one or more *mediation requests*. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 337 *mediation requests*. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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*,” 2009–10. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2009–10, a total of 337 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- A mediation was conducted before the end of the reporting period for 268 (79.5 percent) of the *mediation requests* received. The mediation that was held in 147 of these cases was related to due process, while the session held in 121 of these cases was not related to due process. Of the 69 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 59 requests had been withdrawn, dismissed, or otherwise ended without a session being held. The remaining 10 requests were still pending at the end of the reporting period.

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

Under Part B of *IDEA*, the secretary provides funds to states to assist them in providing 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.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools.⁶ In addition, where indicated in the notes, the exhibits include data from Puerto Rico (PR) and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.⁷

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

⁷ The four outlying areas 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, changed over time?

Exhibit 11. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2001 through fall 2010

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 resident population ages 3 through 5 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools			
2001	620,182	612,350	11,540,089	5.3	
2002	647,420	638,700	11,454,130	5.6	
2003	680,142	670,750	11,501,168	5.8	
2004	701,949	693,245	11,714,436	5.9	
2005	704,087	698,938	11,866,471	5.9	
2006	714,384	706,635	11,987,484	5.9	
2007	709,136	698,931	11,975,329	5.8	
2008	709,004	700,296	12,037,364	5.8	
2009	731,832	716,569	12,129,397	5.9	
2010	735,245	720,740	12,255,590	5.9	

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

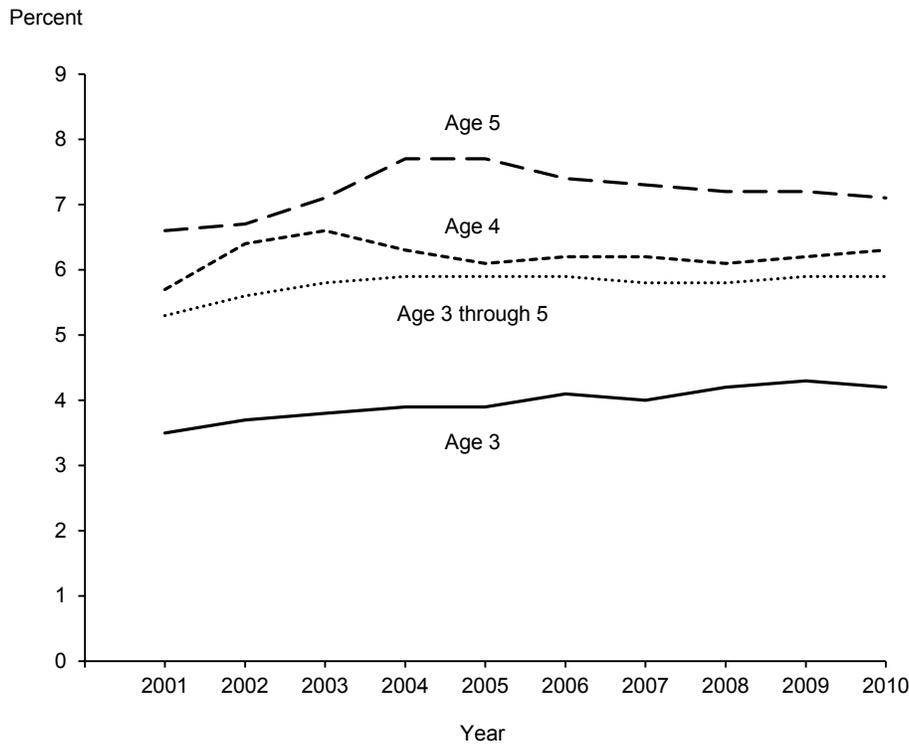
^bPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, 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," 2001–10. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, *IDEA*, Part B, served 735,245 children ages 3 through 5. Of these children, 720,740 were served in the 50 states, the District of Columbia, and BIE schools. This number represented 5.9 percent of the resident population ages 3 through 5.
- Since 2001, the number of children ages 3 through 5 served under *IDEA*, Part B, increased from 620,182 to 735,245. This addition of 115,063 children represented an 18.6 percent increase in the number of children served.
- Between 2001 and 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased from 5.3 percent to 5.9 percent. The percentage remained at 5.9 through 2006 but fell to 5.8 percent in 2007. In 2009, the percentage again reached 5.9 percent, and it remained there in 2010.

How have the percentages of resident populations ages 3 through 5 served under IDEA, Part B, changed over time?

Exhibit 12. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and age group: Fall 2001 through fall 2010



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

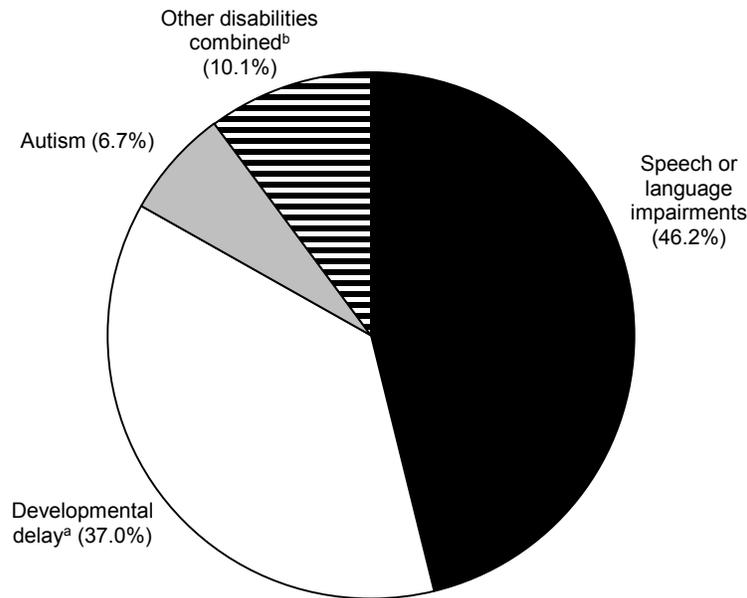
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Between 2001 and 2010, the percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.5 to 4.2 percent. In general, the overall change resulted from a set of small annual increases that offset the small decreases that did occur between 2006 and 2007 and between 2009 and 2010.
- Between 2001 and 2003, the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.7 percent to 6.6 percent. Between 6.1 percent and 6.3 percent of the resident population were served in every year from 2004 through 2010.

- The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.6 percent in 2001 to 7.7 percent in 2004. Between 2005 and 2006, the percentage fell to 7.4 percent. The percentage for each year from 2007 through 2010 was either slightly less or approximately equal to that of the previous year.

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

Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2010



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

^b“Other disabilities combined” includes *deaf-blindness* (less than 0.04 percent), *emotional disturbance* (0.4 percent), *hearing impairments* (1.2 percent), *intellectual disabilities* (1.6 percent), *multiple disabilities* (1.1 percent), *orthopedic impairments* (1.0 percent), *other health impairments* (2.7 percent), *specific learning disabilities* (1.3 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 exhibit for this combination from the sum of the percentages associated with these individual categories.

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

SOURCE: U.S. Department of Education, 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,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, 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* (37.0 percent), followed by *autism* (6.7 percent).

- Children ages 3 through 5 in “Other disabilities combined” accounted for the remaining 10.1 percent of children served under *IDEA*, Part B.

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

Exhibit 14. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 3 through 5 served under IDEA, Part B, by race/ethnicity: Fall 2010

Race/ethnicity	Child count ^a in 49 states, DC, and BIE schools	Resident population ages 3 through 5 in 49 states and DC ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	720,740	12,255,590	5.9	†	†
American Indian or Alaska Native	9,401	106,956	8.8	5.9	1.5
Asian	23,160	553,726	4.2	6.0	0.7
Black or African American	102,061	1,674,327	6.1	5.8	1.0
Hispanic/Latino	152,548	3,060,619	5.0	6.2	0.8
Native Hawaiian or Other Pacific Islander	2,152	23,803	9.0	5.9	1.5
White	413,248	6,326,417	6.5	5.2	1.3
Two or more races	18,170	509,742	3.6	6.0	0.6

† Not applicable.

^aChild count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s). The child count data for PR had to be removed because resident population data by race/ethnicity were not available. As the race/ethnicity data for American Indian or Alaska Native, Asian, and White children were suppressed for PR, these child counts were imputed based on the distribution of population reported for PR on the 2000 Census and then removed.

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

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

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

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

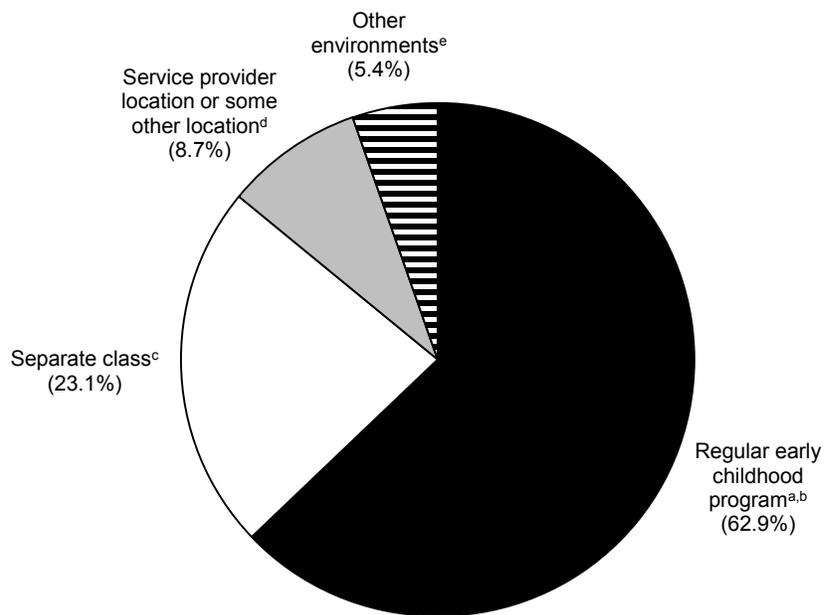
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2010. These data are for 49 states, DC, and BIE schools. Data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2010,” 2010. These data are for 49 states, DC, and BIE schools. Data for Wyoming were excluded. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios larger than 1.0 (i.e., 1.5, 1.5, and 1.3, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined.
- Black or African American children ages 3 through 5, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined.
- Asian and Hispanic/Latino children as well as children associated with multiple races, with risk ratios smaller than 1.0 (i.e., 0.7, 0.8, and 0.6, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined.

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

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

Exhibit 15. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2010



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

^bThere are four educational environment categories for children attending *regular early childhood programs* that are defined based on the amount of time children spend in those programs and the location where special education services are received. In particular, the categories refer to environments in which children attend a *regular early childhood program* at least 10 hours per week or less than 10 hours per week, and whether they receive the majority of hours of special education and related services in the regular early childhood program or in some other location.

- In 2010, a total of 62.9 percent of children ages 3 through 5 served under IDEA, Part B, were in a *regular early childhood program* for some percentage of their time in school.
- The educational environment for almost one-fourth (23.1 percent) of children ages 3 through 5 served under *IDEA*, Part B, was a *separate class*.
- Collectively the environments of *separate school*, *residential facility*, and *home* (which are represented by the category “Other environments”), accounted for only 5.4 percent of the children ages 3 through 5 served under *IDEA*, Part B.
- The educational environment for the remaining students, representing only 8.7 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location*.

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

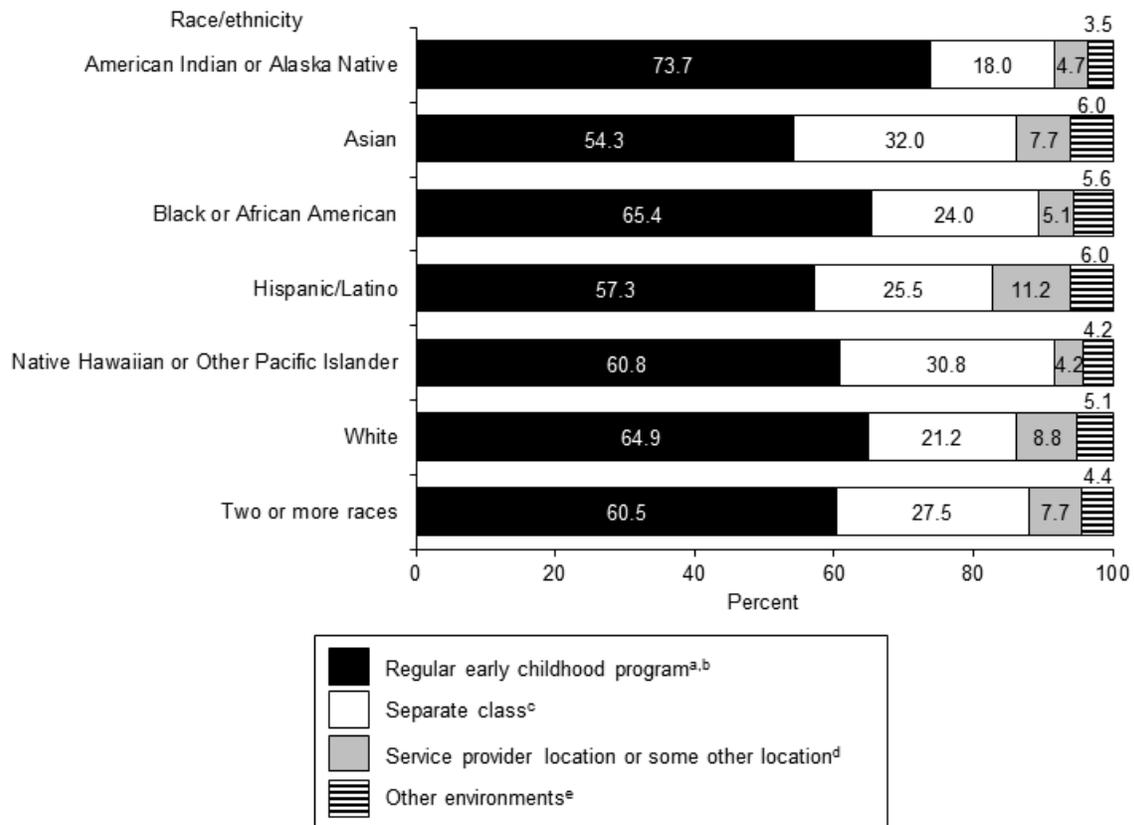
^e“Other environments” consists of *separate school*, *residential facility*, and *home*.

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. The sum may not total 100 percent 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,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 16. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2010



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

^bThere are four educational environment categories for children attending *regular early childhood programs* that are defined based on the amount of time children spend in those programs and the location where special education services are received. In particular, the categories refer to environments in which children attend a *regular early childhood program* at least 10 hours per week or less than 10 hours per week, and whether they receive the majority of hours of special education and related services in the regular early childhood program or in some other location.

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

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

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

- In 2010, a *regular early childhood program* for some percentage of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group. In particular, this environment accounted for 73.7 percent of American Indian or Alaska Native children, 54.3 percent of Asian children, 65.4 percent of Black or African American children, 57.3 percent of Hispanic/Latino children, 60.8 percent of Native Hawaiian or Pacific Islander children, 64.9 percent of White children, and 60.5 percent of the children reported as two or more races.
- *Separate class* was the second most commonly reported educational environment for each racial/ethnic group. The percentages of children served in this environment were much less than those for a regular early childhood program and ranged from 18 percent of American Indian or Alaska Native children to 32 percent of Asian children
- The total percentages of children served in all other environments ranged from 8.3 percent of American Indian or Alaska Native children to 17.3 percent of Hispanic/Latino children.

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," 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

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

Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B: Fall 2009

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2009	35,782	32,573	91.0

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

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

SOURCE: U.S. Department of Education, 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,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 32,753, or 91 percent, of the 35,782 full-time equivalent (FTE) special education teachers who were employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, were highly qualified.

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

Exhibit 18. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2009

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2009	48,378	44,815	92.6

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

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

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

SOURCE: U.S. Department of Education, 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,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 44,815, or 92.6 percent, of the 48,378 FTE special education paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, were qualified.

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

Since the 1975 passage of the *Education for All Handicapped Children Act* (P.L. 94-142), the U.S. Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children served under Part B of *IDEA* focused on nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data collections have been required.⁸

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). 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* category⁹ for children ages 3 through 9.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools. Where indicated in the notes, the exhibits also include data for Puerto Rico (PR) and the outlying areas of 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.

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

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

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

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

Exhibit 19. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2001 through fall 2010

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 resident population ages 6 through 21 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools		
2001	5,867,078	5,803,639	65,988,327	8.8
2002	5,959,282	5,893,038	66,248,595	8.9
2003	6,046,051	5,971,495	66,334,233	9.0
2004	6,118,437	6,033,425	66,450,824	9.1
2005	6,109,569	6,021,462	66,586,587	9.0
2006	6,081,890	5,986,644	66,841,838	9.0
2007	5,999,205	5,903,959	66,993,376	8.8
2008	5,889,849	5,789,806	67,243,169	8.6
2009	5,882,157	5,770,718	67,656,650	8.5
2010	5,822,808	5,705,466	67,788,496	8.4

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

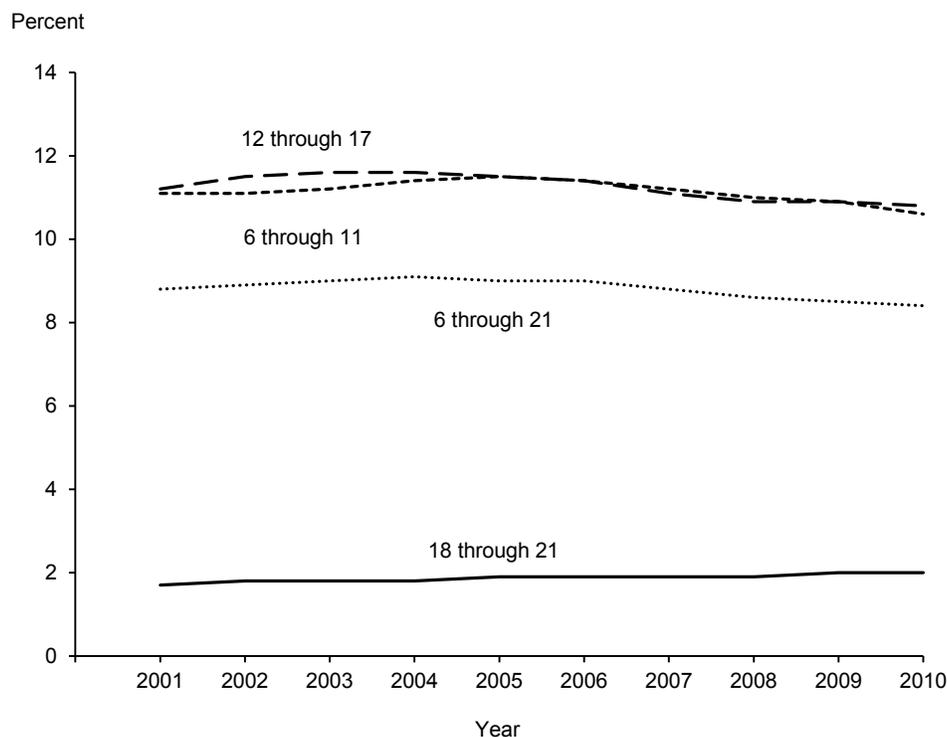
^bPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, 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," 2001–10. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 5,822,808 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,705,466 were served in the states, the District of Columbia, and BIE schools for which data were available. Data were available for all but one of the 50 states. This number represented 8.4 percent of the corresponding resident population ages 6 through 21.
- The total number of students ages 6 through 21 served under *IDEA*, Part B, increased from 5,867,078 in 2001 to 6,118,437 in 2004. In each year after 2004 through 2010, the number of students served was less than in the previous year.
- From 2001 through 2004, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased from 8.8 percent to 9.1 percent. In each year after 2004 through 2010, the percentage of the population served was less than or equal to that in the previous year. Moreover, the percentage of the population served after 2007 was smaller than the percentage served in 2001.

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

Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2001 through fall 2010



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

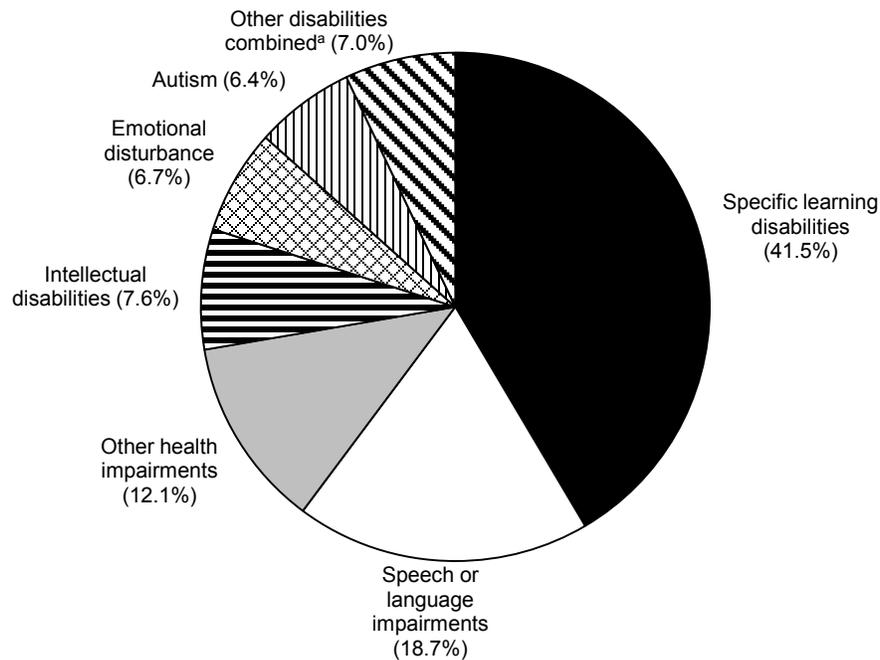
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2001, 8.8 percent of the resident population ages 6 through 21 were served under *IDEA*, Part B. The percentage of the resident population served under *IDEA*, Part B, increased gradually in each year from 2001 through 2004, when it peaked at 9.1 percent. Thereafter, the percentage decreased gradually, reaching a low of 8.4 percent in 2010.
- The general pattern of an increase followed by a decrease to a level slightly below the percentage served in 2001 was observed for the students ages 6 through 11 and the students ages 12 through 17 but not the students ages 18 through 21. The percentage for the latter group, which accounts for a much smaller number of children than the other two groups, increased or stayed the same in each successive year from 2001 through 2009, when it peaked

at 2 percent of the resident population ages 18 through 21. The percentage in 2010 was the same as in 2009.

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

Exhibit 21. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2010



^a“Other disabilities combined” includes *deaf-blindness* (less than 0.03 percent), *developmental delay* (1.9 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.1 percent), *orthopedic impairments* (1.0 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,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (41.5 percent). The next most common disability category was *speech or language impairments* (18.7 percent), followed by *other health impairments* (12.1 percent), *intellectual disabilities* (7.6 percent), *emotional disturbance* (6.7 percent), and *autism* (6.4 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7 percent of students served under *IDEA*, Part B.

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

Exhibit 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2001 through fall 2010

Disability ^a	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
All disabilities below	8.7	8.8	8.9	9.0	8.9	8.8	8.7	8.5	8.4	8.3
Autism	0.1	0.2	0.2	0.2	0.3	0.3	0.4	0.4	0.5	0.5
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.6	0.6	0.6
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	0.8	0.8	0.8	0.7	0.7	0.7	0.6
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.5	0.6	0.7	0.8	0.8	0.9	0.9	1.0	1.0	1.0
Specific learning disabilities	4.3	4.3	4.3	4.2	4.1	4.0	3.8	3.7	3.6	3.5
Speech or language impairments	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.6
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 this exhibit presents percentages that are based on the estimated U.S. resident population ages 6 through 21, the *developmental delay* category is not included in this exhibit. For information on the percentages of the population ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

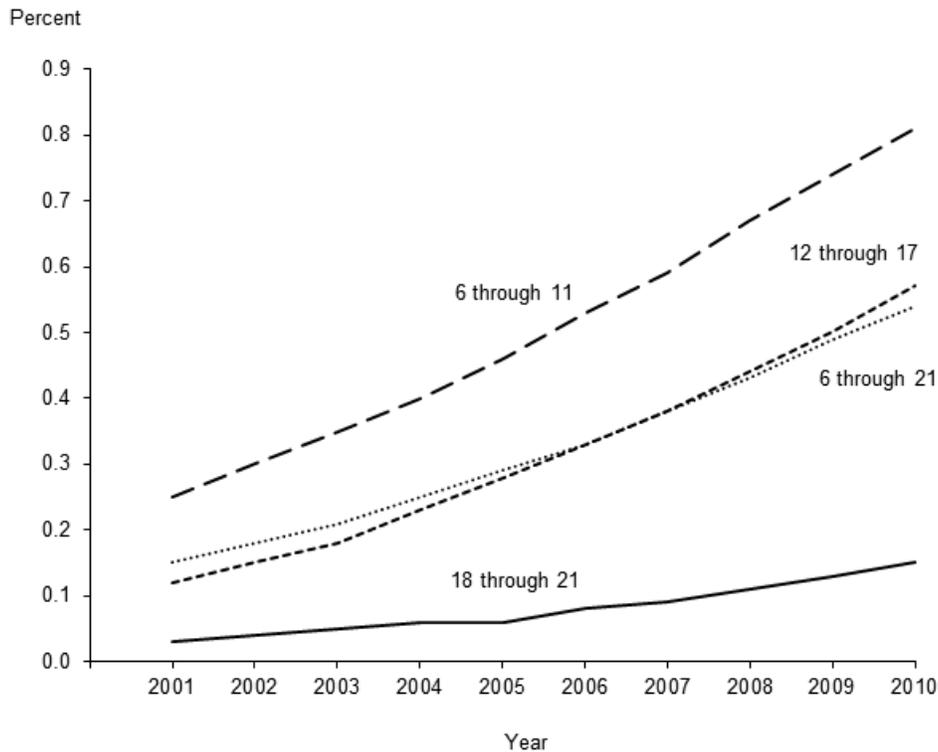
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, 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," 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Only the percentages of the resident population ages 6 through 21 served under IDEA, Part B, reported under three disability categories changed more than two-tenths of a percentage point between 2001 and 2010. The percentage of the population ages 6 through 21 served under IDEA, Part B, reported under *other health impairments* increased from 0.5 percent to 1 percent, while the percentage reported under the category of *autism* increased from 0.1 percent to 0.5 percent. In addition, the percentage of the population reported under the category of *specific learning disabilities* decreased from 4.3 percent to 3.5 percent.

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

Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of autism, by year and age group: Fall 2001 through fall 2010



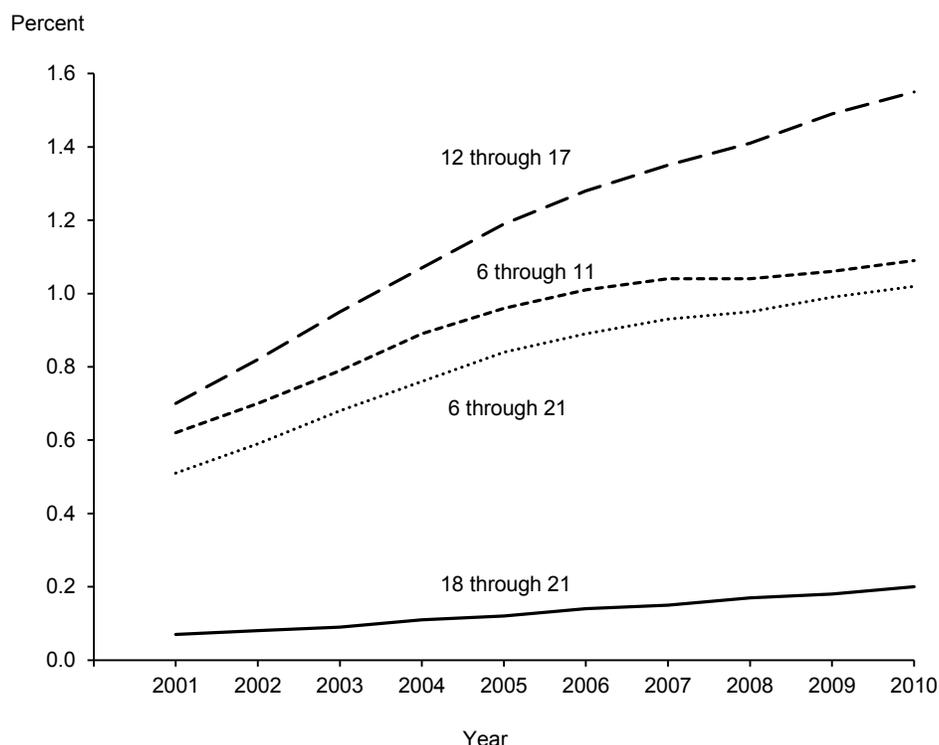
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate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

SOURCE: U.S. Department of Education, 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," 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, one-half of 1 percent (0.5 percent) of the resident population ages 6 through 21 served under *IDEA*, Part B, was reported under the category of *autism*. The percentage had increased steadily from 0.1 percent in 2001.
- Between 2001 and 2010, the percentage of the population served under *IDEA*, Part B, that was reported under the category of *autism* increased for those ages 6 through 11, 12 through 17, and 18 through 21. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 reported under the category of *autism* were 224 percent, 375 percent, and 400 percent larger, respectively, in 2010 than in 2001.

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

Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of other health impairments, by year and age group: Fall 2001 through fall 2010



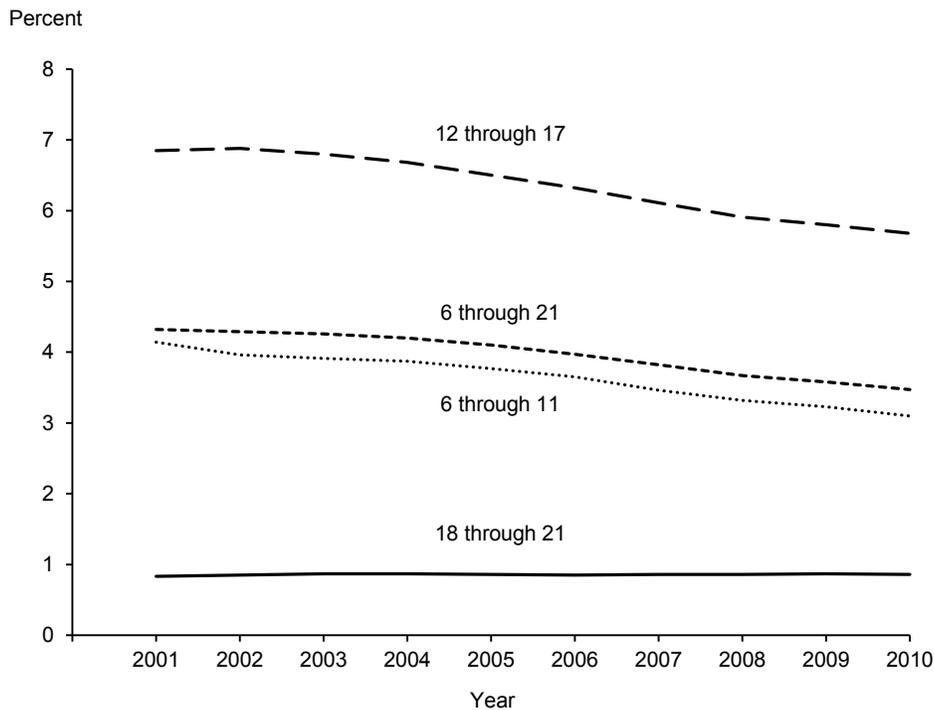
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *other health impairments* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph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

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,” 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2001 through 2010, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* increased from 0.5 percent to 1 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairments* were 76 percent, 121 percent, and 186 percent larger, respectively, in 2010 than in 2001.

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

Exhibit 25. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and age group: Fall 2001 through fall 2010



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

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," 2001–10. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2001 through 2010, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* decreased from 4.3 percent to 3.5 percent.
- Between 2001 and 2010, the percentage of the resident population ages 18 through 21 served under *IDEA*, Part B, that was reported under the category of specific learning disabilities did not change. In contrast, the percentages of the populations ages 6 through 11 and ages 12 through 17 served under *IDEA*, Part B, that were reported under the category of specific learning disabilities decreased a small amount in almost every year between 2001 and 2010.

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

Exhibit 26. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for children ages 6 through 21 served under IDEA, Part B, by race/ethnicity: Fall 2010

Race/ethnicity	Child count ^a in 49 states, DC, and BIE schools	Resident population ages 6 through 21 in 49 states and DC ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	5,705,466	67,788,496	8.4	†	†
American Indian or Alaska Native	87,946	595,706	14.8	8.4	1.8
Asian	122,655	3,015,264	4.1	8.6	0.5
Black or African American	1,112,530	9,792,883	11.4	7.9	1.4
Hispanic/Latino	1,155,147	14,699,715	7.9	8.6	0.9
Native Hawaiian or Other Pacific Islander	17,409	130,792	13.3	8.4	1.6
White	3,092,352	37,493,785	8.2	8.6	1.0
Two or more races	117,427	2,060,351	5.7	8.5	0.7

† Not applicable.

^aChild count is the number of children ages 6 through 21 served under IDEA, Part B, in the racial/ethnic group(s). The child count data for PR had to be removed because resident population data by race/ethnicity were not available. As the race/ethnicity data for Black or African American and White children were suppressed for PR, these child counts were imputed based on the distribution of population reported for PR on the 2000 Census and then removed.

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

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

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

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

SOURCE: U.S. Department of Education, 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," 2010. These data are for 49 states, DC, and BIE schools. Data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2010," 2010. These data are for 49 states, DC, and BIE schools. Data for Wyoming were excluded. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Pacific Islander children had risk ratios larger than 1.0 (i.e., 1.8, 1.4, and 1.6, respectively). This indicates that the children in each group were more likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined.

- White children ages 6 through 21, with a risk ratio of 1.0, were as likely to be served under Part B as the children ages 6 through 21 of all other racial/ethnic groups combined.
- Asian and Hispanic/Latino children as well as children associated with more than one race, with risk ratios smaller than 1.0 (i.e., 0.5, 0.9, and 0.7, respectively), were each less likely to be served under Part B than were the children ages 6 through 21 in all other racial/ethnic groups combined.

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

Exhibit 27. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2010

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100	100	100	100	100	100	100
Autism	3.4	15.4	4.5	4.6	5.4	7.5	7.2
Deaf-blindness	#	#	#	#	0.1	#	#
Developmental delay ^a	4.4	1.9	2.1	1.2	3.7	2.0	2.8
Emotional disturbance	7.0	2.8	9.5	4.2	5.9	6.7	8.5
Hearing impairments	1.0	2.8	0.9	1.5	2.0	1.1	1.0
Intellectual disabilities	6.9	7.6	11.3	6.9	6.4	6.7	6.5
Multiple disabilities	1.9	2.7	2.2	1.6	2.4	2.3	1.6
Orthopedic impairments	0.6	1.6	0.6	1.1	0.9	1.0	0.9
Other health impairments	10.1	7.3	11.3	7.8	11.9	14.4	13.4
Specific learning disabilities	47.4	28.2	42.9	50.8	49.0	37.6	37.5
Speech or language impairments	16.5	28.3	14.0	19.7	11.5	19.7	19.6
Traumatic brain injury	0.4	0.5	0.3	0.3	0.4	0.5	0.4
Visual impairments	0.4	0.8	0.4	0.5	0.5	0.5	0.4

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. For more information on students ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

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

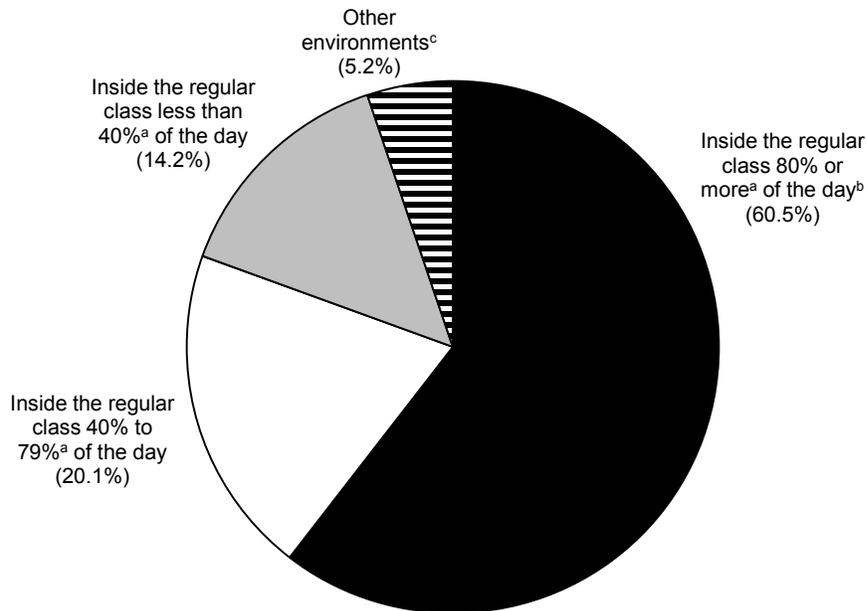
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For the students ages 6 through 21 served under *IDEA*, Part B, in 2010, *specific learning disabilities* was the most prevalent disability category for every racial/ethnic group except Asian. The percentages of students served in this category ranged from 28.2 percent to 50.8 percent. In particular, this disability category accounted for 47.4 percent of American Indian or Alaska Native students, 28.2 percent of Asian students, 42.9 percent of Black or African American students, 50.8 percent of Hispanic/Latino students, 49 percent of Native Hawaiian or Other Pacific Islander students, 37.6 percent of White students, and 37.5 percent of the children reported as of two or more races.
- *Speech or language impairments* was the most prevalent disability category for Asian students and the second most prevalent category for every other racial/ethnic group except Native Hawaiian or Other Pacific Islander students. The percentages of students served in this category ranged from 11.5 percent to 28.3 percent. In particular, this disability category accounted for 16.5 percent of American Indian or Alaska Native students, 28.3 percent of Asian students, 14 percent of Black or African American students, 19.7 percent of Hispanic/Latino students, 11.5 percent of Native Hawaiian or Other Pacific Islander students, 19.7 percent of White students, and 19.6 percent of the students reported as two or more races.

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

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

Exhibit 28. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2010



^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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

- In 2010, a total of 94.8 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied.
- More than half (60.5 percent) of all students ages 6 through 21 served under *IDEA*, Part B, were educated *inside the regular class 80% or more of the day*.
- A total of 20.1 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 14.2 percent were educated *inside the regular class less than 40% of the day*.
- Only 5.2 percent were educated outside of the regular classroom in “Other environments.”

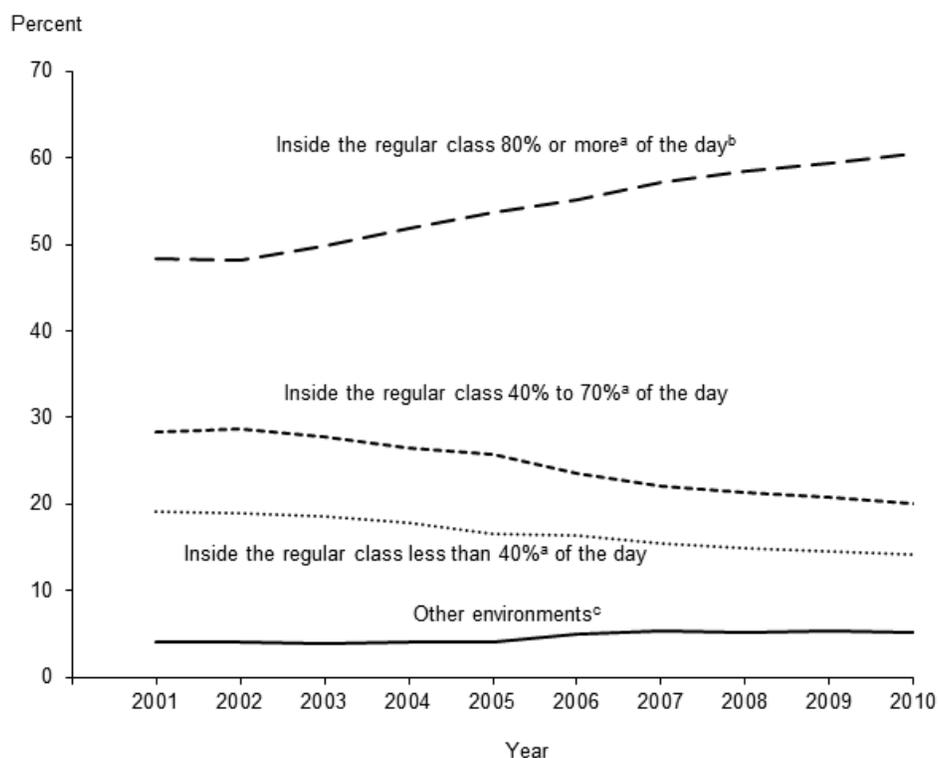
“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facilities, and parentally placed in private schools*.

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 29. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2001 through fall 2010



^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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

^c“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facilities, and parentally placed in private schools*. 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 facilities* and *parentally placed in private schools* 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 in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2001–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2001 through 2010, 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 48.4 percent to 60.5 percent.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 28.3 percent in 2001 to 20.1 percent in 2010. Similarly, the percentage of students educated

inside the regular class less than 40% of the day decreased from 19.2 percent to 14.2 percent between these years.

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” was about 4 percent from 2001 to 2005. From 2005 to 2010, the percentage increased from 4 percent to 5.2 percent.

How did educational environments differ by disability category?

Exhibit 30. Percentage of students ages 6 through 21 served under *IDEA*, Part B, within disability category, by educational environment: Fall 2010

Disability	Percentage of time inside the regular class ^a			Other environments ^c
	80% or more of the day ^b	40% to 79% of the day	Less than 40% of the day	
All disabilities	60.5	20.1	14.2	5.2
Autism	38.5	18.1	34.1	9.3
Deaf-blindness	23.0	12.0	33.5	31.6
Developmental delay ^d	62.4	19.8	16.1	1.7
Emotional disturbance	42.1	18.3	21.3	18.2
Hearing impairments	56.1	16.7	14.1	13.1
Intellectual disabilities	17.9	26.8	47.6	7.6
Multiple disabilities	13.0	15.9	46.0	25.1
Orthopedic impairments	53.3	16.2	22.9	7.6
Other health impairments	62.4	23.0	10.6	4.0
Specific learning disabilities	65.1	25.6	7.4	2.0
Speech or language impairments	86.4	5.5	4.7	3.4
Traumatic brain injury	47.4	23.6	20.9	8.2
Visual impairments	63.8	13.4	11.8	11.1

^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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

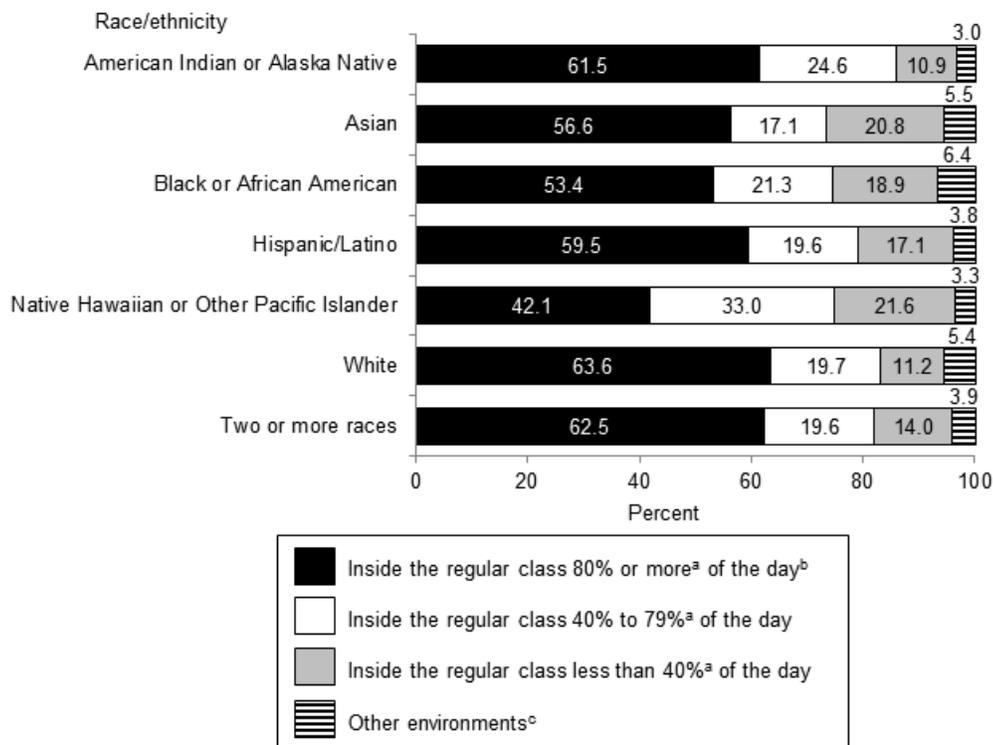
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and all educational environments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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category.
- Nearly 9 in 10 students reported under the category of *speech or language impairments* (86.4 percent) were educated *inside the regular class 80% or more of the day*.
- Only 17.9 percent of students reported under the category of *intellectual disabilities* and 13 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.
- Almost one-half of students reported under the category of *intellectual disabilities* (47.6 percent) and students reported under the category of *multiple disabilities* (46.0 percent) were educated *inside the regular class less than 40% of the day*.
- In 2010, larger percentages of students reported under the categories of *deaf-blindness* (31.6 percent) and *multiple disabilities* (25.1 percent) than under other disability categories were educated in “Other environments.”

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

Exhibit 31. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2010



^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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

- In 2010, 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 Native Hawaiian or Other Pacific Islander 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 42.1 percent to 63.6 percent.
- The category *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for between 17.1 and 33 percent of the students within each racial/ethnic group. In contrast, less than 20 percent of the students within each racial/ethnic group, except for Asian (20.8 percent) and Native Hawaiian or Other Pacific Islander (21.6 percent), was educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6.5 percent of the students within each racial/ethnic group.

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

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

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2010. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Wyoming were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Part B Participation and Performance on State Assessments

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

Exhibit 32. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math and reading assessments, by assessment type: School year 2009–10

Content area and student grade level	Regular assessment (grade-level standards) ^a	Alternate assessment ^b		
		Grade-level standards ^c	Modified standards ^d	Alternate standards ^e
Math				
Grade 3	82.5	0.5	7.4	8.5
Grade 4	80.1	0.7	9.9	8.2
Grade 5	78.8	0.8	11.2	8.2
Grade 6	78.2	0.8	11.3	8.3
Grade 7	77.2	0.9	11.7	8.4
Grade 8	79.2	1.0	8.6	8.5
High school	73.2	0.0	6.0	9.0
Reading^f				
Grade 3	80.8	0.7	8.6	8.6
Grade 4	79.0	0.9	10.8	8.4
Grade 5	78.2	0.9	11.6	8.3
Grade 6	78.2	0.8	11.2	8.3
Grade 7	78.1	0.9	10.9	8.4
Grade 8	77.6	0.9	10.7	8.5
High school	74.2	0.0	4.7	8.8

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

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

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

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

^fPercentages of students who participated in the regular reading assessments include students with limited English proficiency served under IDEA, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of PR, language proficiency is determined with regard to Spanish.

- In school year 2009–10, between 73.2 and 82.5 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math. In general, a smaller percentage of the students in the upper grades than the lower grades participated in a regular assessment in math.
- Of all students who participated in some type of alternate assessment in math in school year 2009–10, larger percentages of the students in grade 3 and high school took an *alternate assessment based on alternate academic achievement standards*, whereas larger percentages of the students in each of grades 4 through 8 took an *alternate assessment based on modified academic achievement standards* than the other two types of alternate tests.
- Between 74.2 percent and 80.8 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in reading. Once again the general pattern was that a larger percentage of the students in lower grades than the upper grades participated in a regular assessment in reading.
- Of all students who participated in some type of alternate assessment in reading in school year 2009–10, larger percentages of the students in high school took an *alternate assessment based on alternate academic achievement standards*. Conversely, larger percentages of the students in each of grades 4 through 8 took an *alternate assessment based on modified academic achievement standards*.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2009–10. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for Maine and Ohio were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as nonparticipants in state math and reading assessments, by nonparticipant category: School year 2009–10

Content area and student grade level	Students whose assessment results were invalid ^a	Students who took an out-of-level test ^b	Students who did not take any assessment ^c	Total
Math				
Grade 3	0.28	0.02	0.88	1.18
Grade 4	0.26	0.03	0.79	1.08
Grade 5	0.27	0.02	0.83	1.11
Grade 6	0.36	0.02	0.97	1.36
Grade 7	0.46	0.01	1.31	1.78
Grade 8	0.78	0.02	1.88	2.67
High school	0.66	0.41	4.39	5.47
Reading^d				
Grade 3	0.42	0.03	0.92	1.37
Grade 4	0.32	0.04	0.83	1.18
Grade 5	0.31	0.02	0.85	1.18
Grade 6	0.40	0.03	0.98	1.41
Grade 7	0.47	0.02	1.30	1.79
Grade 8	0.58	0.02	1.76	2.36
High school	1.16	0.49	4.12	5.77

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

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

^cStudents who did not take any assessment included students who received parental exemptions, students who were absent, and students who did not take any assessment for other reasons (e.g., exemptions due to a medical emergency, expulsions, or suspensions).

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

NOTE: Percentage was calculated by dividing the number of students served under IDEA, Part B, in the grade level, content area, and nonparticipant category by the total number of students served under IDEA, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: "Report of the Participation and Performance of Students with Disabilities on State Assessments," 2009–10. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for Maine and Ohio were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- No more than 2.67 percent of students served under *IDEA*, Part B, who were expected to take a math assessment test in each of grades 3 through 8 in school year 2009–10 were classified as nonparticipants. Similarly, no more than 2.36 percent of students served under *IDEA*, Part B, who were expected to take a reading assessment test in each of grades 3 through 8 in school year 2009–10 were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2009–10 were classified as nonparticipants for both the math assessment (5.47 percent) and the reading assessment (5.77 percent).
- Of the three nonparticipant categories, *students who did not take any assessment* accounted for more of those in every grade expected to take an assessment in both math and reading. However, the percentage only exceeded 2 percent for high school students expected to be assessed in math (4.39 percent) and high school students expected to be assessed in reading (4.12 percent).

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

Exhibit 34. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and reading and median percentages of those students who were proficient, by assessment type: School year 2009–10

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b					
			Grade-level standards ^c		Modified standards ^d		Alternate standards ^e	
	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient
Math								
Grade 3	54	49.9	8	48.1	13	60.1	53	68.0
Grade 4	54	46.4	8	46.3	14	59.3	53	70.0
Grade 5	54	39.0	8	57.7	14	51.1	53	69.9
Grade 6	54	31.6	8	55.6	14	47.7	53	70.2
Grade 7	54	26.6	8	56.5	14	41.2	53	69.8
Grade 8	54	26.4	8	57.5	14	40.3	53	69.2
High school	54	15.6	7	62.7	11	54.2	52	65.7
Reading^f								
Grade 3	54	42.9	8	51.9	13	42.9	53	72.7
Grade 4	54	39.0	8	55.5	13	49.1	53	70.3
Grade 5	54	38.6	8	63.0	13	51.0	53	71.9
Grade 6	54	32.8	8	61.3	13	46.0	53	70.1
Grade 7	54	32.1	8	49.1	13	45.5	53	73.7
Grade 8	54	28.7	8	66.9	13	60.0	53	71.9
High school	54	23.5	7	33.3	10	60.2	52	71.6

^aRegular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

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

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

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

- In school year 2009–10, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school by each of 47 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these math tests was 49.9 percent. The median percentage of students found to be proficient with these tests decreased with each successive grade, reaching a low of 15.6 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for math was administered by six states, BIE schools, and one outlying area to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by five states, BIE schools, and one outlying area to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade except grade 3 and grade 4 who were found to be proficient with these tests exceeded 50 percent, ranging from 55.6 percent to 62.7 percent. The median percentages of students in grade 3 and grade 4 who were found to be proficient were 48.1 percent and 46.3 percent, respectively.
- An *alternate assessment based on modified academic achievement standards* for math was administered by 12 states and BIE schools to some students served under *IDEA*, Part B, in grade 3; by 13 states and BIE schools to some students in each of grades 4 through 8; and by 10 states and BIE schools to some students in high school. The median percentage of students served under *IDEA*, Part B, found to be proficient with these math tests was less than 50 percent for each grade except grade 3 (60.1 percent), grade 4 (59.3 percent), and high school (54.2 percent).
- An *alternate assessment based on alternate academic achievement standards* for math was administered by 47 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in each of grades 3 through 8 and by 46 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these math tests was in a range from 65.7 percent to 70.2 percent.

⁵Students with limited English proficiency served under *IDEA*, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took English language proficiency tests in place of the regular reading assessments were not considered in the calculations of the percentage of students who were proficient in reading. In the case of PR, language proficiency is determined with regard to Spanish.

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

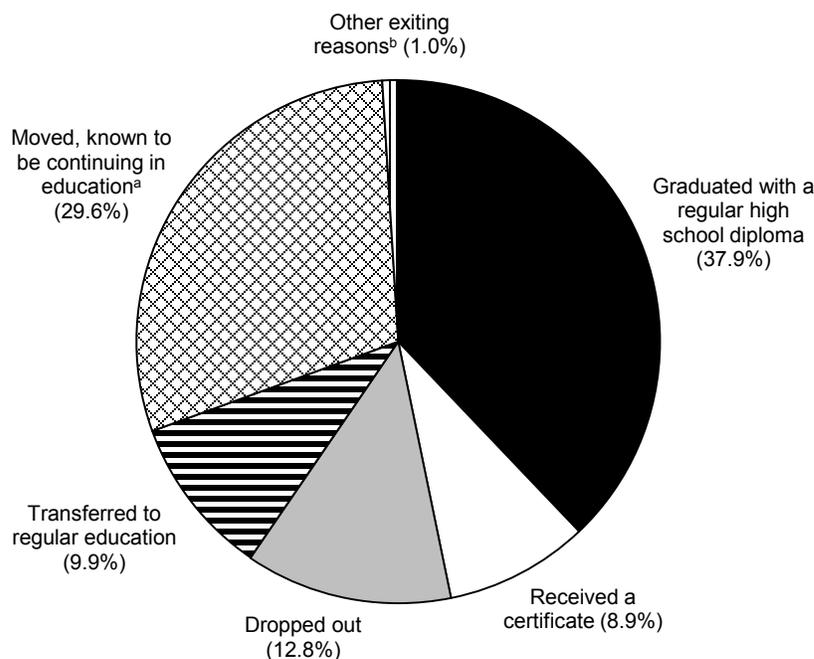
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2009–10. These data are for 48 states, DC, BIE schools, PR, and the four outlying areas. Data for Maine and Ohio were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In school year 2009–10, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in all grades in reading. In particular, this type of test was administered to some students served under *IDEA*, Part B, in grades 3 through 8 and high school by each of 47 states, the District of Columbia, Puerto Rico, BIE schools, and the four outlying areas. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient with these reading tests was 42.9 percent. The median percentage of students found to be proficient with these tests decreased with each successive grade, reaching a low of 23.5 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for reading was administered by six states, BIE schools, and one outlying area to some students served under *IDEA*, Part B, in grades 3 through 8 and by five states, BIE schools, and one outlying area to some students in high school. The median percentage of students served under *IDEA*, Part B, in all grades except high school who were found to be proficient with these reading tests exceeded 49 percent, ranging from 49.1 percent to 66.9 percent. The median percentage of students in high school who were found to be proficient was only 33.3 percent.
- An *alternate assessment based on modified academic achievement standards* for reading was administered by 12 states and BIE schools to some students served under *IDEA*, Part B, in grades 3 through 8 and by nine states and BIE schools to some students in high school. The median percentage of students served under *IDEA*, Part B, found to be proficient with these reading tests was larger than 50 percent only for grade 5 (51 percent), grade 8 (60.0 percent), and high school (60.2 percent). The medians for all of the other grades were larger than 42 percent.
- An *alternate assessment based on alternate academic achievement standards* for reading was administered by 47 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in grades 3 through 8 and by 46 states, the District of Columbia, Puerto Rico, BIE schools, and three outlying areas to some students in high school. The median percentage of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests was in a range from 70.1 percent to 73.7 percent.

Part B Exiting

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

Exhibit 35. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2009–10



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

^b“Other exiting reasons” include *reached maximum age for services* (0.8 percent) and *died* (0.2 percent).

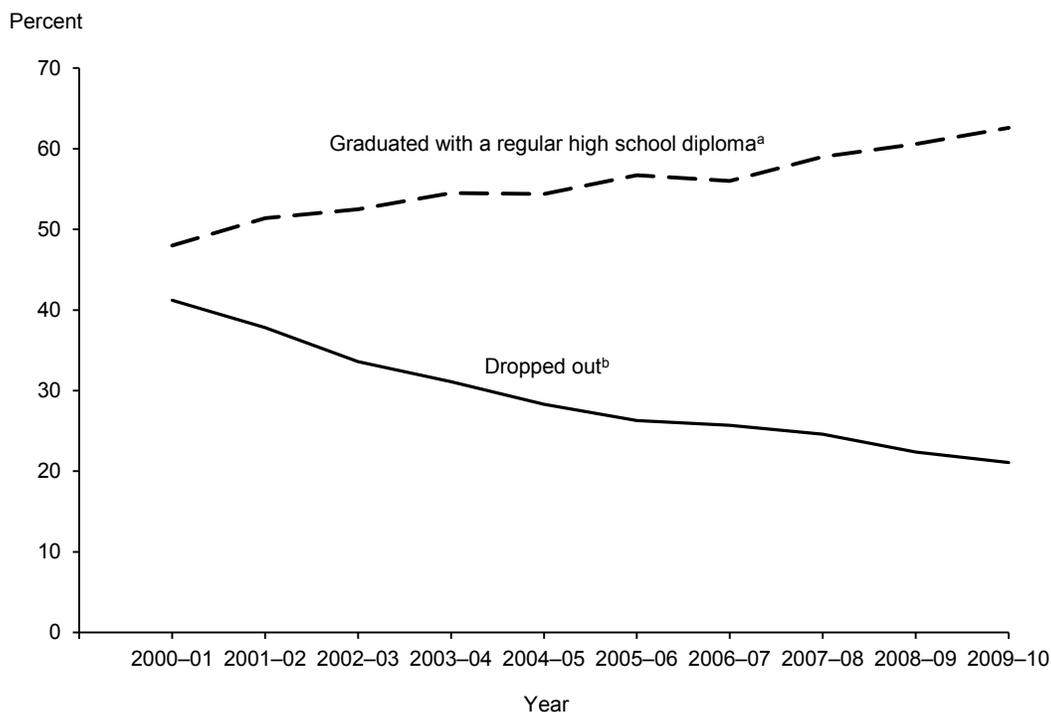
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The seven categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in all exit reason categories, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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,” 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2009–10 (37.9 percent), followed by *moved, known to be continuing in education* (29.6 percent) and *dropped out* (12.8 percent).

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

Exhibit 36. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: 2000–01 through 2009–10



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

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

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

- In 2009–10, a total of 62.6 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 21.1 percent *dropped out*.
- From 2000–01 through 2009–10, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 48 percent to 62.6 percent.
- From 2000–01 through 2009–10, the percentage of students who exited special education and school by having *dropped out* decreased from 41.2 percent to 21.1 percent.

school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2000–01 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2009–10, 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,” 2000–01 through 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 37. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 2000–01 through 2009–10

Disability	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
All disabilities	48.0	51.4	52.5	54.5	54.4	56.7	56.0	59.0	60.6	62.6
Autism	44.3	54.0	54.0	58.2	55.6	57.7	58.8	63.2	64.4	66.2
Deaf-blindness ^a	42.7	49.7	57.7	51.6	53.7	64.5	74.3	56.8	63.6	60.0
Emotional disturbance	29.1	32.2	35.6	38.4	40.1	43.4	42.7	45.6	47.4	49.9
Hearing impairments	60.6	67.1	67.1	67.6	69.6	68.9	67.0	69.7	71.7	71.8
Intellectual disabilities	35.6	38.5	37.8	38.9	35.1	37.2	37.6	37.6	38.7	40.7
Multiple disabilities	43.0	45.7	46.6	47.8	43.1	44.6	45.5	45.7	48.1	47.6
Orthopedic impairments	58.4	57.4	57.7	62.7	62.0	62.0	59.9	62.0	61.2	62.8
Other health impairments	56.3	59.3	60.0	60.5	61.9	63.6	62.4	66.5	67.3	69.2
Specific learning disabilities	53.8	57.0	57.7	59.6	59.6	61.7	60.7	64.2	65.5	67.4
Speech or language impairments	52.9	56.0	59.6	61.2	64.9	67.4	66.5	66.6	68.3	70.3
Traumatic brain injury	57.8	65.0	64.2	61.8	62.8	65.0	62.6	64.9	67.9	68.0
Visual impairments	63.4	71.5	69.5	73.4	72.4	72.1	69.7	77.1	75.0	77.9

^aPercentages are based on fewer than 200 students exiting special education and school.

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 CFR section 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all seven categories of exiters, see exhibit 35. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating as required under *IDEA* and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under *ESEA*. For 2000–01 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2009–10, 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,” 2000–01 through 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and

- From 2000–01 through 2009–10, the graduation percentage increased for students in all disability categories who exited *IDEA*, Part B, and school. Double-digit increases were associated with nine of the disability categories. The largest increases were associated with students reported under the category of *autism* (21.9 percentage point increase) and the students reported under the category of *emotional disturbance* (20.8 percentage point increase). The smallest increases were associated with students reported under the category of *intellectual disabilities* (5.1 percentage point increase) and the category of *multiple disabilities* (4.6 percentage point increase).
- In every year from 2000–01 through 2009–10, except 2006–07, the disability category of *visual impairments* was associated with the largest graduation percentage. Moreover, the students who exited special education and school reported under the category of *emotional disturbance* and the category of *intellectual disabilities* consistently had the lowest graduation percentages from 2000–01 through 2009–10.

DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Exhibit 38. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2000–01 through 2009–10

Disability	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
All disabilities	41.2	37.8	33.6	31.1	28.3	26.3	25.7	24.6	22.4	21.1
Autism	22.2	18.7	16.1	13.3	10.8	9.2	7.2	7.0	6.2	6.6
Deaf-blindness ^a	24.2	28.7	27.6	17.5	20.0	9.2	8.2	9.5	9.1	13.3
Emotional disturbance	65.0	61.3	55.9	52.3	48.2	45.0	44.8	43.3	40.6	38.7
Hearing impairments	24.6	21.2	18.8	16.7	13.1	13.5	13.0	11.1	10.5	10.2
Intellectual disabilities	35.2	32.2	29.3	27.6	24.5	22.3	22.2	21.5	19.8	19.2
Multiple disabilities	27.8	27.3	24.9	22.3	21.0	18.6	19.1	17.6	14.9	13.9
Orthopedic impairments	27.3	24.8	22.4	16.5	14.5	11.6	13.3	13.1	13.6	12.4
Other health impairments	36.2	32.8	28.9	27.8	24.7	23.6	23.2	22.4	20.4	19.1
Specific learning disabilities	38.6	35.4	31.4	29.1	26.8	25.3	24.5	23.6	21.4	20.2
Speech or language impairments	39.4	35.9	31.0	29.4	25.2	22.7	20.7	20.5	18.8	17.0
Traumatic brain injury	28.8	24.8	22.8	23.0	18.5	15.1	15.4	14.6	13.2	12.5
Visual impairments	23.3	17.8	15.5	12.7	11.3	11.5	11.2	9.6	9.6	8.4

^aPercentages are based on fewer than 200 students exiting special education and school.

NOTE: *Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *dropped out*). For data on all seven categories of exiters, see exhibit 35. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special-education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out as required under *IDEA* and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*. For 2000–01 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 through 2009–10, 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,” 2000–01 through 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 2000–01 through 2009–10, the dropout percentage decreased for students in all disability categories who exited *IDEA*, Part B, and school. The decreases were most notable for students reported under the categories of *emotional disturbance* (-26.3 percentage point decrease) and *speech or language impairments* (-22.4 percentage point decrease).
- In every year from 2000–01 through 2009–10, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact in each year, the dropout percentage for the students in this category was substantially larger than the dropout percentage for the students in any other disability category.

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

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

Exhibit 39. Number of full-time equivalent (FTE) special education teachers and number and percentage of FTE highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2009

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2009	389,133	362,165	93.1

^a*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA* by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states without highly qualified teacher standards, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.

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

SOURCE: U.S. Department of Education, 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,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 362,165, or 93.1 percent, of the 389,133 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 served under *IDEA*, Part B, were highly qualified.

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

Exhibit 40. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2009

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2009	407,934	385,846	94.6

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

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

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

SOURCE: U.S. Department of Education, 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," 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009, a total of 385,846, or 94.6 percent, of the 407,934 FTE special education paraprofessionals who provided special education and related services for students ages 6 through 21 served 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 2009, the 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), and the outlying areas of 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?

Exhibit 41. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2009

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	197,545	193,234	97.8
Audiologists	1,394	1,356	97.3
Counselors and rehabilitation counselors	15,227	14,966	98.3
Interpreters	6,821	6,031	88.4
Medical/nursing service staff	16,181	15,700	97.0
Occupational therapists	19,052	18,776	98.6
Orientation and mobility specialists	1,204	1,178	97.8
Physical education teachers and recreation and therapeutic recreation specialists	14,068	13,654	97.1
Physical therapists	8,206	8,101	98.7
Psychologists	32,624	32,282	99.0
Social workers	19,314	19,027	98.5
Speech-language pathologists	63,454	62,163	98.0

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

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

- In 2009, a total of 97.8 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- Ten of the 11 categories of FTE related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (88.4 percent), while nearly all *psychologists* (99.0 percent) were fully certified.

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 section 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," 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Disciplinary Removals of Children and Students From Their Educational Placements

For school year 2009–10, the 50 states, District of Columbia, BIE schools, Puerto Rico, 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.

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

Exhibit 42. Numbers of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2009–10

Type of disciplinary removal	Number served ^a	Number disciplined ^b	Number disciplined per 10,000 served ^c
Removed to an interim alternative educational setting ^d			
Removed unilaterally by school personnel ^e for drugs, weapons or serious bodily injury ^f	6,598,891	9,552	14
Removed by hearing officer for likely injury ^g	6,579,543	179	#
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ^f	6,598,891	72,037	109
Received in-school suspensions ^f	6,598,891	28,783	44

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

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

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

^cRatio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2009–10 school year, whereas the denominator is based on point-in-time data from fall 2009.

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

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

^fData for Wyoming were not available for this disciplinary removal category.

^gData for Delaware and Wyoming were not available for this disciplinary removal category.

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

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," 2009–10. 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," 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During the 2009–10 school year, 9,552 children and students ages 3 through 21 served under *IDEA, Part B*, were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,598,891 children and students ages 3 through 21 were served under Part B in 2009, this type of action occurred with only 14 children and students for every 10,000 children and students who were served under Part B in 2009.
- Only 179 children and students ages 3 through 21 served under *IDEA, Part B*, or less than 5 for every 100,000 children and students served in 2009, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2009–10.
- There were 72,037 children and students ages 3 through 21 served under *IDEA, Part B*, or 109 for every 10,000 children and students served in 2009, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2009–10.
- There were 28,783 children and students ages 3 through 21 served under *IDEA, Part B*, or 44 for every 10,000 children and students served in 2009, who received *in-school suspensions* for more than 10 cumulative days in school year 2009–10.

How did the numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting or suspended or expelled for more than 10 days, per 10,000 children and students ages 3 through 21 served, vary by disability category?

Exhibit 43. Numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2009–10

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 ^d	Received in-school suspensions ^d
All disabilities	14	#	109	44
Autism	3	#	14	5
Deaf-blindness ^f	6	0	13	51
Developmental delay ^g	1	0	4	1
Emotional disturbance	41	1	419	131
Hearing impairments	8	#	39	15
Intellectual disabilities	8	#	107	44
Multiple disabilities ^h	6	#	44	17
Orthopedic impairments	6	#	32	5
Other health impairments	23	#	173	76
Specific learning disabilities ^f	21	#	133	56
Speech or language impairments	2	#	17	9
Traumatic brain injury ^h	10	#	83	21
Visual impairments ^h	4	0	23	12

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

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

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

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

^dData for Wyoming were not available for this disciplinary removal category.

^eData for Delaware and Wyoming were not available for this disciplinary removal category.

^fNumber of children in this category served in Wyoming was suppressed and therefore imputed using national distribution and then removed from total.

^gStates' 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.

^hNumber of children in this category served in Delaware was suppressed and therefore imputed using national distribution and then removed from the total.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 41 children and students removed unilaterally during the 2009–10 school year to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. The ratio for the children and students reported under each of the other disability categories was smaller than 24 per 10,000 children and students served.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009, no more than 1 child or student was removed by a hearing officer for likely injury during school year 2009–10.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 419 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2009–10. The ratio for the children and students reported under each of the other disability categories was smaller than 174 per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009, there were 131 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2009–10. The ratio for the children and students reported under each of the other disability categories was smaller than 77 per 10,000 children and students.

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2009–10 school year, whereas the denominator is based on point-in-time data from fall 2009. The denominator for the disability category of deaf-blindness is fewer than 1,600 children and students ages 3 through 21 served under *IDEA*, Part B. The denominator for each of the other disability categories exceeded 25,000 children and students.

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,” 2009–10. 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,” 2009. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

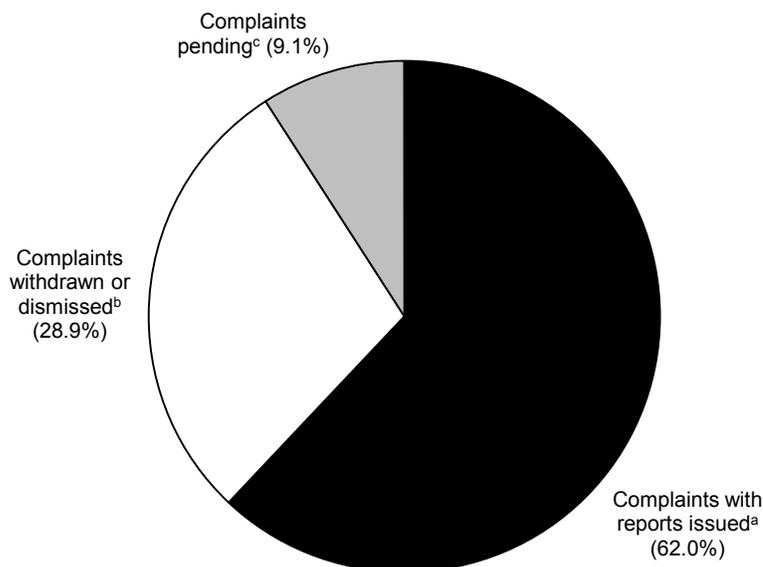
To protect the interests of children and students served under *IDEA*, Part B, the law requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part B requirement by a school district, the state education agency (SEA), or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent, or public agency may request a due process hearing¹⁰ regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

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

¹⁰ A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the education of children and students served under *IDEA*, Part B.

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

Exhibit 44. Percentage of written, signed complaints for children and students served under IDEA, Part B, by complaint status: 2009–10



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

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint, or a complaint dismissed by the SEA for any reason, including that the complaint did not include all required content.

^cA *complaint pending* is a *written, signed complaint* that is either still under investigation or the SEA's written decision has not been issued.

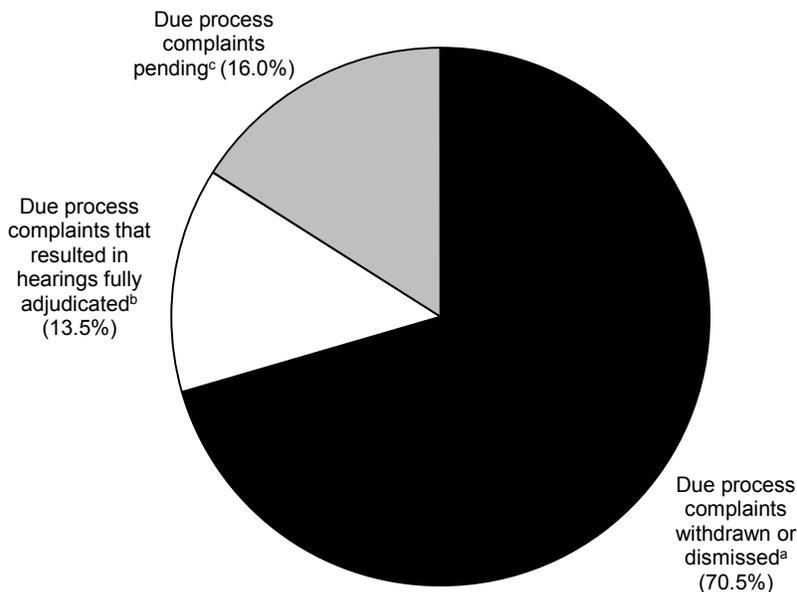
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA* or 34 CFR section 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. Percentage was based on a total of 4,920 *written, signed complaints*. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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*," 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2009–10, a total of 4,920 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under *IDEA*, Part B.
- A report was issued for 3,052 (62.0 percent) of the complaints, while 1,420 (28.9 percent) of the complaints were withdrawn or dismissed. A total of 448 (9.1 percent) of the complaints that were received during the 2009–10 reporting period were pending or unresolved by the end of the period.

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

Exhibit 45. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2009–10



^aA *due process complaint withdrawn or dismissed (including resolved without a hearing)* is a complaint that has not resulted in a fully adjudicated due process hearing. This includes *due process complaints* resolved through a mediation agreement or through a written settlement agreement, those settled by some other agreement between the parties (i.e., parent and public agency) prior to completion of the hearing, those withdrawn by the filing party, those determined by the hearing officer as insufficient, and those not fully adjudicated for other reasons.

^bA *due process complaint* hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

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

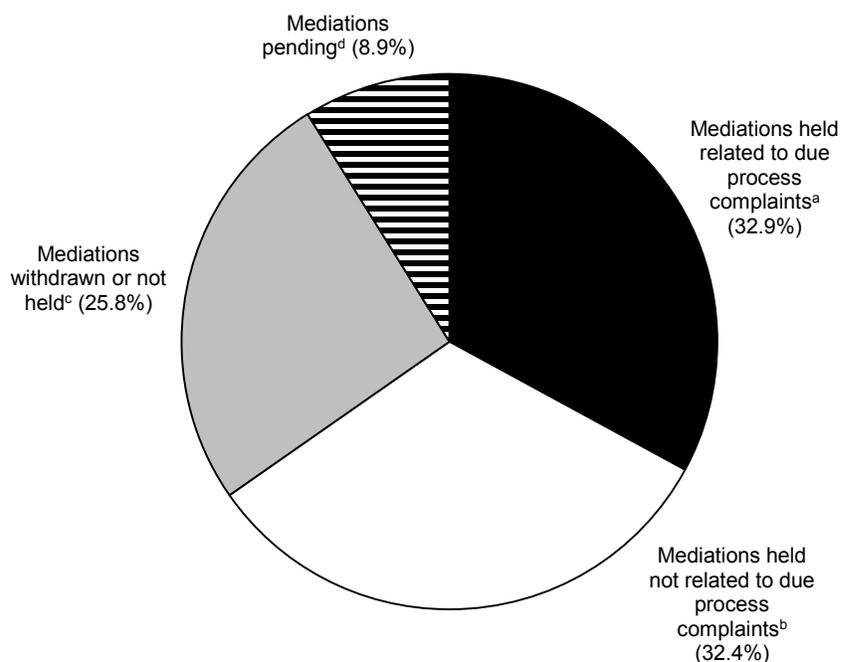
NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of a free appropriate public education to the child. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Percentage was based on a total of 17,228 *due process complaints*. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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*," 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 17,228 *due process complaints* were received during 2009–10 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 12,142 (70.5 percent) of the *due process complaints* received during the 2009–10 reporting period, a resolution was achieved without a hearing. For 2,329 (13.5 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 2,757 (16.0 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period.

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

Exhibit 46. Percentage of mediation requests for children and students served under IDEA, Part B, by request status: 2009–10



^aA mediation held related to due process complaint is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a due process complaint or included issues that were the subject of a due process complaint.

^bA mediation held not related to due process complaint is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a due process complaint or did not include issues that were the subject of a due process complaint.

^cA mediation withdrawn or not held is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes mediation requests that were withdrawn, mediation requests that were dismissed, requests where one party refused to mediate, and requests that were settled by some agreement other than a mediation agreement between the parties.

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

NOTE: A mediation request is a request by a party to a dispute involving any matter under Part B of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Beginning with the 2009–10 Part B dispute resolution data collection, “mediations not held (including pending)” was renamed “mediations withdrawn or not held” and redefined to exclude mediations pending. “Mediations pending” was introduced as a separate category. 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 8,238 mediation requests. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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,” 2009–10. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2009–10, a total of 8,238 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 2,714 (32.9 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,666 (32.4 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 731 requests (8.9 percent), a mediation was still pending as of the end of the 2009–10 reporting period. The remaining 2,127 *mediation requests* (25.8 percent) were withdrawn or otherwise not to be held by the end of the reporting period.

Section II

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

Introduction

This section of the 34th *Annual Report to Congress, 2012* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. The questions show the breadth and depth of information available and call for the examination of data elements addressing areas of particular interest.

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

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

As was the case in Section I, any reference in this section to “special education services” is synonymous with services provided under *IDEA*, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under *IDEA*, Part C.

Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as more than 50 percent.
2. Exhibits presenting statistics based on resident population measures include Puerto Rico except when cross-tabulated by race/ethnicity. The U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. These data exhibits do not include data for BIE schools because no distinct geographic boundaries exist for defining the associated resident population. The resident population for BIE schools is dispersed throughout all of the states and is counted as part of the resident populations of the individual states.
3. The four outlying areas are not included in the exhibits because data were frequently not available due to cell suppression or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of the four outlying areas even though the most recent decennial census (collected in 2010) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. Available on the Web at <http://www.tadnet.org/> are several documents that can provide important background information to these exhibits. Prior to making any state-to-state comparisons, please 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.
5. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with federal law. Under *IDEA* section 618(b)(1), the data collected by the U.S. Department of Education (Department) under *IDEA* section 618(a) must be publicly reported by each state in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 CFR section 99.35(a)(1) of the *Family Educational Rights and Privacy Act (FERPA)* regulations, authorized representatives of the secretary may have access to education records in connection with an audit or evaluation of

federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. However, under 34 CFR section 99.35(b)(1) of the *FERPA* regulations, information collected by authorized representatives of the secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may make further disclosures in accordance with the requirements in 34 CFR section 99.33(b). It is the policy of the Department to be consistent with the provisions of *IDEA* and *FERPA* privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. The 2003-04 data presented in the *28th Annual Report to Congress, 2006*, were the first data in these reports to which OSEP applied its cell suppression policy.

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

6. In a number of states, students must meet an exit exam requirement in addition to the traditional coursework requirements to earn a regular/standard high school diploma. In exhibit 69, 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 Birth Through Age 2 Served Under *IDEA*, Part C

Part C Child Count

How did the states compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2010

State	2004	2010
All states	2.4	2.8
Alabama	1.3	1.7
Alaska	2.1	2.2
Arizona	1.6	2.0
Arkansas	2.4	2.8
California	1.9	2.0
Colorado	1.8	2.7
Connecticut	3.1	3.8
Delaware	3.1	2.7
District of Columbia	1.5	1.9
Florida	2.0	2.1
Georgia	1.4	1.5
Hawaii	7.7	3.6
Idaho	2.6	2.4
Illinois	2.9	3.7
Indiana	4.2	3.9
Iowa	2.1	3.0
Kansas	2.5	3.2
Kentucky	2.3	2.8
Louisiana	2.4	2.5
Maine	2.8	2.3
Maryland	2.9	3.5
Massachusetts	6.0	7.0
Michigan	2.2	3.0
Minnesota	1.5	2.4
Mississippi	1.7	1.9
Missouri	1.5	2.0
Montana	2.0	2.0
Nebraska	1.7	1.9
Nevada	1.3	2.1
New Hampshire	2.6	4.5
New Jersey	2.4	3.3
New Mexico	3.3	5.5
New York	4.5	4.5
North Carolina	1.8	2.6

See notes at end of exhibit.

Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2010—Continued

State	2004	2010
North Dakota	2.6	3.4
Ohio	2.2	3.5
Oklahoma	2.0	1.8
Oregon	1.5	2.1
Pennsylvania	3.1	4.0
Puerto Rico	2.0	3.9
Rhode Island	3.4	5.5
South Carolina	1.4	2.6
South Dakota	2.8	3.1
Tennessee	1.7	1.7
Texas	1.9	2.5
Utah	1.8	2.1
Vermont	3.1	4.2
Virginia	1.8	2.4
Washington	1.6	2.1
West Virginia	3.2	4.0
Wisconsin	2.8	2.9
Wyoming	3.8	4.8

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

SOURCE: U.S. Department of Education, 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 2010. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C. The percentages served in the individual states ranged from 1.5 percent in Georgia to more than 4 percent in the following eight states: Massachusetts (7.0 percent), New Mexico (5.5 percent), Rhode Island (5.5 percent), Wyoming (4.8 percent), New Hampshire (4.5 percent), New York (4.5 percent), Vermont (4.2 percent), and Pennsylvania (4.0 percent).
- In 2004, 2.4 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C.
- For 43 of the 52 states, the percentage of the population served increased between 2004 and 2010. For 31 of those states, the increase represented a percent change¹¹ of more than 20 percent. In the following nine states, the percent change increase exceeded 50 percent: Puerto Rico (93.0 percent), South Carolina (85.8 percent), New Hampshire (72.7 percent), Nevada

¹¹ Percent change between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010, dividing the difference by the percentage for 2004, then multiplying the result by 100.

(65.6 percent), New Mexico (64.5 percent), Ohio (62.8 percent), Rhode Island (61.6 percent), Minnesota (60.2 percent), and Colorado (50.5 percent).

- For nine of the 52 states, the percentage of the population served decreased between 2004 and 2010. However, the decrease represented a percent change of less than 20 percent in every state except Hawaii, where the percentage served decreased by 52.9 percent.

How did the states compare with regard to the percentage of the resident population birth through age 2 within each racial/ethnic group who were served under IDEA, Part C, in 2010?

Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2010

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	2.8	2.2	2.9	2.7	3.4	3.0	1.6
Alabama	x	x	1.7	1.6	0.0	1.8	1.3
Alaska	3.8	1.3	2.8	1.1	2.1	1.9	1.6
Arizona	2.6	1.5	2.2	1.6	0.0	2.5	0.2
Arkansas	x	1.1	5.8	1.3	x	2.3	1.1
California	1.3	1.9	2.3	2.1	1.4	2.3	0.6
Colorado	2.5	2.8	3.0	2.5	6.1	2.8	1.7
Connecticut	4.7	2.1	3.9	4.7	50.9	3.8	1.3
Delaware	x	x	2.6	2.2	0.0	2.6	5.4
District of Columbia	x	x	2.3	3.1	0.0	x	x
Florida	1.8	1.6	2.2	2.3	3.4	2.0	1.3
Georgia	1.3	1.0	1.6	1.3	0.0	1.5	1.2
Hawaii	5.9	5.5	3.8	1.6	4.4	3.8	3.1
Idaho	3.1	1.8	3.0	2.0	9.8	2.5	1.1
Illinois	x	2.0	3.6	4.1	x	3.8	1.8
Indiana	3.0	2.6	3.8	3.1	14.1	4.2	3.0
Iowa	x	2.2	3.9	3.3	x	2.9	3.6
Kansas	2.0	2.4	3.7	2.8	11.8	3.4	2.2
Kentucky	4.0	3.4	2.9	2.3	3.8	2.9	1.4
Louisiana	0.9	1.8	2.6	1.6	0.0	2.6	1.9
Maine	2.0	x	0.8	x	0.0	2.5	x
Maryland	3.7	2.8	3.4	3.4	14.1	3.9	2.6
Massachusetts	8.4	5.1	7.9	9.0	13.7	6.6	5.3
Michigan	5.0	1.8	3.2	2.3	17.3	3.2	1.0
Minnesota	3.3	1.7	2.5	2.5	15.4	2.5	1.5
Mississippi	x	1.9	2.0	1.3	x	1.9	1.0
Missouri	x	1.7	2.4	1.4	x	2.0	1.0
Montana	3.3	x	x	1.4	x	1.8	1.9
Nebraska	2.8	x	1.7	1.8	x	2.1	1.1
Nevada	1.2	1.7	2.1	1.8	2.0	2.5	1.9
New Hampshire	x	4.1	x	2.6	0.0	4.7	4.4
New Jersey	1.8	2.0	2.6	3.3	34.6	3.9	2.4
New Mexico	5.3	4.0	8.5	5.9	15.6	4.9	2.6
New York	2.0	3.4	3.8	4.4	6.7	5.1	1.3
North Carolina	2.1	1.9	3.2	2.8	2.3	2.5	0.6

See notes at end of exhibit.

Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2010—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	3.3	0.0	3.1	x	x	3.5	5.4
Ohio	2.3	2.3	4.1	3.3	5.9	3.5	2.4
Oklahoma	1.3	2.2	2.3	1.5	0.0	2.2	0.0
Oregon	2.8	2.0	2.9	2.0	2.2	2.3	0.0
Pennsylvania	x	2.5	4.1	4.2	x	4.1	4.1
Rhode Island	x	3.5	4.3	8.4	x	4.8	2.6
South Carolina	1.0	2.7	2.9	2.4	4.3	2.5	1.9
South Dakota	4.7	3.5	3.5	2.9	80.0	2.8	2.0
Tennessee	x	2.1	1.8	1.6	x	1.7	0.6
Texas	2.1	1.7	2.4	2.6	4.7	2.7	0.7
Utah	4.3	1.5	2.0	2.4	1.1	2.1	1.2
Vermont	0.0	4.9	4.3	1.7	0.0	4.3	3.7
Virginia	2.1	1.7	2.4	2.0	6.2	2.6	2.7
Washington	3.3	1.4	2.1	2.4	3.0	2.1	1.5
West Virginia	x	3.1	4.5	2.9	x	4.1	1.3
Wisconsin	x	1.6	3.5	3.6	x	2.8	2.9
Wyoming	7.6	x	7.6	4.4	x	4.8	2.7

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

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by the state by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by all states by the estimated U.S. resident population birth through age 2 in the racial/ethnic group in all states, 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 #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2010. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2010. Data for PR were not available. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A larger percentage of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander than any other racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 3.4 percent of the resident population of Native Hawaiian or Other Pacific Islanders was served under Part C. In contrast, a smaller percentage of the resident population associated with more than one race than any particular racial/ethnic group was served under *IDEA*, Part C, in “All states.” Specifically, 1.6 percent of those who were associated with more than one race were served under Part C.
- *IDEA*, Part C, served 2.8 percent of the resident population birth through age 2 who were American Indian or Alaska Native in “All states.” The percentages ranged from zero to 8.4 percent in the 37 individual states for which non-suppressed data were available. In the following five states, the percentage was at least 5 percent: Massachusetts (8.4 percent),

Wyoming (7.6 percent), Hawaii (5.9 percent), New Mexico (5.3 percent), and Michigan (5.0 percent). In contrast, in the following three states, the percentage was no more than 1 percent: South Carolina (1.0 percent), Louisiana (0.9 percent), and Vermont (0.0 percent).

- *IDEA*, Part C, served 2.2 percent of the resident population birth through age 2 who were Asian in “All states.” The percentages ranged from zero to 5.5 percent in the 44 individual states for which non-suppressed data were available. In the following four states, the percentage was 4 percent or more: Hawaii (5.5 percent), Massachusetts (5.1 percent), Vermont (4.9 percent), and New Hampshire (4.1 percent). In contrast, the percentage was no more than 1 percent in Georgia (1.0 percent) and North Dakota (0.0 percent).
- *IDEA*, Part C, served 2.9 percent of the resident population birth through age 2 who were Black or African American in “All states.” The percentages ranged from 0.8 to 8.5 percent in the 49 individual states for which non-suppressed data were available. In the following four states, the percentage was 5 percent or more: New Mexico (8.5 percent), Massachusetts (7.9 percent), Wyoming (7.6 percent), and Arkansas (5.8 percent). In contrast, the percentage was no more than 2 percent in the following six states: Utah (2.0 percent), Tennessee (1.8 percent), Alabama (1.7 percent), Nebraska (1.7 percent), Georgia (1.6 percent), and Maine (0.8 percent).
- *IDEA*, Part C, served 2.7 percent of the resident population birth through age 2 who were Hispanic/Latino in “All states.” The percentages ranged from 1.1 to 9 percent in the 49 individual states for which non-suppressed data were available. In the following three states, the percentage was 5 percent or more: Massachusetts (9.0 percent), Rhode Island (8.4 percent), and New Mexico (5.9 percent). In contrast, the percentage was less than 1.4 percent in four states: Mississippi (1.3 percent), Georgia (1.3 percent), Arkansas (1.3 percent), and Alaska (1.1 percent).
- *IDEA*, Part C, served 3.4 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander in “All states.” The percentages ranged from zero to 80.0 percent in the 37 states for which non-suppressed data were available. The percentage was larger than 10 percent in 10 states, including the following three states in which the percentage was larger than 30 percent: New Jersey (34.6 percent), Connecticut (50.9 percent), and South Dakota (80.0 percent). However, the percentage was zero in the following 10 states as well: the District of Columbia, New Hampshire, Delaware, Vermont, Arizona, Alabama, Louisiana, Oklahoma, Georgia, and Maine.
- *IDEA*, Part C, served 3 percent of the resident population birth through age 2 who were White in “All states.” The percentages ranged from 1.5 to 6.6 percent in the 50 individual states for which non-suppressed data were available. The percentage was larger than 4 percent in 10 states, including the following two states in which the percentage was larger than 5 percent: Massachusetts (6.6 percent) and New York (5.1 percent). In contrast, the percentage was no more than 2 percent in the following seven states: Florida (2 percent), Alaska (1.9 percent), Mississippi (1.9 percent), Montana (1.8 percent), Alabama (1.8 percent), Tennessee (1.7 percent), and Georgia (1.5 percent).
- *IDEA*, Part C, served 1.6 percent of the resident population birth through age 2 who were associated with multiple races in “All states.” The percentages ranged from zero to 5.4 percent in the 49 individual states for which non-suppressed data were available. In the following five states, the percentage was larger than 4 percent: North Dakota (5.4 percent), Delaware (5.4 percent), Massachusetts (5.3 percent), New Hampshire (4.4 percent), and

Pennsylvania (4.1 percent). In contrast, the percentage was less than 1 percent in the following seven states: Texas (0.7 percent), California (0.6 percent), North Carolina (0.6 percent), Tennessee (0.6 percent), Arizona (0.2 percent), Oregon (0.0 percent), and Oklahoma (0.0 percent).

Part C Primary Early Intervention Service Settings

How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service settings in 2010, and how did the distributions change between 2007 and 2010?

Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2010

State	2007			2010		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
All states	85.5	5.5	9.0	87.4	6.7	5.9
Alabama	83.4	11.9	4.7	89.3	9.0	1.8
Alaska	91.1	4.7	4.2	93.5	x	x
Arizona	62.6	0.2	37.2	86.1	0.4	13.5
Arkansas	21.5	24.3	54.2	12.0	25.8	62.2
California	82.7	3.2	14.1	81.0	4.2	14.8
Colorado	94.2	0.6	5.2	98.5	1.2	0.3
Connecticut	94.2	5.3	0.5	97.7	x	x
Delaware	74.9	9.2	15.9	76.5	12.9	10.6
District of Columbia	45.4	43.5	11.1	55.4	36.1	8.5
Florida	50.4	8.8	40.8	68.4	11.1	20.6
Georgia	99.0	0.7	0.4	97.4	1.0	1.6
Hawaii	89.9	2.8	7.3	90.6	2.3	7.1
Idaho	90.7	2.4	6.9	85.8	9.5	4.7
Illinois	85.1	4.5	10.4	89.3	5.2	5.5
Indiana	93.6	4.7	1.7	93.6	4.6	1.8
Iowa	95.1	3.3	1.6	96.5	2.4	1.1
Kansas	95.7	2.9	1.4	96.7	2.7	0.5
Kentucky	87.9	11.6	0.5	93.7	5.9	0.4
Louisiana	95.4	4.1	0.5	97.2	2.6	0.2
Maine	59.5	27.9	12.6	78.0	12.7	9.4
Maryland	82.8	8.4	8.8	83.5	12.8	3.7
Massachusetts	88.4	10.1	1.6	77.8	20.7	1.5
Michigan	88.3	4.1	7.6	87.0	10.0	3.1
Minnesota	90.0	3.8	6.2	92.2	3.1	4.6
Mississippi	83.1	11.4	5.5	95.4	1.4	3.2
Missouri	92.0	5.9	2.1	94.8	4.1	1.1
Montana	92.3	x	x	95.4	x	x
Nebraska	92.7	4.0	3.4	90.4	6.3	3.3
Nevada	97.9	1.7	0.5	96.8	1.3	1.9
New Hampshire	94.5	x	x	93.7	5.4	0.9
New Jersey	92.4	5.5	2.2	93.4	6.3	0.3
New Mexico	81.8	15.9	2.3	81.8	17.0	1.2
New York	88.8	2.4	8.8	90.4	3.1	6.6
North Carolina	90.0	8.9	1.1	90.4	7.7	1.9

See notes at end of exhibit.

Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2010—Continued

State	2007			2010		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
North Dakota	93.1	1.2	5.7	93.2	6.1	0.6
Ohio	84.0	4.3	11.7	89.1	3.2	7.7
Oklahoma	95.5	2.8	1.7	94.5	2.1	3.4
Oregon	87.2	3.2	9.6	91.2	3.2	5.6
Pennsylvania	97.6	2.0	0.4	96.3	3.6	0.1
Puerto Rico	87.5	12.4	0.1	82.6	17.3	0.1
Rhode Island	77.4	8.5	14.1	81.8	5.2	13.0
South Carolina	80.6	0.9	18.5	96.0	3.0	1.1
South Dakota	79.7	x	x	83.3	x	x
Tennessee	68.6	19.4	12.0	64.0	20.2	15.9
Texas	96.0	3.4	0.6	94.8	4.6	0.6
Utah	68.2	2.7	29.1	87.1	1.8	11.1
Vermont	86.1	10.9	3.0	83.0	15.9	1.0
Virginia	78.8	4.6	16.6	82.0	3.6	14.4
Washington	61.1	13.4	25.5	71.4	19.5	9.1
West Virginia	95.7	3.9	0.4	99.1	0.9	0.0
Wisconsin	89.0	4.9	6.0	86.7	8.7	4.6
Wyoming	75.0	24.5	0.5	79.7	x	x

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

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

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

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

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

SOURCE: U.S. Department of Education, 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 and 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting in "All states" in 2010, were 87.4 percent, 6.7 percent, and 5.9 percent, respectively. In 2007, the figures were very comparable with 85.5 percent, 5.5 percent, and 9 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, in 27 states in 2010 and 20 states in 2007. Moreover, more than 50 percent of infants and toddlers in every state except Arkansas were served in a *home* in 2010. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 62.2 percent of the infants and toddlers.
- In 2007, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home*. In Arkansas, *other setting* was the primary setting for 54.2 percent of infants and toddlers. In the District of Columbia, *home* and *community-based setting* accounted for 45.4 percent and 43.5 percent, respectively, while *other setting* accounted for 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, by exiting status in 2009–10?

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2009–10

State	No longer eligible for Part C prior to reaching age 3 ^a	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^b	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	14.5	39.4	1.3	7.6	4.2	11.2	0.4	3.7	10.4	7.3
Alabama	16.2	37.2	—	3.7	3.6	7.0	1.0	3.7	16.3	11.4
Alaska	8.8	43.2	—	x	3.7	7.5	x	9.4	12.2	11.8
Arizona	9.7	30.5	—	2.3	2.0	38.2	0.4	4.1	5.5	7.3
Arkansas	5.6	61.6	—	6.5	6.9	4.6	x	x	11.2	2.2
California	9.4	41.0	—	19.6	0.0	15.7	0.5	1.5	9.2	3.0
Colorado	12.4	47.3	—	6.8	4.8	7.1	0.6	6.2	9.2	5.5
Connecticut	10.9	46.9	—	6.2	4.2	7.5	0.2	3.9	13.1	7.1
Delaware	19.1	52.8	—	6.7	x	2.0	x	5.1	10.4	2.6
District of Columbia	x	47.7	—	2.9	4.6	28.6	x	x	3.3	5.0
Florida	6.5	46.0	—	4.0	2.6	23.7	0.5	4.2	8.2	4.3
Georgia	9.4	47.6	—	3.4	1.8	12.5	0.6	4.9	7.8	12.1
Hawaii	41.5	12.9	—	4.1	x	10.0	x	5.4	13.2	11.0
Idaho	26.1	38.2	—	9.0	3.9	2.8	0.6	5.5	7.7	6.3
Illinois	19.2	44.0	—	5.5	0.3	11.2	0.4	3.1	8.2	8.2
Indiana	22.3	33.6	—	13.1	8.5	3.8	0.4	3.6	13.7	1.1
Iowa	10.8	39.4	—	15.6	4.9	x	x	4.1	18.3	6.2
Kansas	23.9	50.7	—	2.6	1.4	3.2	0.7	5.3	8.1	4.0
Kentucky	13.6	50.8	—	2.9	2.6	9.8	0.5	4.3	9.4	6.1
Louisiana	6.1	51.5	—	5.2	2.9	7.9	0.5	4.8	11.9	9.1

See notes at end of exhibit.

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2009–10—Continued

State	No longer eligible for Part C prior to reaching age 3 ^a	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^b	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maine	9.7	48.3	—	0.5	4.8	17.4	0.0	3.8	11.1	4.3
Maryland	24.4	41.8	—	3.6	0.5	6.9	0.4	4.1	8.7	9.5
Massachusetts	29.9	35.4	—	6.6	1.4	2.7	0.1	3.2	9.1	11.6
Michigan	12.1	41.4	—	4.7	9.9	3.7	0.4	7.1	8.7	12.0
Minnesota	8.3	65.9	—	5.8	6.6	0.3	0.5	3.3	8.1	1.2
Mississippi	13.7	34.1	—	7.6	12.0	9.4	1.2	4.8	10.8	6.4
Missouri	3.6	59.6	—	5.0	9.2	6.0	1.0	5.3	7.2	3.1
Montana	27.1	31.8	—	5.6	4.5	x	x	7.6	11.5	7.3
Nebraska	3.4	42.3	46.0	0.0	x	—	x	2.5	4.9	0.4
Nevada	6.5	49.4	—	2.0	2.3	11.3	0.7	8.6	6.8	12.3
New Hampshire	22.8	41.2	—	4.8	3.9	4.7	0.4	5.2	8.1	8.9
New Jersey	16.3	29.4	—	3.6	16.4	15.9	0.2	2.9	10.9	4.4
New Mexico	7.2	32.6	1.4	9.2	0.6	2.1	0.5	9.2	19.6	17.6
New York	14.8	37.8	11.4	3.2	11.1	10.5	0.2	2.5	5.2	3.4
North Carolina	6.1	34.6	—	5.9	3.9	17.9	0.6	5.1	16.9	9.0
North Dakota	—	41.0	—	14.8	6.2	7.6	0.9	7.0	17.8	4.9
Ohio	4.9	38.1	—	11.4	8.1	5.4	0.6	3.1	14.2	14.2
Oklahoma	16.3	38.6	—	4.7	0.7	4.3	0.6	5.9	13.9	15.0
Oregon	11.3	65.3	—	x	1.9	x	0.5	5.2	9.4	6.2
Pennsylvania	25.2	42.2	—	2.6	2.9	9.5	0.2	2.8	7.7	6.9
Puerto Rico	23.5	38.7	—	x	x	22.4	0.2	3.0	4.3	7.7
Rhode Island	19.4	37.2	—	6.5	x	6.4	x	5.5	9.4	12.3
South Carolina	16.0	29.8	—	5.3	8.2	12.4	0.7	4.9	12.4	10.4
South Dakota	x	51.8	—	17.0	3.3	2.9	x	5.0	9.6	5.6
Tennessee	8.8	33.7	—	3.6	3.2	22.4	0.7	4.5	13.6	9.3
Texas	10.8	28.3	—	7.5	2.2	15.6	0.5	4.0	18.3	12.9

See notes at end of exhibit.

Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2009–10—Continued

State	No longer eligible for Part C prior to reaching age 3 ^a	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^b	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Utah	13.9	40.3	—	1.6	7.7	9.9	0.4	4.7	16.1	5.4
Vermont	16.7	64.6	—	2.3	1.3	x	x	5.2	4.9	4.1
Virginia	24.0	34.4	—	6.6	7.1	5.8	0.8	5.1	8.9	7.3
Washington	13.6	48.1	—	7.5	7.5	5.3	0.5	5.4	5.5	6.6
West Virginia	24.1	27.0	—	7.4	2.6	13.9	0.6	4.5	12.2	7.7
Wisconsin	17.1	40.7	—	3.6	2.1	10.1	0.3	2.2	12.7	11.3
Wyoming	18.4	45.1	—	5.4	3.7	x	x	12.1	6.4	7.6

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

— Percentage cannot be calculated because data were not available.

^aThe category of *no longer eligible for Part C prior to reaching age 3* was previously labeled *completion of IFSP prior to reaching 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 exit status categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states who were reported in all the exiting categories, then multiplying the result by 100. 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,” 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 39.4 percent of the infants and toddlers birth through age 2 exiting Part C in “All states.” This exit status also was associated with the largest percentage in 49 of the 52 states. In 10 of those states, this category accounted for the majority of exits. In the following four of those states, the value was larger than 60 percent: Minnesota (65.9 percent), Oregon (65.3 percent), Vermont (64.6 percent), and Arkansas (61.6 percent).
- The percentage of those exiting Part C classified under *no longer eligible prior to reaching age 3* was the second largest for “All states,” but it accounted for only 14.5 percent of the exits. Moreover, this category accounted for the largest percentage of exits in only one state, Hawaii (41.5 percent).

Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers 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 2009–10:

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

Exhibit 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2009–10

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All states	0.5	0.8	1.0
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	0.6	0.2	0.0
Arkansas	1.1	0.0	0.0
California	1.0	6.4	6.0
Colorado	0.0	0.0	0.0
Connecticut	0.8	0.0	0.0

See notes at end of exhibit.

Exhibit 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2009–10—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.1	0.0	0.1
Georgia	0.4	0.0	0.4
Hawaii	0.0	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.6	0.0	0.1
Indiana	0.3	0.0	0.1
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	1.8	0.2	0.0
Louisiana	5.9	0.0	0.0
Maine	1.0	0.0	1.0
Maryland	0.0	0.0	0.6
Massachusetts	0.1	0.1	0.1
Michigan	0.0	0.0	0.0
Minnesota	0.2	0.0	0.0
Mississippi	1.3	0.0	0.0
Missouri	0.2	0.0	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	4.2	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.6	0.2	0.3
New Mexico	0.0	0.0	0.0
New York	0.5	0.4	2.6
North Carolina	0.0	0.1	0.1
North Dakota	0.0	0.0	0.0
Ohio	0.4	0.0	0.1
Oklahoma	0.3	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.0	0.2	0.1
Puerto Rico	0.6	0.0	0.0
Rhode Island	0.0	0.0	0.0
South Carolina	2.0	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.9	0.0	0.5
Texas	0.0	0.0	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.3	0.0	0.2

See notes at end of exhibit.

Exhibit 51. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2009–10—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Washington	0.0	0.0	0.0
West Virginia	0.8	0.0	0.0
Wisconsin	0.2	0.0	0.0
Wyoming	0.0	0.0	0.0

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization that alleges a violation of a requirement of Part C of *IDEA*. The total number of *written, signed complaints* in 2009–10 was 167.

^bA *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or early intervention setting of a child with a disability, or to the provision of early intervention services to such child. The total number of *due process complaints* in 2009–10 was 268.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2009–10 was 337.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state, then multiplying the result by 1,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; hearing requests; or mediation requests* reported by all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2009, and June 30, 2010, whereas the denominator is based on point-in-time data from fall 2009.

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*,” 2009–10. Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, there were 0.5 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 26 states and ranged from 0.1 to 5.9 in the other states. In only the following two states was the ratio larger than 2 per 1,000 infants and toddlers served: Louisiana (5.9 per 1,000 infants and toddlers) and Nevada (4.2 per 1,000 infants and toddlers).
- In 2009–10, there were 0.8 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 44 states and smaller than 0.5 per 1,000 in all other states except California, which had a ratio of 6.4 *due process complaints* per 1,000 infants and toddlers served.
- In 2009–10, there was 1 *mediation request* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” However, the ratios were zero in 37 states and ranged from 0.1 to 6 in the other states. In only the following two states was the ratio larger than 2 per 1,000: California (6.0 per 1,000 infants and toddlers) and New York (2.6 per 1,000 infants and toddlers).

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

Part B Child Count

How did the states compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2010

State	2004	2010
All states	5.9	5.9
Alabama	4.6	4.1
Alaska	7.1	6.6
Arizona	5.5	5.3
Arkansas	10.5	10.8
California	4.3	4.7
Colorado	5.5	5.6
Connecticut	6.0	6.2
Delaware	6.3	6.2
District of Columbia	3.3	5.4
Florida	5.7	5.5
Georgia	5.5	3.8
Hawaii	5.0	4.7
Idaho	6.2	4.8
Illinois	6.7	7.1
Indiana	7.3	7.1
Iowa	5.3	6.0
Kansas	8.0	8.6
Kentucky	12.7	10.5
Louisiana	6.1	5.5
Maine	11.0	8.8
Maryland	5.6	5.8
Massachusetts	6.4	7.4
Michigan	6.0	6.3
Minnesota	6.3	7.0
Mississippi	6.7	8.0
Missouri	6.7	6.7
Montana	5.6	4.4
Nebraska	6.5	6.4
Nevada	5.3	6.2
New Hampshire	5.9	7.1
New Jersey	5.6	5.1
New Mexico	7.9	5.9
New York	8.5	9.3
North Carolina	5.8	4.8

See notes at end of exhibit.

Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2010—Continued

State	2004	2010
North Dakota	6.8	6.5
Ohio	4.6	5.1
Oklahoma	5.6	5.2
Oregon	5.8	6.5
Pennsylvania	5.8	7.0
Puerto Rico	4.8	10.1
Rhode Island	7.7	8.3
South Carolina	7.0	6.1
South Dakota	8.8	7.7
Tennessee	5.0	5.3
Texas	4.0	3.5
Utah	5.5	5.7
Vermont	7.4	8.8
Virginia	5.9	5.5
Washington	5.4	5.4
West Virginia	9.2	8.9
Wisconsin	7.6	7.3
Wyoming	12.3	—

— Percentage cannot be calculated because data were not available.

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

SOURCE: U.S. Department of Education, 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 2010. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2004 and 2010. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, 5.9 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages served in the 51 individual states ranged from 3.5 percent to 10.8 percent. Values of 10 percent or more were observed for the following three states: Arkansas (10.8 percent), Kentucky (10.5 percent), and Puerto Rico (10.1 percent). Values less than 4 percent were found only for Georgia (3.8 percent) and Texas (3.5 percent).
- In 2004, 5.9 percent of children ages 3 through 5 in the resident population in “All states” were also served under *IDEA*, Part B.
- For 24 of the 51 states for which data were available for both time periods, the percentage of the resident population served under *IDEA*, Part B, increased between 2004 and 2010. In 12 states, the increase represented a percent change of more than 10 percent. However, the increase represented a percent change of more than 20 percent in only the following three

states: Puerto Rico (108.3 percent), the District of Columbia (63.1 percent), and Pennsylvania (20.4 percent).

- In 25 of the 52 states for which data were available for 2004 and 2010, the percentage of the population served decreased. In 11 states, the decrease represented a percent change of more than 10 percent. However, the decrease represented a percent change of more than 20 percent in only the following five states: Georgia (-30.6 percent), New Mexico (-24.5 percent), Idaho (-22.2 percent), Montana (-21.4 percent), and Maine (-20.3 percent).

How did the states compare with regard to the percentage of the resident population ages 3 through 5 within each racial/ethnic group who were served under IDEA, Part B, in 2010?

Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2010

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	8.8	4.2	6.1	5.0	9.0	6.5	3.6
Alabama	x	4.7	4.2	2.2	x	4.4	1.0
Alaska	8.7	3.7	8.1	5.4	6.9	6.7	5.3
Arizona	6.0	4.4	6.1	4.9	4.7	6.0	2.0
Arkansas	5.1	6.0	16.5	7.7	3.0	10.3	5.3
California	7.5	3.9	5.1	4.6	4.7	5.2	4.4
Colorado	10.0	4.8	6.9	5.9	8.5	5.4	3.8
Connecticut	13.2	4.3	6.8	6.5	21.4	6.4	2.2
Delaware	x	4.9	7.1	5.7	x	6.4	2.3
District of Columbia	0.0	3.4	6.5	6.9	0.0	2.2	1.9
Florida	5.9	3.9	6.3	5.5	16.0	5.3	5.0
Georgia	5.3	2.5	3.9	3.0	9.7	4.0	3.6
Hawaii	7.5	4.8	12.6	2.1	12.5	6.7	1.6
Idaho	9.6	4.0	5.9	3.8	12.2	5.1	2.6
Illinois	20.3	4.8	5.6	5.9	63.3	8.4	7.2
Indiana	10.5	4.8	6.2	4.9	12.5	7.4	9.5
Iowa	8.2	4.2	8.6	5.3	8.9	6.0	5.5
Kansas	10.3	5.7	8.4	6.5	23.8	9.5	5.2
Kentucky	9.6	6.9	10.2	7.7	4.9	11.1	6.1
Louisiana	4.4	3.4	5.8	2.7	8.2	5.9	1.8
Maine	15.1	5.6	6.1	1.7	35.7	9.3	2.4
Maryland	8.2	4.5	5.9	5.9	37.5	6.2	3.8
Massachusetts	6.8	5.2	7.4	8.5	14.5	7.4	5.7
Michigan	11.2	3.8	5.5	4.7	26.5	7.0	2.8
Minnesota	11.8	4.9	8.5	7.5	22.8	6.9	4.7
Mississippi	x	4.5	8.6	3.5	x	8.3	2.0
Missouri	8.2	5.6	6.7	4.0	4.0	7.2	2.6
Montana	6.6	x	11.6	3.1	x	4.4	0.6
Nebraska	x	6.0	6.4	5.7	x	6.6	4.8
Nevada	11.5	3.6	7.5	5.2	5.6	7.6	3.9
New Hampshire	x	3.6	12.2	5.6	x	7.5	x
New Jersey	3.2	3.9	4.7	5.3	57.3	5.6	1.7
New Mexico	6.0	4.2	9.2	5.8	12.3	6.7	1.3
New York	20.6	5.7	9.1	9.6	32.2	10.2	2.2
North Carolina	10.5	2.5	5.7	3.6	4.8	4.9	3.2

See notes at end of exhibit.

Exhibit 53. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2010—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	8.6	x	5.1	x	54.5	6.5	9.9
Ohio	3.1	4.0	4.2	3.5	4.9	5.5	4.7
Oklahoma	8.3	4.3	5.0	2.9	4.4	6.0	1.6
Oregon	9.6	6.2	10.0	6.6	3.8	6.9	1.0
Pennsylvania	11.4	3.9	8.0	5.9	24.0	7.4	0.7
Rhode Island	x	5.1	8.5	7.0	x	9.1	4.7
South Carolina	x	4.9	7.2	4.4	x	5.9	4.0
South Dakota	10.6	x	8.8	5.8	x	7.5	2.7
Tennessee	5.7	4.0	5.2	3.5	7.6	5.8	1.3
Texas	8.8	2.8	3.4	3.4	5.2	3.8	3.0
Utah	10.9	3.4	4.3	4.8	5.2	6.1	1.0
Vermont	x	2.6	9.8	3.3	x	9.4	x
Virginia	6.8	4.2	6.2	5.4	16.9	5.6	3.7
Washington	9.7	3.7	7.6	5.7	7.6	5.5	3.1
West Virginia	x	x	10.4	4.6	0.0	9.2	3.6
Wisconsin	10.7	4.4	9.0	7.6	14.5	7.4	3.4
Wyoming	—	—	—	—	—	—	—

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

— Percentage cannot be calculated because data were not available.

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

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,” 2010. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2010. Data for PR were not available. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Larger percentages of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander and who were American Indian or Alaska Native than of the resident populations of the other racial/ethnic groups were served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available. Specifically, 9 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 8.8 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, smaller percentages of the resident populations who were Asian and who were associated with more than one race were served under *IDEA*, Part B, in “All states.” Specifically, 4.2 percent of Asian children and 3.6 percent of those who were associated with more than one race were served under Part B.

- *IDEA*, Part B, served 8.8 percent of the resident population who were American Indian or Alaska Native in “All states.” The percentages ranged from zero to 20.6 percent in the 41 individual states for which non-suppressed data were available. In the following three states, the percentage was 15 percent or more: New York (20.6 percent), Illinois (20.3 percent), and Maine (15.1 percent). In contrast, in the following four states, the percentage was less than 5 percent: Louisiana (4.4 percent), New Jersey (3.2 percent), Ohio (3.1 percent), and the District of Columbia (0.0 percent).
- *IDEA*, Part B, served 4.2 percent of the resident population ages 3 through 5 who were Asian in “All states.” The percentages ranged from 2.5 to 6.9 percent in the 46 individual states for which non-suppressed data were available. In the following three states, the percentage was 6 percent or more: Kentucky (6.9 percent), Oregon (6.2 percent), and Nebraska (6.0 percent). In contrast, the percentage was less than 3 percent in the following four states: Texas (2.8 percent), Vermont (2.6 percent), Georgia (2.5 percent), and North Carolina (2.5 percent).
- *IDEA*, Part B, served 6.1 percent of the resident population ages 3 through 5 who were Black or African American in “All states.” The percentages ranged from 3.4 to 16.5 percent in the 50 individual states. In the following six states, the percentage was more than 10 percent: Arkansas (16.5 percent), Hawaii (12.6 percent), New Hampshire (12.2 percent), Montana (11.6 percent), West Virginia (10.4 percent), and Kentucky (10.2 percent). In contrast, the percentage was less than 4 percent in Georgia (3.9 percent) and Texas (3.4 percent).
- *IDEA*, Part B, served 5 percent of the resident population ages 3 through 5 who were Hispanic/Latino in “All states.” The percentages ranged from 1.7 to 9.6 percent in the 49 individual states for which non-suppressed data were available. In the following seven states, the percentage was 7 percent or more: New York (9.6 percent), Massachusetts (8.5 percent), Arkansas (7.7 percent), Kentucky (7.7 percent), Wisconsin (7.6 percent), Minnesota (7.5 percent), and Rhode Island (7.0 percent). In contrast, the percentage was no more than 3 percent in the following six states: Georgia (3.0 percent), Oklahoma (2.9 percent), Louisiana (2.7 percent), Alabama (2.2 percent), Hawaii (2.1 percent), and Maine (1.7 percent).
- *IDEA*, Part B, served 9 percent of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander in “All states.” The percentages ranged from zero to 63.3 percent in the 40 states for which non-suppressed data were available. The percentage was larger than 50 percent in the following three states: Illinois (63.3 percent), New Jersey (57.3 percent), and North Dakota (54.5 percent). In contrast, the percentage was no more than 4 percent in the following five states: Missouri (4.0 percent), Oregon (3.8 percent), Arkansas (3.0 percent), West Virginia (0.0 percent), and the District of Columbia (0.0 percent).
- *IDEA*, Part B, served 6.5 percent of the resident population ages 3 through 5 who were White in “All states.” The percentages ranged from 2.2 to 11.1 percent in the 50 individual states. The percentage was larger than 10 percent in the following three states: Kentucky (11.1 percent), Arkansas (10.3 percent), and New York (10.2 percent). In contrast, the percentage was less than 4 percent in Texas (3.8 percent) and the District of Columbia (2.2 percent).
- *IDEA*, Part B, served 3.6 percent of the resident population ages 3 through 5 who were associated with multiple races in “All states.” The percentages ranged from 0.6 to 9.9 percent in the 48 individual states for which non-suppressed data were available. In the following four states, the percentage was larger than 6 percent: North Dakota (9.9 percent), Indiana (9.5 percent), Illinois (7.2 percent), and Kentucky (6.1 percent). In contrast, the percentage was no more than 1 percent in following three states: Alabama (1.0 percent), Pennsylvania (0.7 percent), and Montana (0.6 percent).

Part B Educational Environments

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, by educational environment in 2010?

Exhibit 54. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2010

State	In regular early childhood program ^{a, b}	Separate class ^c	Separate school ^c	Residential facility ^c	Home	Service provider location ^d
All states	62.9	23.1	2.8	0.1	2.5	8.7
Alabama	81.5	4.7	1.0	0.2	3.6	9.0
Alaska	50.8	41.9	x	x	1.3	5.6
Arizona	52.4	43.5	1.3	0.0	0.2	2.6
Arkansas	70.5	4.3	21.6	0.1	0.4	3.1
BIE schools	97.2	x	0.0	0.0	0.0	x
California	48.3	32.6	4.3	0.1	4.4	10.4
Colorado	92.9	4.0	0.7	0.0	0.2	2.2
Connecticut	79.9	13.6	0.6	0.4	0.2	5.2
Delaware	90.8	1.0	2.2	0.2	1.3	4.5
District of Columbia	79.8	16.4	3.2	0.0	x	x
Florida	50.5	39.5	5.5	#	0.7	3.8
Georgia	77.2	18.4	0.5	#	1.5	2.4
Hawaii	61.8	36.8	0.5	x	x	0.5
Idaho	44.2	41.5	5.9	x	x	7.7
Illinois	56.9	30.2	2.6	#	0.2	10.0
Indiana	52.5	32.7	1.6	0.1	0.3	12.8
Iowa	78.8	13.0	x	x	1.3	6.3
Kansas	67.5	30.3	0.2	0.0	1.7	0.3
Kentucky	88.5	7.6	0.5	x	x	3.0
Louisiana	81.2	5.0	x	x	4.8	8.9
Maine	74.9	12.5	4.1	0.0	0.7	7.7
Maryland	70.0	16.0	2.7	0.1	0.8	10.3
Massachusetts	78.5	12.0	1.1	x	x	8.2
Michigan	45.9	39.4	x	x	2.4	11.2
Minnesota	75.3	19.2	x	x	2.0	2.8
Mississippi	76.7	10.6	3.3	0.1	2.4	7.0
Missouri	68.5	21.7	1.5	0.0	0.8	7.5
Montana	62.7	17.1	6.7	0.0	0.5	12.9
Nebraska	73.3	14.7	x	x	8.9	1.7
Nevada	44.2	47.1	x	x	1.3	6.3
New Hampshire	87.3	x	0.0	0.0	0.0	x
New Jersey	57.9	34.8	6.5	0.1	0.3	0.5
New Mexico	55.9	23.1	13.8	x	0.0	7.1
New York	69.1	15.9	5.2	#	8.5	1.3
North Carolina	69.8	17.0	2.8	0.1	2.2	8.2

See notes at end of exhibit.

Exhibit 54. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2010—Continued

State	In regular early childhood program ^{a, b}	Separate class ^c	Separate school ^c	Residential facility ^c	Home	Service provider location ^d
North Dakota	61.0	30.9	1.6	x	x	5.8
Ohio	51.9	39.2	3.8	#	2.5	2.6
Oklahoma	74.4	15.9	0.7	0.5	1.2	7.3
Oregon	68.8	25.6	x	x	3.3	1.2
Pennsylvania	70.7	13.9	1.8	#	5.3	8.3
Puerto Rico	77.0	0.0	1.0	0.0	10.7	11.3
Rhode Island	52.7	21.7	2.2	x	x	22.2
South Carolina	71.8	18.0	0.7	0.2	1.0	8.3
South Dakota	82.8	10.8	1.3	0.2	1.0	3.9
Tennessee	82.7	12.7	1.0	0.0	0.7	3.0
Texas	32.0	18.8	0.1	0.1	0.6	48.5
Utah	48.1	41.8	0.7	0.1	0.4	9.0
Vermont	81.0	5.7	0.9	0.0	5.3	7.1
Virginia	62.1	27.2	0.4	0.1	3.1	7.2
Washington	64.1	24.3	2.9	x	x	8.3
West Virginia	82.9	9.6	x	x	1.0	6.2
Wisconsin	63.1	28.7	0.4	0.0	1.3	6.6
Wyoming	—	—	—	—	—	—

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.

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

^bThere are four educational environment categories for children attending *regular early childhood programs* that are defined based on the amount of time children spend in those programs and the location where the special education services are received. In particular, the categories refer to environments in which children attend a *regular early childhood program* at least 10 hours per week or less than 10 hours per week, and whether they receive the majority of hours of special education and related services in the *regular early childhood program* or in some other location.

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

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

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA, Part B*, by the state who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA, Part B*, by the state, then multiplying the result by 100. Percentage for "All states" was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA, Part B*, by all states who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA, Part B*, by all states, then multiplying the result by 100. 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," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, the combination of educational environments representing *regular early childhood programs* accounted for the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. Specifically, the percentage associated with these categories for “All states” was 62.9 percent.
- The combination of educational environments representing *regular early childhood programs* accounted for more children than any other category in 50 individual states. In 46 of those states, the percentage represented a majority of the children. In the following three states, the percentage was larger than 90 percent: BIE schools (97.2 percent), Colorado (92.9 percent), and Delaware (90.8 percent). Texas and Nevada were the exceptions. In Texas, the largest percentage of such children was reported in the category of *service provider location* (48.5 percent). In Nevada, the largest percentage of such children was reported in the category of a *separate class* (47.1 percent).

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment in 2010?

Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2010

State	In regular early childhood program ^{a, b}	Separate class ^c	Separate school ^c	Residential facility ^c	Home	Service provider location ^d
All states	58.9	22.9	3.2	#	2.3	12.7
Alabama	94.5	0.0	x	0.0	x	x
Alaska	84.7	11.9	x	x	0.0	x
Arizona	99.3	0.0	x	0.0	x	0.0
Arkansas	55.5	5.3	36.6	x	0.0	x
BIE schools	x	x	x	x	x	x
California	50.1	31.0	4.6	0.1	4.5	9.7
Colorado	90.5	8.5	x	0.0	x	x
Connecticut	91.3	x	x	0.0	x	0.0
Delaware	100	0.0	0.0	x	0.0	0.0
District of Columbia	87.9	12.1	0.0	0.0	x	x
Florida	58.2	35.5	3.9	x	x	2.0
Georgia	94.8	4.5	0.0	0.0	x	x
Hawaii	66.2	32.3	x	x	x	0.0
Idaho	74.4	25.6	0.0	x	x	0.0
Illinois	57.1	35.9	2.6	x	x	4.3
Indiana	64.3	26.6	x	x	0.0	8.7
Iowa	87.1	8.6	x	x	0.0	x
Kansas	78.9	20.8	x	0.0	0.0	x
Kentucky	97.3	x	0.0	x	x	0.0
Louisiana	89.6	x	x	x	0.0	x
Maine	x	0.0	x	0.0	x	0.0
Maryland	66.2	24.5	1.8	x	x	6.9
Massachusetts	84.5	13.6	0.0	x	x	1.8
Michigan	64.0	25.4	x	x	x	9.1
Minnesota	69.2	26.1	x	x	1.4	2.6
Mississippi	85.2	x	0.0	0.0	x	0.0
Missouri	82.3	11.4	x	0.0	x	3.8
Montana	81.8	0.0	0.0	0.0	x	x
Nebraska	91.2	4.8	x	x	x	0.0
Nevada	70.5	25.5	x	x	0.0	2.1
New Hampshire	94.4	x	0.0	0.0	0.0	x
New Jersey	76.3	21.3	1.5	0.0	x	x
New Mexico	87.9	11.0	x	x	0.0	0.0
New York	97.8	0.0	1.7	0.0	0.6	0.0
North Carolina	64.9	19.4	3.3	x	2.7	9.6
North Dakota	x	x	x	x	x	x
Ohio	64.5	32.2	0.0	0.0	x	x

See notes at end of exhibit.

Exhibit 55. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2010—Continued

State	In regular early childhood program ^{a, b}	Separate class ^c	Separate school ^c	Residential facility ^c	Home	Service provider location ^d
Oklahoma	75.0	20.5	x	0.0	x	x
Oregon	67.3	26.3	x	x	4.1	x
Pennsylvania	63.0	15.5	4.4	0.0	9.4	7.6
Puerto Rico ^f	x	0.0	x	0.0	x	0.0
Rhode Island	65.7	8.8	0.0	x	x	23.5
South Carolina	64.4	22.1	1.4	x	x	11.6
South Dakota	x	x	x	x	x	x
Tennessee	95.7	x	0.0	0.0	0.0	0.0
Texas	26.3	5.1	x	x	x	68.4
Utah	80.2	18.7	0.0	x	0.0	x
Vermont	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	89.7	9.3	x	x	0.0	x
Washington	77.1	18.9	x	x	x	3.2
West Virginia	94.4	x	x	x	0.0	0.0
Wisconsin	73.5	21.7	x	0.0	x	3.7
Wyoming	—	—	—	—	—	—

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

^bThere are four educational environment categories for children attending regular early childhood programs that are defined based on the amount of time children spend in those programs and the location where special education services are received. In particular, the categories refer to environments in which children attend a regular early childhood program at least 10 hours per week or less than 10 hours per week, and whether they receive the majority of hours of special education and related services in the regular early childhood program or in some other location.

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

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

^fLimited Spanish proficiency is the analogous measure for PR.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the state who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under IDEA, Part B, by the state who were limited English proficient, then multiplying the result by 100.

Percentage for "All states" was calculated for all states with available data by dividing the number of children ages 3 through 5 served under IDEA, Part B, by all states who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under IDEA, Part B, by all states who were limited English proficient, 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," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, the combination of educational environments representing *regular early childhood programs* accounted for the largest percentage of children ages 3 to 5 who were limited English proficient (LEP) and served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. Specifically, the percentage associated with these categories for “All states” was 58.9 percent.
- The combination of educational environments representing *regular early childhood programs* also accounted for more children ages 3 to 5 who were LEP than any other category in 45 of the 46 states for which non-suppressed data were available for all three categories of *regular early childhood programs*. In each of those 45 states, the percentage represented a majority of the children. In the following five states, the percentage was larger than 95 percent: Delaware (100 percent), Arizona (99.3 percent), New York (97.8 percent), Kentucky (97.3 percent), and Tennessee (95.7 percent). In Texas, the only other state for which non-suppressed data were available, the category of *service provider location* accounted for more children ages 3 to 5 who were LEP (68.4 percent) than any other category.

Part B Personnel

How did the states compare with regard to the following ratios in 2009:

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

Exhibit 56. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2009

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
All states	4.9	4.5	0.4
Alabama	4.4	4.1	0.3
Alaska	4.2	3.3	1.0
Arizona	4.7	4.1	0.5
Arkansas	4.9	3.8	1.1
BIE schools	7.4	7.1	0.5
California	3.1	3.0	0.1
Colorado	3.3	2.7	0.6
Connecticut	6.0	6.0	0.0
Delaware	0.0	0.0	0.0
District of Columbia	10.2	9.2	1.0
Florida	4.6	#	4.5
Georgia	5.0	4.6	0.4
Hawaii	11.6	10.2	1.3
Idaho	3.7	3.4	0.3
Illinois	4.1	4.1	#
Indiana	2.1	2.0	0.1
Iowa	8.5	8.5	0.0
Kansas	4.6	4.2	0.4
Kentucky	2.2	2.1	0.1
Louisiana	7.9	7.6	0.4
Maine	4.9	4.9	0.0
Maryland	4.7	4.3	0.4
Massachusetts	8.1	7.8	0.3

See notes at end of exhibit.

Exhibit 56. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2009—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
Michigan	3.2	3.2	0.0
Minnesota	4.8	4.6	0.2
Mississippi	1.4	1.2	0.2
Missouri	6.4	6.3	0.1
Montana	3.0	3.0	0.0
Nebraska	5.6	5.1	0.5
Nevada	6.2	4.5	1.6
New Hampshire	10.1	10.1	0.0
New Jersey	9.4	9.3	0.2
New Mexico	0.2	0.2	#
New York	7.3	7.0	0.3
North Carolina	5.2	5.0	0.3
North Dakota	5.5	5.5	0.0
Ohio	7.2	6.9	0.3
Oklahoma	5.4	5.3	0.1
Oregon	1.4	1.4	#
Pennsylvania	4.0	3.9	0.1
Puerto Rico	2.4	2.2	0.1
Rhode Island	4.6	4.5	0.1
South Carolina	6.3	6.0	0.3
South Dakota	0.2	0.2	0.0
Tennessee	4.0	3.7	0.3
Texas	6.7	6.6	#
Utah	2.7	2.5	0.2
Vermont	6.9	6.8	0.1
Virginia	5.2	5.2	#
Washington	4.2	4.2	0.1
West Virginia	5.7	4.2	1.5
Wisconsin	4.2	4.1	0.1
Wyoming	3.3	2.4	0.8

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

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

- In 2009, there were 4.9 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed in “All states” to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, per 100 children ages 3 through 5 served under *IDEA*, Part B. Ratios of 10 or more FTE *special education teachers* per 100 children were observed in three states: Hawaii (11.6 FTEs per 100 children), the District of Columbia (10.2 FTEs per 100 children), and New Hampshire (10.1 FTEs per 100 children). In contrast, the following three states had ratios smaller than 1 FTE per 100 children: New Mexico (0.2 FTE per 100 children), South Dakota (0.2 FTE per 100 children), and Delaware (0.0 FTE per 100 children).
- In 2009, there were 4.5 FTE highly qualified *special education teachers* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 children was observed for five states. Those states were Hawaii (10.2 FTEs per 100 children), New Hampshire (10.1 FTEs per 100 children), New Jersey (9.3 FTEs per 100 children), the District of Columbia (9.2 FTEs per 100 children), and Iowa (8.5 FTEs per 100 children). Yet a ratio smaller than 1 FTE highly qualified *special education teacher* per 100 children was found for the following three states that employed some FTE special education teachers: New Mexico (0.2 FTE per 100 children), South Dakota (0.2 FTE per 100 children), and Florida (smaller than 0.05 FTE per 100 children).
- In 2009, there was 0.4 FTE not highly qualified *special education teacher* employed in “All states” to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under *IDEA*, Part B. The ratio was smaller than 1 per 100 children for all but the following six states: Florida (4.5 FTEs per 100 children), Nevada (1.6 FTEs per 100 children), West Virginia (1.5 FTEs per 100 children), Hawaii (1.3 FTEs per 100 children), Arkansas (1.1 FTEs per 100 children), and the District of Columbia (1.0 FTE per 100 children).

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

SOURCE: U.S. Department of Education, 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,” 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Part B Child Count

How did the states compare with regard to the percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2010

State	2004	2010
All states	9.1	8.5
Alabama	8.4	7.1
Alaska	9.4	9.6
Arizona	8.2	7.6
Arkansas	9.2	8.1
California	7.3	7.0
Colorado	7.1	6.7
Connecticut	8.4	7.9
Delaware	9.1	8.5
District of Columbia	11.2	10.0
Florida	10.3	8.9
Georgia	8.6	7.2
Hawaii	7.5	6.4
Idaho	7.3	6.3
Illinois	10.0	9.4
Indiana	10.8	10.0
Iowa	10.0	9.1
Kansas	8.7	8.7
Kentucky	9.5	9.1
Louisiana	8.4	7.1
Maine	11.7	10.9
Maryland	8.1	7.3
Massachusetts	10.6	11.0
Michigan	9.3	8.9
Minnesota	8.8	9.4
Mississippi	8.7	7.9
Missouri	9.8	8.5
Montana	8.3	7.4
Nebraska	10.0	9.6
Nevada	8.3	7.1
New Hampshire	9.9	9.6
New Jersey	12.2	11.6
New Mexico	9.9	8.9
New York	9.3	9.5
North Carolina	9.2	8.0

See notes at end of exhibit.

Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2010—Continued

State	2004	2010
North Dakota	8.5	8.0
Ohio	9.3	9.4
Oklahoma	10.7	10.6
Oregon	8.9	9.1
Pennsylvania	9.5	9.9
Puerto Rico	8.3	13.1
Rhode Island	11.8	9.7
South Carolina	10.5	8.9
South Dakota	8.3	8.5
Tennessee	8.6	7.9
Texas	8.7	6.6
Utah	8.0	8.3
Vermont	8.7	9.2
Virginia	9.5	8.5
Washington	8.0	7.9
West Virginia	12.2	10.8
Wisconsin	8.9	8.8
Wyoming	9.5	—

— Percentage cannot be calculated because data were not available.

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

SOURCE: U.S. Department of Education, 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 2010. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2004 and 2010. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, 8.5 percent of the resident population ages 6 through 21 in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages observed for the 51 states ranged from 6.3 percent to 13.1 percent. Percentages of 10 or more were observed for the following six states: Puerto Rico (13.1 percent), New Jersey (11.6 percent), Massachusetts (11.0 percent), Maine (10.9 percent), West Virginia (10.8 percent), and Oklahoma (10.6 percent). Percentages less than 7 were observed for the following four states: Colorado (6.7 percent), Texas (6.6 percent), Hawaii (6.4 percent), and Idaho (6.3 percent).
- In 2004, 9.1 percent of the resident population ages 6 through 21 in the 52 states (“All states”) for which data were available were served under *IDEA*, Part B.

- For 11 of the 51 states for which data were available for both time periods, the percentage of the resident population served under *IDEA*, Part B, increased between 2004 and 2010. However, the increase represented a percent change of more than 10 percent in only Puerto Rico (57.3 percent).
- In 39 of the 51 states for which data were available for 2004 and 2010, the percentage of the population served decreased. In 18 states, the decrease represented a percent change of more than 10 percent, but the decrease represented a change larger than 20 percent in only Texas (-23.7 percent).

How did the states compare with regard to the percentage of the resident population ages 6 through 21 within each racial/ethnic group who were served under IDEA, Part B, in 2010?

Exhibit 58. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2010

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	14.8	4.1	11.4	7.9	13.3	8.2	5.7
Alabama	7.5	3.1	9.4	4.1	1.0	6.5	0.9
Alaska	15.3	5.6	13.3	8.0	11.6	8.5	7.4
Arizona	10.2	4.3	12.0	7.6	5.5	7.4	2.5
Arkansas	7.8	4.0	10.5	6.6	8.3	7.8	4.3
California	14.0	3.7	12.0	7.2	8.5	6.9	5.1
Colorado	12.9	3.8	11.0	7.7	6.9	6.0	5.0
Connecticut	16.9	3.9	11.2	9.2	9.8	7.3	3.3
Delaware	x	3.6	13.3	8.1	x	7.0	2.9
District of Columbia	3.6	1.5	14.6	7.6	14.6	1.6	1.4
Florida	15.0	4.2	11.2	8.5	10.7	8.3	9.7
Georgia	8.6	3.2	8.3	6.4	6.6	6.8	8.5
Hawaii	27.2	5.2	11.9	2.4	23.7	6.5	1.8
Idaho	11.6	4.5	11.3	5.6	8.9	6.4	4.2
Illinois	26.3	4.1	12.2	8.6	38.5	9.1	10.5
Indiana	20.8	3.7	12.6	7.4	10.4	9.7	17.2
Iowa	18.2	4.0	19.9	10.8	11.2	8.5	8.8
Kansas	14.6	4.5	13.3	8.1	13.5	8.4	8.3
Kentucky	8.2	4.0	12.2	5.9	4.5	9.1	5.8
Louisiana	7.7	3.0	9.2	3.4	4.4	6.3	2.0
Maine	18.5	5.9	14.1	9.1	16.3	11.1	3.5
Maryland	11.9	3.5	9.7	7.6	11.8	6.2	5.2
Massachusetts	16.9	4.8	14.3	14.9	30.4	10.4	9.3
Michigan	13.9	4.3	11.4	7.5	32.0	8.7	4.1
Minnesota	22.4	6.7	17.3	10.7	14.2	8.7	5.1
Mississippi	2.9	3.8	9.0	4.1	4.0	7.4	1.9
Missouri	11.1	4.9	11.8	5.6	3.7	8.4	3.5
Montana	13.1	6.5	15.3	5.3	25.8	7.1	1.5
Nebraska	19.8	5.7	14.4	10.5	13.1	9.0	11.0
Nevada	16.7	3.4	11.8	6.4	6.1	7.4	4.0
New Hampshire	10.6	3.3	15.2	7.3	x	10.1	x
New Jersey	10.4	5.3	14.9	10.5	49.3	12.4	2.7
New Mexico	9.8	4.9	12.7	9.2	3.8	8.2	4.7
New York	17.7	4.4	13.2	11.2	15.0	8.6	1.9
North Carolina	11.6	3.3	10.9	6.6	8.1	7.2	8.6

See notes at end of exhibit.

Exhibit 58. Percentage of the population ages 6 through age 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2010—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	12.0	3.6	12.1	0.2	29.2	7.8	11.5
Ohio	9.5	3.5	12.3	6.5	5.5	9.1	12.0
Oklahoma	17.5	5.1	14.7	7.6	5.6	10.5	4.0
Oregon	16.5	5.0	16.5	9.4	8.0	9.0	6.4
Pennsylvania	12.3	4.0	13.8	9.3	6.9	9.7	1.8
Rhode Island	21.5	4.0	13.8	11.5	12.3	9.2	6.8
South Carolina	7.3	3.9	11.8	6.1	6.5	7.7	7.6
South Dakota	11.8	6.2	14.5	8.3	13.1	8.1	2.8
Tennessee	7.2	3.9	10.1	5.4	5.1	7.7	1.6
Texas	11.5	2.7	9.3	6.6	8.3	6.0	5.7
Utah	15.2	4.9	14.8	8.8	8.8	8.3	2.4
Vermont	5.2	2.5	11.0	3.4	19.0	9.7	1.1
Virginia	13.5	4.6	11.7	9.4	12.3	7.6	7.5
Washington	16.4	4.3	14.5	9.1	13.7	7.6	5.2
West Virginia	x	5.0	13.9	5.4	x	11.1	2.6
Wisconsin	17.9	6.3	16.5	9.2	12.0	8.0	5.2
Wyoming	—	—	—	—	—	—	—

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

— Percentage cannot be calculated because data were not available.

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

Percentage for “All states” includes data for BIE schools and suppressed data.

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,” 2010. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau.

“Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010,” 2010. Data for PR were not available. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Larger percentages of the resident population ages 6 through 21 who were American Indian or Alaska Native and who were Native Hawaiian or Other Pacific Islander than of the resident populations of the other racial/ethnic groups were served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available. Specifically, 14.8 percent of the resident population who were American Indian or Alaska Native and 13.3 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In contrast, smaller percentages of the resident populations who were Asian and who were associated with more than one race were served under *IDEA*, Part B, in “All states.” Specifically, 4.1 percent of Asians and 5.7 percent of those who were associated with more than one race were served under Part B.

- *IDEA*, Part B, served 14.8 percent of the resident population who were American Indian or Alaska Native in “All states.” The percentages ranged from 2.9 to 27.2 percent in the 48 individual states for which non-suppressed data were available. In the following five states, the percentage was more than 20 percent: Hawaii (27.2 percent), Illinois (26.3 percent), Minnesota (22.4 percent), Rhode Island (21.5 percent), and Indiana (20.8 percent). In contrast, the percentage was less than 6 percent in Vermont (5.2 percent), the District of Columbia (3.6 percent), and Mississippi (2.9 percent).
- *IDEA*, Part B, served 4.1 percent of the resident population ages 6 through 21 who were Asian in “All states.” The percentages ranged from 1.5 to 6.7 percent in the 50 individual states. In the following four states, the percentage was 6 percent or more: Minnesota (6.7 percent), Montana (6.5 percent), Wisconsin (6.3 percent), and South Dakota (6.2 percent). In contrast, the percentage was less than 3 percent in Texas (2.7 percent), Vermont (2.5 percent), and the District of Columbia (1.5 percent).
- *IDEA*, Part B, served 11.4 percent of the resident population ages 6 through 21 who were Black or African American in “All states.” The percentages ranged from 8.3 to 19.9 percent in the 50 individual states. In the following six states, the percentage was 15 percent or more: Iowa (19.9 percent), Minnesota (17.3 percent), Oregon (16.5 percent), Wisconsin (16.5 percent), Montana (15.3 percent), and New Hampshire (15.2 percent). In contrast, the percentage was less than 10 percent in the following six states: Maryland (9.7 percent), Alabama (9.4 percent), Texas (9.3 percent), Louisiana (9.2 percent), Mississippi (9.0 percent), and Georgia (8.3 percent).
- *IDEA*, Part B, served 7.9 percent of the resident population ages 6 through 21 who were Hispanic/Latino in “All states.” The percentages ranged from 0.2 to 14.9 percent in the 50 individual states. In the following seven states, the percentage was 10 percent or more: Massachusetts (14.9 percent), Rhode Island (11.5 percent), New York (11.2 percent), Iowa (10.8 percent), Minnesota (10.7 percent), New Jersey (10.5 percent), and Nebraska (10.5 percent). In contrast, the percentage was less than 4 percent in four states: Louisiana (3.4 percent), Vermont (3.4 percent), Hawaii (2.4 percent), and North Dakota (0.2 percent).
- *IDEA*, Part B, served 13.3 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander in “All states.” The percentages ranged from 1 to 49.3 percent in the 47 states for which non-suppressed data were available. The percentage was 30 percent or more in the following four states: New Jersey (49.3 percent), Illinois (38.5 percent), Michigan (32.0 percent), and Massachusetts (30.4 percent). In contrast, the percentage was no more than 4 percent in the following four states: Mississippi (4.0 percent), New Mexico (3.8 percent), Missouri (3.7 percent), and Alabama (1.0 percent).
- *IDEA*, Part B, served 8.2 percent of the resident population ages 6 through 21 who were White in “All states.” The percentages ranged from 1.6 to 12.4 percent in the 50 individual states. The percentage was 10 percent or more in the following six states: New Jersey (12.4 percent), Maine (11.1 percent), West Virginia (11.1 percent), Oklahoma (10.5 percent), Massachusetts (10.4 percent), and New Hampshire (10.1 percent). In contrast, the percentage was less than 2 percent in the District of Columbia (1.6 percent).

- *IDEA*, Part B, served 5.7 percent of the resident population ages 6 through 21 who were associated with multiple races in “All states.” The percentages ranged from 0.9 to 17.2 percent in the 49 individual states for which non-suppressed data were available. In the following five states, the percentage was 10 percent or more: Indiana (17.2 percent), Ohio (12.0 percent), North Dakota (11.5 percent), Nebraska (11.0 percent), and Illinois (10.5 percent). In contrast, the percentage was less than 1 percent in Alabama (0.9 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of autism in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2004 and fall 2010

State	2004 percent	2010 percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
All states	2.7	6.4	3.6	133.6
Alabama	1.9	5.3	3.5	186.7
Alaska	2.2	4.6	2.4	111.2
Arizona	2.5	6.4	3.9	157.0
Arkansas	2.1	5.0	2.9	137.7
BIE schools	0.3	1.7	1.4	435.5
California	3.7	8.8	5.1	137.7
Colorado	1.5	4.7	3.2	219.2
Connecticut	3.7	9.2	5.5	151.7
Delaware	2.6	5.1	2.5	94.3
District of Columbia	1.5	3.8	2.3	148.4
Florida	1.9	5.1	3.2	169.5
Georgia	2.7	6.5	3.9	144.9
Hawaii	3.5	6.1	2.7	76.2
Idaho	2.8	7.8	5.0	181.2
Illinois	2.4	5.6	3.2	131.3
Indiana	3.6	7.3	3.8	105.3
Iowa	1.8	1.1	-0.7	-38.8
Kansas	2.0	4.1	2.1	102.4
Kentucky	1.8	4.1	2.3	130.4
Louisiana	2.1	4.3	2.2	106.7
Maine	3.0	7.9	4.9	162.2
Maryland	4.1	8.9	4.8	118.4
Massachusetts	3.1	6.6	3.5	112.3
Michigan	3.4	7.0	3.6	107.5
Minnesota	6.1	12.1	6.0	99.2
Mississippi	1.2	4.0	2.8	231.6
Missouri	2.5	6.2	3.7	152.4
Montana	1.5	3.7	2.2	150.8
Nebraska	1.7	4.8	3.1	181.1
Nevada	2.7	7.4	4.7	176.2
New Hampshire	2.4	5.6	3.2	135.1
New Jersey	2.5	5.7	3.2	124.9
New Mexico	0.9	3.4	2.5	269.8
New York	2.8	5.4	2.6	94.7
North Carolina	2.7	6.4	3.7	133.8
North Dakota	1.9	5.2	3.3	175.3
Ohio	2.6	6.4	3.7	141.6

See notes at end of exhibit.

Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2004 and fall 2010—Continued

State	2004 percent	2010 percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
Oklahoma	1.3	3.3	1.9	146.7
Oregon	6.3	10.3	4.0	63.8
Pennsylvania	2.7	6.8	4.1	148.7
Puerto Rico	1.0	1.8	0.8	79.6
Rhode Island	2.4	7.2	4.8	199.1
South Carolina	1.5	3.7	2.2	147.5
South Dakota	2.5	4.2	1.7	67.7
Tennessee	1.8	5.0	3.2	171.9
Texas	2.6	7.4	4.7	180.3
Utah	2.4	6.0	3.5	144.9
Vermont	2.5	6.4	4.0	159.9
Virginia	2.7	7.4	4.7	172.4
Washington	3.1	6.9	3.8	122.9
West Virginia	1.3	3.3	2.0	152.2
Wisconsin	3.4	6.9	3.5	102.8
Wyoming	1.7	—	—	—

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010, 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 exhibit.

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

SOURCE: U.S. Department of Education, 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,” 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 6.4 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *autism*. However, less than 2 percent of the students served in Puerto Rico (1.8 percent), BIE schools (1.7 percent), and Iowa (1.1 percent) were reported under the category of *autism*. In contrast, at least 8 percent of the students served in Minnesota (12.1 percent), Oregon (10.3 percent), Connecticut (9.2 percent), Maryland (8.9 percent), and California (8.8 percent) were reported under the category of *autism*.
- A larger percentage of students ages 6 through 21 served in “All states” in 2010 than in 2004 (2.7 percent) were reported under the category of *autism*. In addition, the percentage of students served who were reported under the category of autism was larger in 2010 than in 2004 in each of the 52 states for which data for both time periods were available, except

Iowa, which reported 1.8 percent and 1.1 percent of the students served in 2004 and 2010, respectively, under the category of *autism*.

- The percent change exceeded 63 percent for each of the 51 states in which more students who were served under *IDEA* were reported under the category of *autism* in 2010 than in 2004. A percent increase of more than 200 percent was found in the following four states: BIE schools (435.5 percent), New Mexico (269.8 percent), Mississippi (231.6 percent), and Colorado (219.2 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairments in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2004 and fall 2010

State	2004 percent	2010 percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
All states	8.4	12.1	3.7	44.5
Alabama	7.0	10.4	3.3	47.6
Alaska	5.7	13.3	7.6	132.9
Arizona	4.1	7.6	3.5	84.3
Arkansas	13.6	16.2	2.7	19.8
BIE schools	3.7	7.0	3.2	85.9
California	5.3	8.9	3.6	69.3
Colorado	—	—	—	—
Connecticut	15.8	19.3	3.4	21.6
Delaware	—	12.7	12.7	—
District of Columbia	3.0	8.4	5.5	185.1
Florida	4.8	7.4	2.7	56.8
Georgia	12.9	15.7	2.8	21.9
Hawaii	11.6	15.3	3.7	31.5
Idaho	7.5	13.2	5.7	75.3
Illinois	6.5	9.9	3.4	51.3
Indiana	5.1	9.2	4.1	80.1
Iowa	0.9	0.1	-0.8	-85.7
Kansas	12.1	12.4	0.3	2.2
Kentucky	13.9	17.3	3.4	24.5
Louisiana	11.0	12.9	1.9	17.2
Maine	13.6	19.8	6.2	45.3
Maryland	11.9	17.2	5.3	44.8
Massachusetts	4.7	9.2	4.5	96.8
Michigan	5.8	9.9	4.1	70.8
Minnesota	11.2	14.8	3.7	32.9
Mississippi	5.5	12.2	6.7	123.0
Missouri	10.2	16.7	6.6	64.7
Montana	9.1	11.5	2.4	26.8
Nebraska	10.5	13.7	3.2	30.8
Nevada	6.2	8.3	2.1	34.1
New Hampshire	16.0	18.1	2.2	13.5
New Jersey	8.8	15.9	7.1	81.5
New Mexico	6.7	8.0	1.3	20.0
New York	10.5	14.6	4.1	38.8
North Carolina	13.5	18.3	4.8	35.2
North Dakota	9.1	14.0	4.9	53.7
Ohio	6.8	12.6	5.8	85.3

See notes at end of exhibit.

**Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2004 and fall 2010—
Continued**

State	2004 percent	2010 percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
Oklahoma	7.4	12.8	5.3	72.1
Oregon	10.1	13.9	3.8	37.0
Pennsylvania	3.5	9.1	5.6	160.9
Puerto Rico	4.5	8.2	3.7	80.8
Rhode Island	14.5	16.0	1.5	10.4
South Carolina	6.7	11.1	4.3	64.2
South Dakota	8.2	11.5	3.3	39.7
Tennessee	10.1	11.8	1.7	16.8
Texas	11.2	13.0	1.8	16.4
Utah	5.0	7.7	2.6	53.0
Vermont	14.5	16.5	2.0	14.0
Virginia	15.3	19.5	4.2	27.6
Washington	18.0	19.7	1.7	9.3
West Virginia	9.0	12.6	3.6	40.2
Wisconsin	10.2	16.1	6.0	58.9
Wyoming	11.9	—	—	—

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010, 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 exhibit.

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

SOURCE: U.S. Department of Education, 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 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 12.1 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*. However, less than 8 percent of the students served in the following five states were reported under the category of *other health impairments*: Utah (7.7 percent), Arizona (7.6 percent), Florida (7.4 percent), BIE schools (7.0 percent), and Iowa (0.1 percent). In contrast, more than 18 percent of the students served in the following six states were reported under the category of *other health impairments*: Maine (19.8 percent), Washington (19.7 percent), Virginia (19.5 percent), Connecticut (19.3 percent), North Carolina (18.3 percent), and New Hampshire (18.1 percent).

- In 2004, 8.4 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*.
- In each of the 51 states for which data were available for both years, except Iowa, the percentage of students reported under the category of *other health impairments* was larger in 2010 than in 2004. In 2010, only 0.1 percent of the students ages 6 through 21 served under *IDEA*, Part B, in Iowa were reported under the category of *other health impairments*. The comparable figure for 2004 was 0.9 percent.
- The percent changes observed for the states for which an increase was found varied greatly. For example, a percent change increase of less than 10 percent was observed for Washington (9.3 percent) and Kansas (2.2 percent). In contrast, a percent change increase of more than 100 percent was observed for the following four states: the District of Columbia (185.1 percent), Pennsylvania (160.9 percent), Alaska (132.9 percent), and Mississippi (123.0 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disabilities in 2010, and how did the percentages change between 2004 and 2010?

Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2010

State	2004 percent	2010 Percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
All states	46.4	41.5	-4.9	-10.6
Alabama	48.9	48.1	-0.8	-1.6
Alaska	50.2	46.7	-3.5	-7.0
Arizona	55.1	48.6	-6.5	-11.8
Arkansas	39.8	36.8	-3.0	-7.5
BIE schools	62.2	51.7	-10.5	-16.9
California	53.0	46.4	-6.6	-12.4
Colorado	42.7	42.7	#	-0.1
Connecticut	39.8	35.1	-4.7	-11.8
Delaware	55.0	53.1	-1.9	-3.4
District of Columbia	47.7	42.4	-5.4	-11.2
Florida	49.3	45.0	-4.3	-8.7
Georgia	30.4	33.0	2.5	8.4
Hawaii	48.1	49.0	0.9	1.9
Idaho	47.8	32.4	-15.4	-32.3
Illinois	49.1	43.8	-5.3	-10.7
Indiana	40.3	36.6	-3.7	-9.1
Iowa	55.4	60.4	5.0	8.9
Kansas	42.7	41.3	-1.4	-3.2
Kentucky	19.5	16.6	-2.9	-14.7
Louisiana	37.6	32.4	-5.2	-13.8
Maine	36.6	32.8	-3.9	-10.5
Maryland	38.5	35.9	-2.5	-6.6
Massachusetts	46.7	34.6	-12.1	-25.9
Michigan	44.2	39.7	-4.6	-10.3
Minnesota	34.2	28.3	-5.9	-17.2
Mississippi	51.2	31.4	-19.8	-38.6
Missouri	43.5	31.1	-12.5	-28.7
Montana	52.7	44.7	-8.0	-15.2
Nebraska	37.0	35.1	-1.9	-5.1
Nevada	60.5	54.4	-6.1	-10.1
New Hampshire	46.2	42.1	-4.1	-8.9
New Jersey	46.9	39.4	-7.4	-15.8
New Mexico	53.5	43.3	-10.2	-19.0
New York	46.1	40.3	-5.8	-12.6
North Carolina	38.7	38.8	0.1	0.3
North Dakota	37.8	36.2	-1.6	-4.3
Ohio	40.7	42.2	1.5	3.8

See notes at end of exhibit.

Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2010—Continued

State	2004 percent	2010 Percent	Change between 2004 and 2010 ^a	Percent change between 2004 and 2010 ^b
Oklahoma	53.7	45.7	-8.1	-15.0
Oregon	44.9	38.1	-6.8	-15.2
Pennsylvania	55.4	49.3	-6.1	-11.1
Puerto Rico	57.9	55.5	-2.4	-4.2
Rhode Island	46.2	40.7	-5.5	-11.9
South Carolina	47.8	47.6	-0.3	-0.6
South Dakota	45.8	40.4	-5.5	-11.9
Tennessee	43.5	40.5	-3.0	-6.9
Texas	53.3	44.8	-8.5	-15.9
Utah	54.1	48.5	-5.6	-10.4
Vermont	34.4	33.3	-1.2	-3.4
Virginia	42.8	39.2	-3.6	-8.4
Washington	43.0	39.4	-3.6	-8.5
West Virginia	37.6	30.8	-6.8	-18.0
Wisconsin	41.4	33.4	-7.9	-19.2
Wyoming	43.7	—	—	—

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

— Percentage cannot be calculated because data were not available.

^aChange between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2004 and 2010 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2010, 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 exhibit.

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

SOURCE: U.S. Department of Education, 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 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 41.5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *specific learning disabilities*. The percentages of students reported under the category of *specific learning disabilities* ranged from 16.6 percent to 60.4 percent. The percentages for the following five states were larger than 50 percent: Iowa (60.4 percent), Puerto Rico (55.5 percent), Nevada (54.4 percent), Delaware (53.1 percent), and BIE schools (51.7 percent).
- A larger percentage (46.4 percent) of the students ages 6 through 21 served in “All states” under *IDEA*, Part B, were reported under the category of *specific learning disabilities* in 2004 than 2010. The percentage of students was smaller in 2004 than in 2010 in only five of the 52 states for which data were available for both time periods. Moreover, for each of these five

states, the increase between 2004 and 2010 represented a percent change of no more than 9 percent. The percentage increases were: 8.9 percent for Iowa, 8.4 percent for Georgia, 3.8 percent for Ohio, 1.9 percent for Hawaii, and 0.3 percent for North Carolina. In contrast, double-digit decreases were found for the following six of the 46 states for which a decrease was observed: Mississippi (-19.8 percent), Idaho (-15.4 percent), Missouri (-12.5 percent), Massachusetts (-12.1 percent), BIE schools (-10.5 percent), and New Mexico (-10.2 percent). These decreases represented a 38.6 percent decrease for Mississippi, a 32.3 percent decrease for Idaho, a 28.7 percent decrease for Missouri, a 25.9 percent decrease for Massachusetts, a 16.9 percent decrease for BIE schools, and a 19.0 percent decrease for New Mexico.

Part B Educational Environments

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment in 2010?

Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2010

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	60.5	20.1	14.2	3.0	0.4	0.4	0.3	1.1
Alabama	82.9	7.5	6.2	1.3	1.1	0.3	0.3	0.5
Alaska	58.8	26.5	11.5	1.9	0.4	0.3	0.5	0.1
Arizona	59.3	22.7	14.8	2.3	0.1	0.2	0.4	0.2
Arkansas	53.9	30.2	12.4	1.2	1.1	0.5	0.2	0.5
BIE schools	74.1	18.5	6.3	x	0.7	0.3	x	0.0
California	52.5	20.1	22.4	3.7	0.3	0.3	0.3	0.4
Colorado	72.0	16.4	8.1	2.0	0.7	0.3	0.4	0.1
Connecticut	71.0	14.8	5.3	5.8	1.4	0.1	0.6	1.0
Delaware	60.5	17.2	16.1	5.3	x	0.5	x	0.2
District of Columbia	42.4	18.4	10.3	26.3	1.8	x	0.8	x
Florida	67.8	12.1	14.6	2.6	0.2	0.7	1.4	0.6
Georgia	62.6	19.5	15.0	1.6	0.5	0.3	0.3	0.2
Hawaii	21.0	51.0	26.2	0.9	0.2	0.3	0.2	0.2
Idaho	61.9	25.3	10.9	0.9	0.3	0.1	0.4	0.2
Illinois	51.9	25.6	14.9	5.3	0.4	0.2	0.1	1.5
Indiana	67.9	16.2	12.6	1.0	0.5	0.7	0.2	0.8
Iowa	63.5	28.5	4.4	1.4	0.5	0.2	0.7	1.0
Kansas	65.1	23.0	7.2	1.9	0.5	0.2	0.6	1.7
Kentucky	71.4	16.6	9.2	0.7	0.3	0.9	0.3	0.7
Louisiana	61.1	20.4	13.7	0.3	0.1	0.9	0.3	3.1
Maine	55.5	29.9	10.8	2.6	0.5	0.2	0.1	0.4
Maryland	66.1	11.3	14.1	6.6	0.2	0.3	0.4	0.9
Massachusetts	57.5	20.0	15.0	5.8	0.7	0.2	0.2	0.7
Michigan	61.6	18.9	12.5	4.9	0.1	0.2	0.6	1.2
Minnesota	61.3	24.1	10.3	3.9	0.1	0.2	—	—
Mississippi	67.0	16.7	12.9	0.8	0.7	0.7	0.2	1.1
Missouri	58.6	25.7	9.3	2.9	x	x	0.8	1.9
Montana	50.9	33.8	12.7	0.9	0.8	0.1	0.2	0.8
Nebraska	74.0	14.8	6.0	2.4	0.3	0.3	0.1	2.0
Nevada	64.7	19.7	13.5	1.3	#	0.3	0.3	0.1
New Hampshire	75.5	14.0	7.8	1.6	0.7	0.2	x	x
New Jersey	45.0	25.4	15.2	6.9	0.3	0.3	0.3	6.8
New Mexico	53.9	24.0	20.3	0.5	0.3	0.4	0.2	0.5
New York	55.9	11.8	22.9	5.4	0.7	0.3	0.2	2.9
North Carolina	64.7	18.4	14.5	1.2	0.3	0.6	0.1	0.2

See notes at end of exhibit.

Exhibit 62. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2010—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
North Dakota	76.9	16.2	3.9	x	0.9	0.1	x	1.5
Ohio	56.8	24.3	11.7	3.4	0.2	0.7	#	2.8
Oklahoma	62.4	26.1	9.8	0.3	0.5	0.6	0.1	0.2
Oregon	70.8	15.7	10.7	1.1	0.1	0.3	0.4	0.8
Pennsylvania	60.7	25.0	9.6	3.8	0.5	0.2	0.2	#
Puerto Rico	80.7	5.2	8.1	1.8	0.0	1.4	#	2.8
Rhode Island	71.4	8.4	13.2	4.3	0.7	0.1	0.3	1.6
South Carolina	57.3	21.0	19.4	0.7	0.4	0.7	0.2	0.4
South Dakota	67.7	21.8	5.1	1.6	2.1	0.1	0.2	1.4
Tennessee	63.4	21.4	12.4	0.8	0.3	0.7	0.1	0.8
Texas	67.0	18.7	12.8	0.5	0.2	0.6	0.1	0.1
Utah	55.0	27.3	14.2	2.7	0.1	0.3	0.4	0.1
Vermont	73.4	12.6	7.1	4.9	0.9	0.2	0.1	0.8
Virginia	55.4	21.8	18.5	2.5	0.4	0.6	0.3	0.5
Washington	50.8	34.2	13.5	0.6	0.2	0.1	0.2	0.4
West Virginia	67.4	21.4	8.4	0.1	0.5	1.1	0.3	0.9
Wisconsin	56.1	30.3	10.6	0.8	0.2	0.2	0.3	1.5
Wyoming	—	—	—	—	—	—	—	—

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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 100. The 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,” 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 60.5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were educated *inside the regular class 80% or more of the day*. In 51 of the 52 individual states, a larger percentage of students were accounted for by this category of educational environment than any other category. Moreover, for 49 of the 52 states for which data were available, a majority of such students were *inside the regular class 80% or more of the day*. For four of those states, this category accounted for more than 75 percent of such students. The four states were Alabama (82.9 percent), Puerto Rico (80.7 percent), North Dakota (76.9 percent), and New Hampshire (75.5 percent). The only state that deviated from this pattern was Hawaii. In Hawaii, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for 51 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment in 2010?

Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2010

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	56.5	23.0	18.1	1.5	0.1	0.2	0.1	0.5
Alabama	83.2	9.8	5.6	0.5	0.8	x	0.0	x
Alaska	57.2	32.4	8.6	1.0	0.3	x	x	x
Arizona	65.8	26.4	7.7	x	x	x	0.0	0.0
Arkansas	59.4	27.2	12.8	x	0.0	0.3	x	x
BIE schools	71.0	x	6.3	x	0.0	0.3	x	0.0
California	50.7	23.0	23.2	2.5	0.1	0.2	0.2	0.1
Colorado	71.9	18.9	8.4	0.4	0.2	0.2	x	x
Connecticut	76.0	16.8	4.7	1.8	0.5	0.0	0.0	0.2
Delaware	57.3	21.9	18.0	x	x	x	x	0.0
District of Columbia	63.2	21.9	12.6	2.3	0.0	x	0.0	x
Florida	69.6	15.8	12.9	0.7	0.1	0.3	0.1	0.4
Georgia	67.2	24.5	7.9	0.2	x	0.1	x	x
Hawaii	16.9	53.5	27.9	1.3	x	x	x	x
Idaho	52.1	38.0	9.0	x	x	0.0	0.0	x
Illinois	48.2	31.1	19.2	1.3	0.1	x	x	0.1
Indiana	68.7	20.5	9.9	0.3	x	0.3	x	0.2
Iowa	60.7	36.0	2.9	x	0.0	0.0	x	0.2
Kansas	66.9	26.8	5.3	x	0.0	x	0.3	0.5
Kentucky	70.8	19.5	8.9	0.4	0.0	x	x	0.0
Louisiana	65.4	21.7	x	0.0	x	x	0.0	0.0
Maine	47.3	33.3	16.7	x	x	0.0	x	0.0
Maryland	72.4	10.0	14.6	2.7	0.2	x	x	x
Massachusetts	47.1	24.6	25.4	2.5	x	x	x	0.1
Michigan	69.9	18.4	9.8	1.7	x	0.0	x	x
Minnesota	62.4	27.2	8.8	1.4	x	x	—	—
Mississippi	75.6	14.8	x	0.0	0.0	x	x	0.0
Missouri	60.0	29.9	9.0	0.8	x	x	0.0	x
Montana	42.2	43.1	14.2	0.0	x	0.0	0.0	x
Nebraska	79.0	16.3	2.8	x	0.0	x	x	1.1
Nevada	59.5	27.8	12.1	0.3	x	x	0.1	x
New Hampshire	79.8	11.6	8.3	x	x	0.0	x	x
New Jersey	30.8	17.3	16.9	1.7	x	0.1	x	33.1
New Mexico	52.1	27.2	20.1	0.2	x	0.2	x	x
New York	49.3	9.1	38.0	3.2	#	#	0.0	0.3
North Carolina	64.4	23.2	11.4	0.7	0.1	0.3	x	x
North Dakota	68.8	26.5	4.7	x	0.0	0.0	x	0.0
Ohio	52.4	32.2	13.4	1.1	x	x	x	0.7
Oklahoma	50.2	38.1	11.2	0.2	x	0.3	x	x

See notes at end of exhibit.

Exhibit 63. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2010 —Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Oregon	73.9	17.9	7.8	0.3	x	0.1	x	0.1
Pennsylvania	49.9	35.6	12.4	1.6	0.2	0.1	x	x
Puerto Rico	85.4	x	7.9	x	0.0	x	0.0	x
Rhode Island	84.4	x	10.6	0.0	0.0	x	x	0.0
South Carolina	57.9	22.7	17.9	0.7	0.6	0.2	0.0	0.0
South Dakota	75.3	21.7	1.8	x	x	x	0.0	0.0
Tennessee	62.2	23.0	13.8	0.5	0.0	x	x	x
Texas	67.8	21.6	10.0	0.1	x	0.4	x	x
Utah	47.9	36.1	14.2	1.4	0.0	x	0.3	x
Vermont	75.6	16.0	6.1	x	x	0.0	0.0	0.0
Virginia	47.3	30.6	20.9	0.9	x	0.1	x	0.1
Washington	47.9	42.6	9.3	0.1	0.0	x	x	x
West Virginia	73.1	20.2	x	x	0.0	x	0.0	0.0
Wisconsin	55.2	34.6	7.7	0.7	x	x	x	0.8
Wyoming	—	—	—	—	—	—	—	—

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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

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

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,” 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a total of 56.5 percent of the students ages 6 through 21 who were limited English proficient and served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were educated *inside the regular class 80% or more of the day*. Moreover, in 49 of the 52 individual states, this educational environment accounted for the largest percentage of such students. In 41 of these 49 states, *inside the regular class 80% or more of the day* accounted for a majority of such students. In three of those states, more than 80 percent of such students were in this environment. The states were: Puerto Rico (85.4 percent), Rhode Island (84.4 percent), and Alabama (83.2 percent).
- In three states, an educational category other than *inside the regular class 80% or more of the day* accounted for more of the students ages 6 through 21 who were limited English proficient. In Hawaii and Montana, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for 53.5 percent and 43.1 percent of such students, respectively. In New Jersey, the category *parentally placed in private school* accounted for 33.1 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment in 2010?

Exhibit 64. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2010

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	42.1	18.3	21.3	13.1	2.0	1.1	1.8	0.2
Alabama	68.6	7.4	8.0	5.7	9.0	0.9	x	x
Alaska	38.3	22.5	17.6	13.7	1.9	x	4.3	x
Arizona	39.2	17.7	24.3	15.6	0.7	x	2.0	x
Arkansas	29.9	32.5	19.3	7.9	5.7	3.3	1.5	0.0
BIE schools	65.9	21.5	9.2	x	2.2	x	x	0.0
California	23.5	15.5	30.8	22.4	4.5	1.0	2.1	0.2
Colorado	55.1	14.6	13.4	8.6	4.7	x	2.9	x
Connecticut	42.1	11.0	15.6	19.9	7.5	0.9	2.8	0.2
Delaware	42.0	14.7	21.4	18.8	x	2.3	x	x
District of Columbia	19.5	11.4	13.4	45.5	7.4	x	x	0.0
Florida	40.1	13.6	26.3	11.3	0.3	0.4	7.8	0.3
Georgia	52.4	18.3	15.9	9.2	2.1	0.4	1.7	0.0
Hawaii	21.2	38.7	32.3	3.7	1.5	0.8	1.5	0.4
Idaho	48.0	22.2	16.1	8.1	x	x	4.3	0.0
Illinois	29.7	20.8	18.3	27.3	2.3	0.5	1.0	0.2
Indiana	47.9	17.0	23.6	4.2	2.8	2.4	1.5	0.5
Iowa	63.5	28.5	4.4	1.4	0.5	0.2	0.7	1.0
Kansas	45.7	22.0	12.6	12.4	2.4	0.4	4.1	0.4
Kentucky	48.2	19.2	20.9	3.6	x	4.2	2.1	x
Louisiana	47.2	22.7	22.3	0.4	0.6	2.9	3.7	0.3
Maine	41.9	24.7	20.1	10.3	2.1	x	0.5	x
Maryland	36.0	11.8	23.3	26.0	0.2	0.6	2.1	0.1
Massachusetts	33.9	12.8	23.8	25.8	1.8	0.5	1.2	0.2
Michigan	47.8	18.6	17.6	10.3	0.6	0.4	4.2	0.3
Minnesota	54.4	20.7	13.5	11.0	0.1	0.4	—	—
Mississippi	50.6	22.3	17.5	4.1	1.7	3.2	x	x
Missouri	42.4	27.3	14.0	9.7	x	2.6	3.6	x
Montana	36.6	30.6	19.3	6.2	6.2	x	x	0.0
Nebraska	67.0	11.7	8.4	9.7	1.8	0.4	0.6	0.4
Nevada	51.0	18.7	21.9	6.3	x	0.5	1.4	x
New Hampshire	60.2	14.9	14.9	6.6	3.1	x	x	0.0
New Jersey	32.9	20.2	20.1	21.1	1.5	1.4	2.4	0.4
New Mexico	37.7	18.7	37.5	x	2.7	0.9	1.6	x
New York	26.3	9.6	38.5	18.5	4.1	1.7	0.8	0.5
North Carolina	50.1	20.0	21.8	4.3	0.2	2.9	0.6	0.0
North Dakota	72.2	16.6	4.8	1.8	3.8	x	x	0.0
Ohio	34.2	20.7	22.0	18.8	1.4	2.4	0.3	0.2

See notes at end of exhibit.

Exhibit 64. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2010 —Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^e	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
Oklahoma	45.8	26.2	20.4	1.2	2.8	3.0	0.4	0.1
Oregon	53.9	15.9	20.1	6.3	0.2	0.9	2.3	0.3
Pennsylvania	43.4	21.7	15.9	14.9	2.4	x	1.3	x
Puerto Rico	82.8	4.0	8.3	1.7	0.0	1.6	0.0	1.5
Rhode Island	43.9	7.3	25.4	17.7	4.1	x	x	x
South Carolina	30.2	23.4	36.1	4.1	1.3	3.1	1.6	0.2
South Dakota	53.9	23.4	10.0	4.5	7.0	x	0.7	x
Tennessee	42.9	20.7	25.2	7.1	1.1	1.9	0.8	0.3
Texas	61.3	19.2	15.2	2.3	0.1	1.2	0.7	#
Utah	38.8	25.2	28.6	3.4	x	x	2.6	0.0
Vermont	57.1	9.7	11.5	17.6	3.0	x	0.5	x
Virginia	38.3	19.8	19.0	16.9	2.6	1.7	1.5	0.2
Washington	33.7	32.9	25.5	5.1	0.7	0.3	1.6	0.1
West Virginia	50.0	26.9	14.1	x	x	4.9	2.5	0.0
Wisconsin	53.1	27.2	14.9	2.0	0.5	0.6	1.4	0.3
Wyoming	—	—	—	—	—	—	—	—

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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 100. The 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,” 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a larger percentage (42.1 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available were educated *inside the regular class for 80% or more of the day* than in any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 46 of the 52 states. The percentage exceeded 50 percent in 18 states, including the following two states, in which the percentage exceeded 70 percent: Puerto Rico (82.8 percent) and North Dakota (72.2 percent).
- In the following two states, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance*: Hawaii (38.7 percent) and Arkansas (32.5 percent).
- In three states, the category of *inside the regular class less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance*. The three states were New York (38.5 percent), South Carolina (36.1 percent), and California (30.8 percent).
- The category of a *separate school* accounted for the largest percentage of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the District of Columbia (45.5 percent).

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of intellectual disabilities, by educational environment in 2010?

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2010

State	Inside the regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
All states	17.9	26.8	47.6	6.2	0.4	0.5	0.3	0.2
Alabama	45.5	22.7	26.8	3.0	1.5	0.2	0.1	0.1
Alaska	10.4	22.3	59.5	x	x	0.0	0.0	0.0
Arizona	7.7	15.9	72.7	3.1	x	0.4	0.2	x
Arkansas	13.4	41.0	41.3	1.6	2.1	0.4	x	x
BIE schools	24.2	37.6	35.7	0.0	1.9	x	x	0.0
California	7.5	13.2	68.1	10.3	0.2	0.5	0.1	0.1
Colorado	20.9	38.7	37.5	2.1	0.6	x	x	x
Connecticut	51.8	34.3	5.2	6.8	1.4	x	0.4	x
Delaware	12.2	19.7	55.5	11.8	x	0.4	x	x
District of Columbia	12.1	11.0	36.4	38.3	1.3	x	x	0.0
Florida	14.0	14.7	56.3	12.4	0.2	0.5	1.4	0.4
Georgia	21.2	22.6	53.5	1.2	0.6	0.7	x	x
Hawaii	4.7	29.1	65.8	x	x	x	x	0.0
Idaho	17.8	35.8	45.3	0.4	x	x	0.4	0.0
Illinois	6.7	25.5	54.9	12.0	0.4	0.2	x	x
Indiana	24.4	29.1	43.8	1.1	0.3	0.6	0.2	0.4
Iowa	63.5	28.5	4.4	1.4	0.5	0.2	0.7	1.0
Kansas	14.5	45.8	34.5	3.5	0.7	0.2	0.4	0.4
Kentucky	42.0	34.3	21.7	0.6	0.2	1.0	0.2	#
Louisiana	19.9	29.7	46.4	x	0.4	1.4	x	1.5
Maine	7.0	37.9	51.5	3.0	x	x	0.0	x
Maryland	11.2	21.7	56.6	9.7	0.2	0.2	0.2	0.2
Massachusetts	14.3	22.1	56.1	6.0	1.0	0.2	0.1	0.3
Michigan	13.7	22.2	44.6	18.4	0.3	0.1	0.5	0.3
Minnesota	8.6	39.9	42.3	8.6	0.1	0.4	—	—
Mississippi	15.3	23.4	58.1	0.6	2.0	0.5	x	x
Missouri	9.3	41.7	38.3	9.0	0.0	0.7	0.7	0.2
Montana	9.6	35.7	53.1	x	0.5	x	x	0.5
Nebraska	33.1	34.0	28.3	3.6	0.3	x	x	0.5
Nevada	5.2	17.7	73.8	3.0	0.0	x	x	0.0
New Hampshire	27.0	27.1	40.7	2.6	2.0	0.7	0.0	0.0
New Jersey	6.2	22.3	53.1	16.4	0.3	0.3	0.2	1.0
New Mexico	12.7	20.8	65.8	x	x	x	x	0.0
New York	5.2	13.0	60.3	19.6	0.8	x	x	0.8
North Carolina	14.4	27.1	53.4	3.9	0.2	0.8	0.2	#

See notes at end of exhibit.

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2010— Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^d	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% of the day	Less than 40% of the day					
North Dakota	17.6	53.5	24.8	x	1.8	x	0.0	0.0
Ohio	29.8	45.1	22.8	1.1	0.2	0.4	0.1	0.5
Oklahoma	13.9	40.0	44.2	0.5	0.4	0.8	0.2	0.0
Oregon	13.7	28.6	54.8	2.2	x	0.4	x	0.2
Pennsylvania	14.1	34.6	41.7	8.6	0.6	0.3	0.1	#
Puerto Rico	73.2	6.2	8.5	10.5	0.0	1.0	0.1	0.5
Rhode Island	22.5	15.6	55.8	5.1	x	0.0	0.0	x
South Carolina	7.3	16.2	71.0	3.4	x	1.2	0.4	x
South Dakota	16.3	54.0	20.9	4.4	3.8	x	x	0.4
Tennessee	14.7	23.8	58.2	1.4	0.4	0.9	0.3	0.2
Texas	9.2	26.1	62.4	1.6	0.1	0.5	0.1	#
Utah	7.5	20.7	61.2	9.8	x	0.3	0.3	x
Vermont	35.6	34.8	22.2	6.4	0.7	0.0	x	x
Virginia	14.0	32.0	49.3	2.9	0.5	1.1	0.2	0.1
Washington	4.1	34.2	60.4	0.8	x	0.2	x	0.1
West Virginia	24.7	43.7	29.2	x	0.5	1.6	0.2	x
Wisconsin	9.0	40.1	47.5	2.3	0.3	0.3	0.2	0.2
Wyoming	—	—	—	—	—	—	—	—

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.

^bStudents who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities*, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities*, then multiplying the result by 100. 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,” 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2010, a larger percentage (47.6 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 52 states (“All states”) for which data were available, was educated *inside the regular class less than 40% of the day* than in any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 36 of the 52 states. The percentage exceeded 50 percent in 25 states, including the following three states in which the percentage exceeded 70 percent: Nevada (73.8 percent), Arizona (72.7 percent), and South Carolina (71.0 percent).
- The educational environment category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the following nine states: South Dakota (54.0 percent), North Dakota (53.5 percent), Kansas (45.8 percent), Ohio (45.1 percent), West Virginia (43.7 percent), Missouri (41.7 percent), Colorado (38.7 percent), BIE schools (37.6 percent), and Nebraska (34.0 percent).
- In six states, the category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities*. The six states were Puerto Rico (73.2 percent), Iowa (63.5 percent), Connecticut (51.8 percent), Alabama (45.5 percent), Kentucky (42.0 percent), and Vermont (35.6 percent).
- The educational environment category of *separate school* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the District of Columbia (38.3 percent).

Part B Participation on State Assessments

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type in school year 2009–10?

Exhibit 66. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2009–10

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	80.1	79.2	73.2	0.7	1.1	#	9.9	8.6	6.0	8.2	8.5	9.0
Alabama	91.1	89.9	90.1	—	—	—	—	—	—	8.0	8.6	9.0
Alaska	92.1	91.2	87.7	—	—	—	—	—	—	6.5	6.7	7.2
Arizona	92.1	90.6	87.1	—	—	—	—	—	—	6.8	8.1	9.0
Arkansas	88.2	86.8	60.0	—	—	—	—	—	—	11.4	12.2	37.1
BIE schools	89.4	88.5	79.7	2.8	2.5	1.6	4.5	5.7	6.8	2.1	1.8	1.6
California	54.6	77.1	83.0	—	—	—	34.8	8.3	0.0	8.9	9.1	9.8
Colorado	88.5	87.4	85.4	—	—	—	—	—	—	9.9	9.4	9.6
Connecticut	63.5	67.7	64.3	—	—	—	25.5	19.7	16.0	10.2	9.5	9.7
Delaware	92.2	90.7	86.9	—	—	—	—	—	—	7.6	8.6	9.6
District of Columbia	88.1	88.1	68.6	—	—	—	—	—	—	8.6	6.4	5.1
Florida	90.9	88.1	35.2	—	—	—	—	—	—	7.9	8.7	4.6
Georgia	92.4	89.2	85.4	—	—	—	—	—	—	7.0	10.1	13.0
Hawaii	92.0	90.5	89.1	—	—	—	—	—	—	5.9	6.3	5.0
Idaho	91.5	86.7	88.0	—	—	—	—	—	—	7.4	11.9	10.1
Illinois	89.8	89.1	81.7	—	—	—	—	—	—	9.3	9.1	11.6
Indiana	84.7	82.1	66.9	8.6	7.2	—	—	—	—	5.9	8.2	9.3
Iowa	93.0	93.7	93.0	—	—	—	—	—	—	6.2	5.5	5.8
Kansas	71.8	65.8	63.9	0.0	0.0	0.0	19.5	24.5	26.3	7.8	8.1	8.5
Kentucky	92.9	89.0	86.7	—	—	—	—	—	—	6.5	10.0	12.2
Louisiana	77.0	58.3	53.3	—	—	—	17.7	33.7	31.4	5.2	7.3	14.3
Maine	—	—	—	—	—	—	—	—	—	—	—	—
Maryland	74.7	63.0	53.1	—	—	—	17.1	26.6	32.6	7.6	8.8	13.4

See notes at end of exhibit.

Exhibit 66. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2009–10—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Massachusetts	88.5	87.5	86.7	0.1	0.2	0.1	—	—	—	10.6	9.5	7.3
Michigan	77.8	74.4	72.0	—	—	—	5.7	6.4	—	15.0	16.2	20.1
Minnesota	88.7	86.9	83.1	—	—	—	—	—	—	9.8	10.7	11.2
Mississippi	86.6	84.4	97.1	—	—	—	—	—	—	11.6	11.7	—
Missouri	90.7	90.8	89.1	—	—	—	—	—	—	9.1	8.6	10.0
Montana	90.9	87.7	82.9	—	—	—	—	—	—	7.0	6.7	9.2
Nebraska	93.1	88.7	87.4	—	—	—	—	—	—	6.2	10.3	9.7
Nevada	91.5	91.2	89.9	—	—	—	—	—	—	7.9	7.7	7.5
New Hampshire	91.6	91.9	89.4	—	—	—	—	—	—	7.2	5.7	5.0
New Jersey	91.7	91.4	90.2	—	—	—	—	—	—	6.7	6.4	7.4
New Mexico	92.2	91.0	90.4	—	—	—	—	—	—	6.9	7.6	6.7
New York	91.0	89.0	97.3	0.0	0.0	0.0	0.0	0.0	0.0	7.5	7.1	8.8
North Carolina	72.0	68.7	63.4	—	—	0.2	21.3	23.2	—	6.2	7.2	6.7
North Dakota	70.4	66.1	66.7	—	—	—	19.3	21.5	16.9	7.7	9.4	11.6
Ohio	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	48.1	35.0	25.5	—	—	—	41.6	48.8	62.5	7.9	6.9	8.6
Oregon	87.1	90.1	86.2	—	—	—	—	—	—	12.0	8.1	8.8
Pennsylvania	81.0	76.1	70.5	—	—	—	9.5	13.1	16.4	8.8	8.8	9.4
Puerto Rico	95.2	93.3	91.8	—	—	—	—	—	—	3.8	3.8	4.6
Rhode Island	92.9	92.2	87.7	—	—	—	—	—	—	6.1	5.4	5.6
South Carolina	93.9	92.1	88.9	—	—	—	—	—	—	5.7	3.8	4.3
South Dakota	92.1	90.3	86.6	—	—	—	—	—	—	7.9	9.5	11.8
Tennessee	69.1	66.1	78.1	—	—	—	22.4	21.7	—	7.3	9.6	8.8
Texas	52.3	46.0	47.9	—	—	—	38.1	45.3	42.2	9.1	8.1	7.8
Utah	92.0	85.2	65.7	—	—	—	—	—	—	7.8	14.1	33.3
Vermont	89.7	92.0	85.7	—	—	—	—	—	—	8.9	5.4	4.7
Virginia	73.7	58.9	94.6	17.6	32.4	—	—	—	—	8.4	7.7	4.2

See notes at end of exhibit.

Exhibit 66. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2009–10—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Washington	92.0	90.6	79.9	—	—	—	—	—	—	5.6	4.9	5.5
West Virginia	90.6	86.6	83.1	—	—	—	—	—	—	7.7	9.5	10.9
Wisconsin	90.4	90.3	88.7	—	—	—	—	—	—	9.1	8.7	8.6
Wyoming	—	—	—	—	—	—	—	—	—	—	—	—

— 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 assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement content for the grade in which the student is enrolled.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in regular assessments even with accommodations. The student’s individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

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

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Math assessment data for 2009–10 were available for 50 states. Each of these states reported administering a *regular assessment based on grade-level academic achievement standards* to some students in grade 4, grade 8, and high school as well as an *alternate assessment based on alternate academic achievement standards* to some students in grades 4 and 8. All states except Mississippi reported administering an *alternate assessment based on alternate academic achievement standards* to some students in high school. In contrast, few states reported assessing any student with each of the other types of alternate assessment tests. Specifically, 44 states did not report assessing any student in grade 4 or grade 8 with an *alternate assessment based on grade-level academic achievement standards*, and 45 states did not report assessing any student in high school with this type of test. Thirty-six states did not report assessing any student in grade 4 or grade 8 with an *alternate assessment based on modified academic achievement standards*. Thirty-nine states did not report assessing any student in high school with an *alternate assessment based on modified academic achievement standards*.
- Of the four types of state math assessment tests, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in the 50 states (“All states”) for which data were available in grade 4 (80.1 percent), grade 8 (79.2 percent), and high school (73.2 percent).
- Compared to the other types of assessment tests, a *regular assessment based on grade-level academic achievement standards* was also taken by a larger percentage of students with disabilities in grade 4 in each of the 50 individual states and a larger percentage of students with disabilities in grade 8 and in high school in each of the individual states except Oklahoma. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment test taken by students with disabilities in grade 8 and in high school in Oklahoma. This type of test accounted for 48.8 percent of the students that were assessed in grade 8 and 62.5 percent of students assessed in high school.

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and student grade level in 2009–10?

Exhibit 67. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2009–10

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
	Grade 4	Grade 8	High school	Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
				Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	79.0	77.6	74.2	0.9	0.9	#	10.8	10.7	4.7	8.4	8.5	8.8
Alabama	91.2	90.1	89.9	—	—	—	—	—	—	8.0	8.6	9.1
Alaska	91.9	90.9	87.4	—	—	—	—	—	—	6.5	6.7	7.2
Arizona	92.1	90.6	87.9	—	—	—	—	—	—	6.8	8.1	9.0
Arkansas	88.2	86.8	79.7	—	—	—	—	—	—	11.4	12.2	18.1
BIE schools	90.3	88.3	86.1	2.4	2.9	1.5	4.3	5.7	3.2	2.1	1.8	1.5
California	47.5	50.9	79.0	—	—	—	41.5	36.7	0.0	8.9	9.0	9.7
Colorado	87.9	87.3	85.0	—	—	—	—	—	—	10.2	9.1	9.4
Connecticut	55.6	65.4	64.3	—	—	—	32.7	21.9	15.7	10.2	9.5	9.7
Delaware	92.4	90.6	87.3	—	—	—	—	—	—	7.5	8.6	9.7
District of Columbia	88.0	89.2	69.2	—	—	—	—	—	—	8.6	6.4	5.1
Florida	91.0	88.4	35.7	—	—	—	—	—	—	7.9	8.8	4.6
Georgia	92.2	89.0	84.0	—	—	—	—	—	—	7.0	10.1	12.9
Hawaii	92.3	90.6	89.1	—	—	—	—	—	—	5.9	6.3	5.0
Idaho	91.8	86.8	88.2	—	—	—	—	—	—	7.2	11.8	9.8
Illinois	89.8	89.3	81.5	—	—	—	—	—	—	9.3	9.1	11.6
Indiana	83.8	80.7	74.3	9.1	7.6	—	—	—	—	5.9	8.2	9.3
Iowa	93.2	93.8	92.4	—	—	—	—	—	—	6.2	5.6	5.8
Kansas	66.7	66.7	65.5	0.0	0.0	0.0	24.3	24.4	25.0	8.0	7.5	8.2
Kentucky	92.9	89.0	88.4	—	—	—	—	—	—	6.5	10.0	10.7
Louisiana	76.7	58.4	55.0	—	—	—	18.0	33.6	28.9	5.2	7.3	14.9
Maine	—	—	—	—	—	—	—	—	—	—	—	—
Maryland	74.3	62.9	48.6	—	—	—	17.6	27.0	36.5	7.6	8.8	14.0
Massachusetts	88.2	88.7	86.5	0.1	#	0.1	—	—	—	10.7	9.1	7.2

See notes at end of exhibit.

Exhibit 67. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2009–10—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	74.3	74.1	72.9	—	—	—	7.8	7.0	—	16.4	16.3	20.1
Minnesota	88.2	86.8	86.1	—	—	—	—	—	—	10.3	10.8	9.9
Mississippi	86.9	84.8	96.2	—	—	—	—	—	—	11.6	11.7	—
Missouri	90.8	90.9	90.3	—	—	—	—	—	—	9.1	8.6	9.1
Montana	88.4	88.1	85.1	—	—	—	—	—	—	7.0	6.7	9.2
Nebraska	125.2	88.6	89.1	—	—	—	—	—	—	9.6	10.8	10.0
Nevada	91.5	91.2	89.0	—	—	—	—	—	—	8.0	7.8	7.4
New Hampshire	91.5	91.5	89.7	—	—	—	—	—	—	7.2	5.7	5.1
New Jersey	91.7	91.9	90.2	—	—	—	—	—	—	6.7	6.4	7.4
New Mexico	92.3	91.1	90.5	—	—	—	—	—	—	6.9	7.6	6.8
New York	91.0	89.1	96.2	0.0	0.0	0.0	0.0	0.0	0.0	7.5	7.2	8.9
North Carolina	67.7	67.2	67.3	—	—	0.4	25.6	24.7	—	6.2	7.2	6.5
North Dakota	63.5	64.1	67.0	—	—	—	24.8	23.8	17.5	8.2	9.1	10.5
Ohio	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	41.0	35.6	27.3	—	—	—	48.3	48.8	58.2	7.9	7.0	8.7
Oregon	84.8	90.3	87.2	—	—	—	—	—	—	14.2	8.0	8.4
Pennsylvania	90.5	89.3	86.9	—	—	—	—	—	—	8.8	8.9	9.4
Puerto Rico	95.0	93.3	91.6	—	—	—	—	—	—	3.8	3.8	4.6
Rhode Island	92.9	92.5	88.8	—	—	—	—	—	—	6.1	5.4	5.7
South Carolina	93.8	92.2	89.0	—	—	—	—	—	—	5.8	3.8	4.3
South Dakota	92.1	90.2	86.6	—	—	—	—	—	—	7.9	9.5	11.8
Tennessee	69.2	66.5	74.1	—	—	—	22.3	21.4	—	7.3	9.6	9.4
Texas	50.5	50.9	56.5	—	—	—	39.6	40.2	33.6	9.1	8.1	7.6
Utah	92.1	89.3	87.0	—	—	—	—	—	—	7.7	10.2	11.4
Vermont	89.2	92.4	88.2	—	—	—	—	—	—	9.5	5.5	4.7
Virginia	67.6	65.3	89.2	23.7	26.2	—	—	—	—	8.4	7.7	9.7
Washington	91.9	90.5	81.7	—	—	—	—	—	—	5.6	5.0	5.5

See notes at end of exhibit.

Exhibit 67. Percentage of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2009–10—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
West Virginia	90.6	86.5	83.1	—	—	—	—	—	—	7.7	9.5	10.8
Wisconsin	90.0	90.1	88.7	—	—	—	—	—	—	9.2	8.8	8.6
Wyoming	—	—	—	—	—	—	—	—	—	—	—	—

— 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 assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level.

^bAlternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student’s individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessment.

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

^eAlternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

NOTE Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100. The students who participated in the regular reading assessments include students with limited English proficiency served under IDEA, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of PR, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Reading assessment data for 2009–10 were available for 50 states. Each of these states reported administering a *regular assessment based on grade-level academic achievement standards* to some students in grade 4, grade 8, and high school as well as an *alternate assessment based on alternate academic achievement standards* to some students in grades 4 and 8. All states except Mississippi reported administering an *alternate assessment based on alternate academic achievement standards* to some students in high school. In contrast, few states reported assessing any student with each of the other types of alternate assessment tests. Specifically, 44 states did not report assessing any student in grade 4 or grade 8 with an *alternate assessment based on grade-level academic achievement standards*, and 45 states did not report assessing any student in high school with this type of test. Thirty-seven states did not report assessing any student in grade 4 or grade 8 with an *alternate assessment based on modified academic achievement standards*. Forty states did not report assessing any student in high school with an *alternate assessment based on modified academic achievement standards*.
- Of the four types of reading assessment tests, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in the 50 states (“All states”) for which data were available in grade 4 (79.0 percent), grade 8 (77.6 percent), and high school (74.2 percent).
- Compared to the other types of assessment tests, a *regular assessment based on grade-level academic achievement standards* was also taken by a larger percentage of students with disabilities in grade 4, grade 8, and high school in each of the 50 individual states except Oklahoma. In Oklahoma, an *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment test taken by students with disabilities in grade 4 (48.3 percent), grade 8 (48.8 percent), and high school (58.2 percent).

Part B Exiting

How did the states compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, exiting IDEA, Part B, and school by graduating or dropping out in 2009–10, and how did the percentages change between 2007–08 and 2009–10?

Exhibit 68. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2007–08 and 2009–10

State	2007–08		2009–10		Change between 2007–08 and 2009–10 ^a		Percent change between 2007–08 and 2009–10 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All states	59.0	24.6	62.6	21.1	3.6	-3.5	6.0	-14.2
Alabama	30.0	26.2	37.9	19.9	8.0	-6.3	26.6	-24.0
Alaska	47.1	37.9	46.9	35.2	-0.2	-2.7	-0.5	-7.1
Arizona	70.4	28.6	80.2	19.0	9.8	-9.6	14.0	-33.5
Arkansas	78.9	18.7	80.4	16.3	1.5	-2.4	1.9	-12.8
BIE schools	52.1	39.6	37.3	57.3	-14.8	17.7	-28.5	44.7
California	50.9	21.5	54.0	20.1	3.1	-1.4	6.0	-6.4
Colorado	62.9	31.6	66.0	30.1	3.1	-1.6	4.9	-5.0
Connecticut	77.8	18.4	79.0	16.8	1.2	-1.6	1.5	-8.8
Delaware	51.7	38.5	48.8	43.8	-3.0	5.3	-5.7	13.9
District of Columbia	—	—	54.4	32.2	—	—	—	—
Florida	45.2	26.5	52.7	21.9	7.5	-4.6	16.7	-17.3
Georgia	37.3	27.8	43.0	27.1	5.7	-0.7	15.3	-2.7
Hawaii	79.2	4.4	70.7	16.8	-8.5	12.4	-10.8	285.1
Idaho	48.9	26.2	48.1	19.2	-0.8	-7.1	-1.6	-26.9
Illinois	74.0	24.2	75.7	17.5	1.7	-6.7	2.3	-27.8
Indiana	55.3	29.8	68.7	16.5	13.4	-13.3	24.2	-44.6
Iowa	70.9	26.2	70.2	24.7	-0.7	-1.5	-1.0	-5.9
Kansas	70.2	27.9	79.1	18.7	8.9	-9.2	12.7	-32.9
Kentucky	67.4	23.3	72.8	17.5	5.4	-5.8	8.1	-24.8
Louisiana	26.6	45.9	31.5	37.1	5.0	-8.8	18.7	-19.1
Maine	69.8	25.3	78.1	20.3	8.3	-5.0	11.8	-19.9
Maryland	61.9	26.0	65.8	22.0	3.9	-4.0	6.2	-15.3

See notes at end of exhibit.

Exhibit 68. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2007–08 and 2009–10—Continued

State	2007–08		2009–10		Change between 2007–08 and 2009–10 ^a		Percent change between 2007–08 and 2009–10 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Massachusetts	68.7	23.6	70.1	21.2	1.5	-2.4	2.1	-10.3
Michigan	69.3	28.1	71.4	25.9	2.1	-2.2	3.0	-7.9
Minnesota	78.8	20.7	88.3	10.6	9.5	-10.1	12.1	-49.0
Mississippi	23.0	16.8	25.2	10.3	2.2	-6.5	9.6	-38.6
Missouri	73.0	24.6	78.8	18.8	5.8	-5.8	8.0	-23.5
Montana	69.0	30.2	76.7	23.0	7.7	-7.1	11.2	-23.6
Nebraska	73.6	21.4	83.0	13.0	9.4	-8.4	12.7	-39.1
Nevada	14.6	40.9	32.9	47.4	18.3	6.5	124.8	16.0
New Hampshire	65.8	29.2	80.3	11.4	14.4	-17.8	21.9	-61.0
New Jersey	77.5	20.6	81.9	16.3	4.4	-4.4	5.7	-21.1
New Mexico	57.6	14.9	63.0	14.0	5.4	-0.9	9.4	-5.9
New York	50.4	27.3	52.6	27.3	2.2	0.0	4.3	0.1
North Carolina	53.7	36.7	62.6	30.5	8.9	-6.2	16.5	-17.0
North Dakota	73.1	22.4	69.6	24.5	-3.6	2.1	-4.9	9.4
Ohio	34.6	12.9	47.7	19.1	13.1	6.2	37.8	48.0
Oklahoma	69.0	30.4	81.1	18.4	12.2	-12.0	17.6	-39.6
Oregon	46.5	27.7	46.5	25.0	0.0	-2.6	-0.1	-9.5
Pennsylvania	86.6	12.2	87.7	10.6	1.1	-1.6	1.3	-13.2
Puerto Rico	51.8	38.7	48.4	41.6	-3.4	2.9	-6.6	7.5
Rhode Island	71.5	22.9	73.4	20.8	1.9	-2.1	2.7	-9.0
South Carolina	35.7	45.8	38.8	53.7	3.1	7.9	8.5	17.2
South Dakota	66.2	31.2	80.6	18.0	14.4	-13.2	21.8	-42.2
Tennessee	58.0	16.6	68.9	7.9	11.0	-8.6	19.0	-52.1
Texas	—	—	51.2	18.1	—	—	—	—
Utah	64.0	27.5	77.2	18.4	13.2	-9.0	20.7	-32.8
Vermont	—	—	74.2	22.6	—	—	—	—
Virginia	42.3	16.0	47.9	11.0	5.6	-4.9	13.2	-30.9
Washington	66.2	30.8	64.1	32.6	-2.1	1.8	-3.1	5.7

See notes at end of exhibit.

Exhibit 68. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2007–08 and 2009–10—Continued

State	2007–08		2009–10		Change between 2007–08 and 2009–10 ^a		Percent change between 2007–08 and 2009–10 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
West Virginia	65.0	27.4	66.7	24.6	1.8	-2.8	2.7	-10.2
Wisconsin	74.6	21.7	74.2	21.5	-0.4	-0.2	-0.6	-0.7
Wyoming	59.2	32.5	60.8	28.7	1.6	-3.9	2.7	-11.8

— Percentage cannot be calculated because data were not available.

^aChange between 2007–08 and 2009–10 was calculated for each state and “All states” by subtracting the percentage for 2007–08 from the percentage for 2009–10. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2007–08 and 2009–10 was calculated for each state and “All states” by subtracting the percentage for 2007–08 from the percentage for 2009–10, dividing the difference by the percentage for 2007–08, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma and dropped out*). For data on all seven categories of exiters, see exhibit 69. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, by the state who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under IDEA, Part B, by all states who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by all states who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2007–08, data are from the reporting period between July 1, 2007, and June 30, 2008. For 2009–10, data are from the reporting period between July 1, 2009, and June 30, 2010.

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,” 2007–08 and 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, a total of 62.6 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in “All states” *graduated with a regular high school diploma*. In the following three states, less than 34 percent of the students who exited services under *IDEA*, Part B, and school, *graduated with a regular high school diploma*: Nevada (32.9 percent), Louisiana (31.5 percent), and Mississippi (25.2 percent). Yet in the following nine states, more than 80 percent of such students *graduated with a regular high school diploma*: Minnesota (88.3 percent), Pennsylvania (87.7 percent), Nebraska (83.0 percent), New Jersey (81.9 percent), Oklahoma (81.1 percent), South Dakota (80.6 percent), Arkansas (80.4 percent), New Hampshire (80.3 percent), and Arizona (80.2 percent).
- In 2007–08, a total of 59 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 50 states (“All states”) for which data were available *graduated with a regular high school diploma*.
- In 39 of the 50 states for which data were available for 2007–08 and 2009–10, the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* increased. Of those 39 states, only the following seven were associated with a percent change increase larger than 20 percent: Nevada (124.8 percent), Ohio (37.8 percent), Alabama (26.6), Indiana (24.2), New Hampshire (21.9), South Dakota (21.8), and Utah (20.7). In contrast, the percent change decrease was larger than 10 percent in only two of the 11 states in which the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* decreased. The two states were BIE schools (-28.5 percent) and Hawaii (-10.8 percent).
- In 2009–10, a total of 21.1 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in “All states” *dropped out*. The percentages for the 53 states ranged from 7.9 percent to 57.3 percent. In the following six states, the percentage was less than 12 percent: New Hampshire (11.4 percent), Virginia (11.0 percent), Minnesota (10.6 percent), Pennsylvania (10.6 percent), Mississippi (10.3 percent), and Tennessee (7.9 percent). Yet in the following seven states, the percentage was more than 35 percent: BIE schools (57.3 percent), South Carolina (53.7 percent), Nevada (47.4 percent), Delaware (43.8 percent), Puerto Rico (41.6 percent), Louisiana (37.1 percent), and Alaska (35.2 percent).
- In 2007–08, a total of 24.6 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 50 states (“All states”) for which data were available *dropped out*.
- In 40 of the 50 states for which data were available for 2007–08 and 2009–10, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 40 states, the following five were associated with a percent change decrease of more than 40 percent: New Hampshire (-61.0 percent), Tennessee (-52.1 percent), Minnesota (-49.0 percent), Indiana (-44.6 percent), and South Dakota (-42.2 percent). A percent change increase of more than 25 percent was found for the following three of the 10 states for which an increase in the percentage of dropouts was found: Hawaii (285.1 percent), Ohio (48.0 percent), and BIE schools (44.7 percent).

How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2009–10?

Exhibit 69. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2009–10

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All states	37.9	8.9	12.8	0.8	0.2	9.9	29.6
Alabama	24.4	24.2	12.8	2.6	0.3	6.0	29.7
Alaska	30.4	10.6	22.8	x	x	13.8	21.4
Arizona	45.0	—	10.7	0.2	0.2	9.8	34.0
Arkansas	38.1	1.2	7.7	0.1	0.2	6.0	46.7
BIE schools	17.8	2.1	27.3	0.0	0.5	11.9	40.4
California	28.2	12.1	10.5	1.2	0.2	9.4	38.4
Colorado	33.2	0.8	15.1	1.0	0.2	10.1	39.6
Connecticut	58.7	1.0	12.5	2.0	0.2	15.1	10.6
Delaware	22.7	2.0	20.4	1.0	0.4	9.3	44.3
District of Columbia	47.6	11.0	28.2	0.0	x	x	4.5
Florida	26.8	12.7	11.1	—	0.2	5.9	43.2
Georgia	26.9	18.5	17.0	—	0.3	7.3	30.1
Hawaii	51.4	5.3	12.2	3.4	0.3	17.8	9.4
Idaho	25.8	15.4	10.3	x	x	13.5	32.9
Illinois	46.3	2.4	10.7	1.5	0.3	8.5	30.2
Indiana	51.2	10.4	12.3	0.4	0.3	6.4	19.1
Iowa	49.7	2.8	17.5	0.5	0.4	18.6	10.5
Kansas	44.6	—	10.5	1.0	0.2	13.5	30.1
Kentucky	49.8	6.0	12.0	0.4	0.2	13.5	18.1
Louisiana	22.1	20.7	26.0	0.8	0.6	19.4	10.4
Maine	60.5	0.8	15.7	x	x	16.8	5.8
Maryland	40.9	6.6	13.7	0.8	0.2	10.1	27.7
Massachusetts	53.6	3.9	16.2	2.6	0.2	9.3	14.3
Michigan	41.1	1.3	14.9	—	0.2	8.0	34.4
Minnesota	69.8	—	8.3	0.6	0.3	5.8	15.2
Mississippi	19.7	49.5	8.1	0.6	0.4	4.2	17.6
Missouri	52.2	0.2	12.5	1.1	0.3	11.9	21.8
Montana	48.4	—	14.5	x	x	12.3	24.6
Nebraska	65.8	2.0	10.3	1.0	0.2	17.6	3.1
Nevada	18.3	8.6	26.3	1.9	0.5	8.2	36.3
New Hampshire	52.7	4.0	7.5	1.2	0.3	24.1	10.2
New Jersey	58.7	—	11.7	1.1	0.2	4.9	23.5
New Mexico	48.6	17.5	10.8	x	x	8.5	14.5
New York	30.1	10.7	15.6	0.7	0.2	5.7	37.1
North Carolina	35.9	3.6	17.5	0.1	0.3	12.6	30.0
North Dakota	40.4	x	14.2	2.9	x	12.6	29.4
Ohio	25.9	17.7	10.3	0.1	0.2	1.6	44.1

See notes at end of exhibit.

Exhibit 69. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2009–10—Continued

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
Oklahoma	42.6	—	9.6	x	x	5.8	41.6
Oregon	24.6	12.0	13.2	2.9	0.2	12.8	34.3
Pennsylvania	55.8	0.4	6.7	0.6	0.2	6.2	30.2
Puerto Rico	37.4	5.3	32.2	2.1	0.3	11.9	10.7
Rhode Island	38.6	0.6	11.0	2.2	0.2	11.4	35.9
South Carolina	25.1	1.0	34.7	3.6	0.3	6.8	28.5
South Dakota	45.1	—	10.1	0.4	0.4	21.4	22.7
Tennessee	43.6	13.4	5.0	1.0	0.3	4.0	32.8
Texas	35.3	20.7	12.5	0.1	0.3	16.3	14.9
Utah	47.6	2.4	11.4	0.0	0.2	13.6	24.8
Vermont	42.2	x	12.9	0.8	x	19.3	23.8
Virginia	24.8	21.0	5.7	0.1	0.2	35.1	13.1
Washington	32.5	1.5	16.5	x	0.1	x	49.3
West Virginia	45.5	5.6	16.7	x	x	6.7	25.2
Wisconsin	51.6	1.6	15.0	1.2	0.2	25.7	4.7
Wyoming	27.5	3.1	13.0	x	x	15.7	39.0

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

— Percentage cannot be calculated because data were not available.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” includes suppressed data. Data are from the reporting period between July 1, 2009, and June 30, 2010.

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,” 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, 37.9 percent of students ages 14 through 21 exiting *IDEA*, Part B, in “All states” *graduated with a regular high school diploma*. The percentage for this exit reason category was larger than that for each of the other exit reason categories. The prevalence of this category is underscored by the finding that in 34 of the 53 states, this category was associated with the largest percentage of students who exited special education. In 12 of those states, this category represented a majority of the students who exited special education. In the following three states, the percentage was more than 60 percent: Minnesota (69.8 percent), Nebraska (65.8 percent), and Maine (60.5 percent).

- The second most prevalent exit reason, accounting for 29.6 percent of students who exited special education in “All states” in 2009–10, was *moved, known to be continuing* in education. In 15 of the 53 states, this category accounted for the largest percentage of students who exited special education. Yet in no state was a majority of students who exited special education associated with this exit reason category.
- Four states presented somewhat distinct distributions of exit reasons for students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2009–10. In Louisiana and South Carolina, the largest percentage of the students, representing 26 percent and 34.7 percent, respectively, was associated with the category of *dropped out*. In Mississippi, the largest percentage of the students exiting special education, representing 49.5 percent, was classified as *received a certificate*. In Virginia, the largest percentage of the students exiting special education, representing 35.1 percent, was classified as *transferred to regular education*.

How did the states that used exit exams for students with disabilities and states that did not use exit exams in 2009–10 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?

Exhibit 70. 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: 2009–10

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Used exit exams ^a	Alabama	37.9	37.6	19.9	4.1	0.4
	Alaska	46.9	16.3	35.2	x	x
	Arizona	80.2	—	19.0	0.4	0.4
	California	54.0	23.1	20.1	2.4	0.4
	Florida	52.7	25.0	21.9	—	0.4
	Georgia	43.0	29.5	27.1	—	0.4
	Idaho	48.1	28.7	19.2	x	x
	Indiana	68.7	13.9	16.5	0.5	0.4
	Louisiana	31.5	29.4	37.1	1.1	0.8
	Maryland	65.8	10.7	22.0	1.2	0.3
	Massachusetts	70.1	5.0	21.2	3.4	0.3
	Mississippi	25.2	63.2	10.3	0.7	0.5
	Nevada	32.9	15.5	47.4	3.4	0.9
	New Jersey	81.9	—	16.3	1.6	0.2
	New Mexico	63.0	22.7	14.0	x	x
	New York	52.6	18.6	27.3	1.2	0.4
	North Carolina	62.6	6.3	30.5	0.1	0.5
	Ohio	47.7	32.7	19.1	0.2	0.3
	South Carolina	38.8	1.5	53.7	5.6	0.5
	Tennessee	68.9	21.2	7.9	1.6	0.4
	Texas	51.2	30.1	18.1	0.1	0.5
Virginia	47.9	40.6	11.0	0.2	0.3	
Washington	64.1	3.0	32.6	x	0.3	
Did not use exit exams ^a	Arkansas	80.4	2.6	16.3	0.3	0.4
	Colorado	66.0	1.7	30.1	1.9	0.4
	Connecticut	79.0	1.3	16.8	2.6	0.2

See notes at end of exhibit.

Exhibit 70. 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: 2009–10—Continued

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Did not use exit exams ^a	Delaware	48.8	4.4	43.8	2.1	0.9
	District of Columbia	54.4	12.6	32.2	0.0	x
	Hawaii	70.7	7.3	16.8	4.7	0.4
	Illinois	75.7	3.9	17.5	2.5	0.5
	Iowa	70.2	3.9	24.7	0.7	0.5
	Kansas	79.1	—	18.7	1.8	0.4
	Kentucky	72.8	8.7	17.5	0.7	0.3
	Maine	78.1	1.0	20.3	x	x
	Michigan	71.4	2.3	25.9	—	0.4
	Minnesota	88.3	—	10.6	0.8	0.3
	Missouri	78.8	0.3	18.8	1.7	0.4
	Montana	76.7	—	23.0	x	x
	Nebraska	83.0	2.5	13.0	1.3	0.2
	New Hampshire	80.3	6.2	11.4	1.8	0.4
	North Dakota	69.6	x	24.5	5.0	x
	Oklahoma	81.1	—	18.4	x	x
	Oregon	46.5	22.7	25.0	5.4	0.3
	Pennsylvania	87.7	0.6	10.6	0.9	0.2
	Rhode Island	73.4	1.2	20.8	4.2	0.4
	South Dakota	80.6	—	18.0	0.7	0.7
Utah	77.2	4.0	18.4	0.0	0.4	
Vermont	74.2	x	22.6	1.5	x	
West Virginia	66.7	8.3	24.6	x	x	
Wisconsin	74.2	2.3	21.5	1.7	0.3	
Wyoming	60.8	6.8	28.7	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 exhibit provides percentages for the five categories of exiters from both special education and school. For data on all seven categories of exiters, see exhibit 69. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories, then multiplying the result by 100. Information about PR and BIE schools was not available in the data source used to classify states regarding the use of exit exams. Exiting data are from the reporting period between July 1, 2008, and June 30, 2009.

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,” 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>. Thurlow, M., Vang, M., & Cormier, D. (2010). *Earning a High School Diploma Through Alternative Routes* (Synthesis Report 76). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Table 1, <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis76/Synthesis76.pdf>, accessed Feb. 2011.

- In 2009–10, exit exams were required of students with disabilities by 23 of the 51 states for which data were available. The distribution of exit reasons for students ages 14 through 21 served under *IDEA*, Part B, who exited special education and school in 2009–10 was generally different for the group of states that used exit exams and the group of states that did not use exit exams. The most notable differences concerned the percentages of students associated with two categories: *graduated with a regular high school diploma* and *received a certificate*.
- On average, 73.1 percent of the students with disabilities who exited special education and school in 2009–10 in the 28 states that did not use exams and for which data were available were reported in the category of *graduated with a regular high school diploma*. In contrast, the comparable measure for students with disabilities who exited special education and school in the 23 states that used exams was 53.7 percent.
- Of all of the exit reason categories, *graduated with a regular high school diploma* was associated with the largest percentage of exiting students in all 28 of the states that did not use exit exams and for which data were available. Moreover, in 26 of the 28 states that did not use exit exams and for which data were available, the percentage of the exiting students who *graduated with a regular high school diploma* represented a majority. In 21 of those states, this percentage represented at least 70 percent of the exiting students, and in the following two of those states, the percentage was larger than 85 percent: Minnesota (88.3 percent) and Pennsylvania (87.7 percent).
- *Graduated with a regular high school diploma* was associated with the largest percentage of exiting students in 19 of the 23 states that used exit exams. The percentage of students reported in the category of *graduated with a regular high school diploma* represented a majority of exiting students with disabilities in 2009–10 in only 13 of 23 states that used exit exams. The percentage exceeded 70 percent of the exiting students in only the following three of those states: New Jersey (81.9 percent), Arizona (80.2 percent), and Massachusetts (70.1 percent).
- On average, 5 percent of the students with disabilities who exited special education and school in 2009–10 in the 21 states that did not use exams and for which data were available were reported in the category of *received a certificate*. The comparable average for students with disabilities who exited special education and school in the 21 states that used exams and for which data were available was 22.6 percent. In one state that used exit exams during 2009–10, the largest percentage of exiters was associated with the category *received a certificate*. Specifically, in Mississippi, 63.2 percent of the exiters *received a certificate*.
- On average, 21.1 percent of the students with disabilities who exited special education and school in 2009–10 in the 28 states that did not use exams and for which data were available were reported in the category of *dropped out*. The comparable average for students with disabilities who exited special education and school in the 23 states that used exams was 23.8 percent. For the following three states that used exit exams during 2009–10, the largest percentage of exiters was associated with the category of *dropped out*: South Carolina (53.7 percent), Nevada (47.4 percent), and Louisiana (37.1 percent).

Part B Personnel

How did the states compare with regard to the following ratios in 2009:

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

Exhibit 71. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2009

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
All states	6.6	6.2	0.5
Alabama	6.8	6.4	0.4
Alaska	6.6	5.7	0.9
Arizona	5.8	5.2	0.6
Arkansas	7.4	6.8	0.5
BIE schools	7.8	7.3	0.5
California	3.4	3.3	0.2
Colorado	6.7	6.0	0.7
Connecticut	8.7	8.6	#
Delaware	3.6	3.2	0.4
District of Columbia	5.9	4.8	1.1
Florida	4.2	2.7	1.5
Georgia	10.5	9.7	0.8
Hawaii	11.4	9.3	2.1
Idaho	4.0	3.8	0.2
Illinois	7.7	7.7	#
Indiana	4.3	4.1	0.3
Iowa	9.0	9.0	0.0
Kansas	7.4	4.6	2.8
Kentucky	7.7	7.5	0.2
Louisiana	7.6	6.9	0.7
Maine	6.8	6.4	0.4
Maryland	10.3	8.6	1.7
Massachusetts	5.9	5.6	0.3

See notes at end of exhibit.

Exhibit 71. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2009—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
Michigan	6.4	6.4	#
Minnesota	7.2	6.9	0.3
Mississippi	1.7	1.2	0.5
Missouri	7.6	6.7	0.9
Montana	5.7	5.5	0.2
Nebraska	5.9	5.7	0.2
Nevada	6.5	5.8	0.8
New Hampshire	8.9	8.9	0.0
New Jersey	8.2	8.0	0.2
New Mexico	5.4	5.3	0.1
New York	10.8	10.1	0.7
North Carolina	6.5	6.4	0.1
North Dakota	6.7	6.7	0.0
Ohio	7.8	7.5	0.3
Oklahoma	3.8	3.7	0.1
Oregon	4.4	4.1	0.3
Pennsylvania	8.0	7.7	0.3
Puerto Rico	4.8	4.3	0.5
Rhode Island	8.6	8.4	0.2
South Carolina	6.3	6.0	0.3
South Dakota	5.5	5.3	0.2
Tennessee	6.7	6.2	0.5
Texas	5.0	4.9	0.1
Utah	5.0	4.3	0.7
Vermont	9.1	8.8	0.4
Virginia	9.4	8.3	1.1
Washington	4.8	4.7	0.1
West Virginia	9.7	8.8	0.9
Wisconsin	7.1	6.9	0.2
Wyoming	5.3	5.0	0.2

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

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

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

- In 2009, there were 6.6 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by “All states” to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 10 or more FTE *special education teachers* per 100 students was found for the following four of the 53 states for which data were available: Hawaii (11.4 FTEs per 100 students), New York (10.8 FTEs per 100 students), Georgia (10.5 FTEs per 100 students), and Maryland (10.3 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students was found for the following four states: Oklahoma (3.8 FTEs per 100 students), Delaware (3.6 FTEs per 100 students), California (3.4 FTEs per 100 students), and Mississippi (1.7 FTEs per 100 students).
- In 2009, there were 6.2 FTE highly qualified *special education teachers* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 students was found for the following four states: New York (10.1 FTE per 100 students), Georgia (9.7 FTEs per 100 students), Hawaii (9.3 FTEs per 100 students), and Iowa (9.0 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE highly qualified *special education teachers* per 100 students was found for the following six states: Idaho (3.8 FTEs per 100 children), Oklahoma (3.7 FTEs per 100 children), California (3.3 FTEs per 100 children), Delaware (3.2 FTEs per 100 children), Florida (2.7 FTEs per 100 children), and Mississippi (1.2 FTEs per 100 children).
- In 2009, there was 0.5 FTE not highly qualified *special education teacher* employed by “All states” to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students for all but two of the 53 states for which data were available. The two states were: Kansas (2.8 FTEs per 100 students) and Hawaii (2.1 FTEs per 100 students).

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,” 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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

Part B Discipline

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during school year 2009–10?

Exhibit 72. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2009–10

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All states	14
Alabama	15
Alaska	0
Arizona	5
Arkansas	5
BIE schools	7
California	2
Colorado	20
Connecticut	3
Delaware	8
District of Columbia	0
Florida	2
Georgia	9
Hawaii	3
Idaho	36
Illinois	2
Indiana	26
Iowa	x
Kansas	71
Kentucky	3
Louisiana	22
Maine	2
Maryland	4
Massachusetts	2
Michigan	#
Minnesota	2
Mississippi	8
Missouri	16
Montana	39
Nebraska	5
Nevada	3

See notes at end of exhibit.

Exhibit 72. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2009–10—Continued

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
New Hampshire	x
New Jersey	#
New Mexico	6
New York	16
North Carolina	8
North Dakota	x
Ohio	2
Oklahoma	12
Oregon	3
Pennsylvania	25
Puerto Rico	13
Rhode Island	x
South Carolina	14
South Dakota	11
Tennessee	69
Texas	59
Utah	39
Vermont	x
Virginia	7
Washington	72
West Virginia	x
Wisconsin	1
Wyoming	—

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

— Ratio cannot be calculated because data were not available.

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

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

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for "All states" was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. Ratio for "All states" includes suppressed data. The numerator is based on data from the entire 2009–10 school year, whereas the denominator is based on point-in-time data from fall 2009.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009 by the 52 states (“All states”) for which data were available, 14 children and students were removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury to others in school year 2009–10.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during school year 2009–10 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009 in the 46 states for which data were available and not suppressed, ranged from zero to 72. In nine states, fewer than 2 per 10,000 children and students served were removed to an interim alternative educational setting by school personnel. The states were Maine (2 per 10,000 children and students), Illinois (2 per 10,000 children and students), Florida (2 per 10,000 children and students), Minnesota (2 per 10,000 children and students), Wisconsin (1 per 10,000 children and students), Michigan (smaller than 5 per 100,000 children and students), New Jersey (smaller than 5 per 100,000 children and students), Alaska (0 per 10,000 children and students), and the District of Columbia (0 per 10,000 children and students). In the following four states, more than 50 children and students for every 10,000 served were removed to an interim alternative educational setting by school personnel: Washington (72 per 10,000 children and students), Kansas (71 per 10,000 children and students), Tennessee (69 per 10,000 children and students), and Texas (59 per 10,000 children and students).

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,” 2009–10. 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 cumulative days during school year 2009–10?

Exhibit 73. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2009–10

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	109
Alabama	79
Alaska	117
Arizona	65
Arkansas	81
BIE schools	206
California	64
Colorado	96
Connecticut	173
Delaware	406
District of Columbia	109
Florida	164
Georgia	83
Hawaii	148
Idaho	9
Illinois	92
Indiana	142
Iowa	36
Kansas	54
Kentucky	21
Louisiana	89
Maine	5
Maryland	115
Massachusetts	94
Michigan	175
Minnesota	77
Mississippi	273
Missouri	226
Montana	39
Nebraska	148
Nevada	207
New Hampshire	125
New Jersey	45
New Mexico	32
New York	110
North Carolina	270

See notes at end of exhibit.

Exhibit 73. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2009–10—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Dakota	x
Ohio	132
Oklahoma	83
Oregon	81
Pennsylvania	75
Puerto Rico	x
Rhode Island	102
South Carolina	181
South Dakota	33
Tennessee	247
Texas	5
Utah	39
Vermont	44
Virginia	246
Washington	177
West Virginia	164
Wisconsin	165
Wyoming	—

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

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2009–10 school year, whereas the denominator is based on point-in-time data from fall 2009.

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,” 2009–10. 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009 by the 52 states (“All states”) for which data were available, 109 children and students were suspended out of school or expelled for more than 10 cumulative days during school year 2009–10.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 cumulative days during school year 2009–10 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2009 in the 50 individual states for which data were available and not suppressed ranged from five to 406. In the following three states, fewer than 20 children and students were suspended or expelled out of school for more than 10 days for every 10,000 children and students served: Idaho (9 per 10,000 children and students), Maine (5 per 10,000 children and students), and Texas (5 per 10,000 children and students). In the following eight states, for every 10,000 students served in 2009, more than 200 children and students were suspended out of school or expelled for more than 10 days during school year 2009–10: Delaware (406 per 10,000 children and students), Mississippi (273 per 10,000 children and students), North Carolina (270 per 10,000 children and students), Tennessee (247 per 10,000 children and students), Virginia (246 per 10,000 children and students), Missouri (226 per 10,000 children and students), Nevada (207 per 10,000 children and students), and BIE schools (206 per 10,000 children and students).

How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of emotional disturbance who were suspended out of school or expelled for more than 10 cumulative days during school year 2009–10?

Exhibit 74. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2009–10

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All states	420
Alabama	x
Alaska	497
Arizona	205
Arkansas	x
BIE schools	860
California	283
Colorado	409
Connecticut	556
Delaware	1,341
District of Columbia	182
Florida	696
Georgia	241
Hawaii	549
Idaho	x
Illinois	298
Indiana	534
Iowa	37
Kansas	236
Kentucky	151
Louisiana	x
Maine	x
Maryland	439
Massachusetts	289
Michigan	565
Minnesota	342
Mississippi	x
Missouri	957
Montana	x
Nebraska	845
Nevada	x
New Hampshire	400
New Jersey	203
New Mexico	116
New York	461

See notes at end of exhibit.

Exhibit 74. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2009–10 —Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	x
North Dakota	x
Ohio	549
Oklahoma	333
Oregon	333
Pennsylvania	312
Puerto Rico	0
Rhode Island	294
South Carolina	x
South Dakota	74
Tennessee	833
Texas	15
Utah	273
Vermont	x
Virginia	852
Washington	905
West Virginia	1,092
Wisconsin	467
Wyoming	—

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

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2009–10 school year, whereas the denominator is based on point-in-time data from fall 2009.

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,” 2009–10. 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2009 by the 52 states (“All states”) for which data were available, 420 children and students were suspended out of school or expelled for more than 10 cumulative days during school year 2009–10.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 cumulative days during school year 2009–10 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2009, in the 40 states for which data were available and not suppressed, ranged from zero to 1,341. In the following four states, fewer than 100 out every 10,000 such students served in 2009 were suspended or expelled for more than 10 days during school year 2009–10: South Dakota (74 per 10,000 children and students), Iowa (37 per 10,000 children and students), Texas (15 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students). In the following two states, more than 1,000 such students were suspended out of school or expelled for more than 10 days during school year 2009–10 for every 10,000 served in 2009: Delaware (1,341 per 10,000 children and students) and West Virginia (1,092 per 10,000 children and students).

Part B Dispute Resolution

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

How did the states compare with regard to the following ratios in 2009–10:

1. *the number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
3. *the number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

Exhibit 75. Numbers of *written, signed complaints; due process complaints; and mediation requests* for children and students served under *IDEA*, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2009–10

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All states	7	26	12
Alabama	5	11	9
Alaska	8	1	3
Arizona	7	4	4
Arkansas	4	4	4
BIE schools	3	0	1
California	12	40	39
Colorado	2	2	5
Connecticut	23	30	39
Delaware	8	10	5

See notes at end of exhibit.

Exhibit 75. Numbers of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2009–10—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
District of Columbia	11	1,254	19
Florida	3	4	2
Georgia	5	4	5
Hawaii	7	74	4
Idaho	9	4	3
Illinois	4	11	5
Indiana	6	4	3
Iowa	2	2	5
Kansas	5	2	3
Kentucky	3	3	2
Louisiana	3	3	1
Maine	16	13	34
Maryland	11	24	25
Massachusetts	14	33	57
Michigan	9	3	6
Minnesota	5	2	6
Mississippi	2	2	3
Missouri	8	5	3
Montana	3	5	2
Nebraska	1	#	1
Nevada	2	12	2
New Hampshire	34	19	10
New Jersey	11	36	29
New Mexico	5	9	7
New York	7	132	6
North Carolina	4	3	3
North Dakota	2	0	2
Ohio	10	6	4
Oklahoma	3	4	2
Oregon	5	4	9
Pennsylvania	10	27	14
Puerto Rico	6	171	44
Rhode Island	15	9	24
South Carolina	4	1	#
South Dakota	3	1	4
Tennessee	8	4	3
Texas	7	7	8
Utah	1	1	1
Vermont	16	13	30
Virginia	8	5	7
Washington	3	9	5

See notes at end of exhibit.

Exhibit 75. Numbers of *written, signed complaints; due process complaints; and mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2009–10—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
West Virginia	8	3	2
Wisconsin	7	2	6
Wyoming	9	1	3

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

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2009–10 was 4,870.

^bA *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of free appropriate public education to such child. The total number of hearing requests in 2009–10 was 17,205.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2009–10 was 8,231.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2009, and June 30, 2010, whereas the denominator is based on point-in-time data from fall 2009.

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*,” 2009–10. 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2009–10, there were 7 *written, signed complaints* per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. The ratios in the 53 states ranged from 1 per 10,000 children and students in Nebraska and Utah to more than 20 per 10,000 children and students in New Hampshire (34 per 10,000 children and students) and Connecticut (23 per 10,000 children and students).
- In 2009–10, there were 26 *due process complaints* per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. The ratio was larger than 50 *due process complaints* per 10,000 children and students in the following four of the 53 states: the District of Columbia (1,254 per 10,000 children and students), Puerto Rico (171 per 10,000 children and students), New York (132 per 10,000 children and students), and Hawaii (74 per 10,000 children and students). In contrast, the ratio was smaller than 5 per 100,000 children and students in BIE schools, Nebraska, and North Dakota.
- In 2009–10, there were 12 *mediation requests* per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. A ratio larger than 40 *mediation requests* per 10,000 children and students was found in Massachusetts (57 per 10,000 children and students) and Puerto Rico (44 per 10,000 children and students). Yet the ratio was no larger than 1 per 10,000 children and students in BIE schools, Louisiana, Nebraska, South Carolina, and Utah.

How did the states compare with regard to the following ratios in 2009–10:

1. *the number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
3. *the number of fully adjudicated due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
4. *the number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

Exhibit 76. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2009–10

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without hearing ^d
	Per 10,000 children and students served			
All states	5	2	4	18
Alabama	4	2	#	8
Alaska	7	1	1	1
Arizona	6	2	1	3
Arkansas	2	2	1	2
BIE schools	1	1	0	0
California	8	0	1	29
Colorado	1	1	#	2
Connecticut	14	9	1	21
Delaware	5	3	2	8
District of Columbia	6	3	248	1,003
Florida	2	1	#	3
Georgia	4	1	#	4
Hawaii	7	0	21	39
Idaho	8	1	#	3
Illinois	3	1	1	7
Indiana	4	2	#	4
Iowa	1	1	#	1
Kansas	3	2	#	2
Kentucky	1	1	#	1
Louisiana	1	2	1	2
Maine	3	13	0	12
Maryland	10	2	2	21
Massachusetts	9	4	1	18
Michigan	6	3	#	2
Minnesota	4	2	#	1
Mississippi	1	1	1	2

See notes at end of exhibit.

Exhibit 76. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2009–10—Continued

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without hearing ^d
	Per 10,000 children and students served			
Missouri	7	1	#	3
Montana	2	1	0	1
Nebraska	1	#	0	0
Nevada	1	0	#	9
New Hampshire	21	12	2	13
New Jersey	5	4	2	26
New Mexico	3	2	1	7
New York	5	2	9	102
North Carolina	3	1	#	2
North Dakota	2	1	0	0
Ohio	4	5	#	4
Oklahoma	3	1	#	4
Oregon	2	3	#	3
Pennsylvania	4	6	2	17
Puerto Rico	5	1	95	70
Rhode Island	11	3	1	7
South Carolina	3	1	#	1
South Dakota	2	2	0	1
Tennessee	5	#	#	2
Texas	3	4	1	5
Utah	1	#	0	1
Vermont	9	2	1	11
Virginia	6	2	1	4
Washington	2	#	#	7
West Virginia	4	5	#	2
Wisconsin	5	1	#	1
Wyoming	7	2	1	0

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

^aA *complaint with report issued* refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of complaints with reports issued in 2009–10 was 3,016.

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the state education agency to be resolved by the complainant and the public agency through mediation or other dispute resolution means and no further action by the state education agency was required to resolve the complaint. The total number of *complaints withdrawn or dismissed* in 2009–10 was 1,406.

^cA *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated hearings in 2009–10 was 2,322.

^dA *due process complaint resolved without a hearing* is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of hearing requests resolved without a hearing in 2009–10 was 12,128.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. A hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. Ratio for each state was calculated by dividing the number of *complaints with reports issued*, *complaints withdrawn or dismissed*, fully adjudicated *due process*

- In 2009–10, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. The ratio was larger than 10 per 10,000 children and students in the following three of the 53 states: New Hampshire (21 per 10,000 children and students), Connecticut (14 per 10,000 children and students), and Rhode Island (11 per 10,000 children and students). Yet in the following nine states, the ratio was only 1 per 10,000 children and students: BIE schools, Colorado, Iowa, Kentucky, Louisiana, Mississippi, Nebraska, Nevada, and Utah.
- In 2009–10, there were 2 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. The ratio was zero in California, Hawaii, and Nevada yet larger than 5 per 10,000 children and students in the following four states: Maine (13 per 10,000 children and students), New Hampshire (12 per 10,000 children and students), Connecticut (9 per 10,000 children and students), and Pennsylvania (6 per 10,000 children and students).
- In 2009–10, there were 4 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. The ratio was zero in seven of the 53 states and larger than 10 per 10,000 children and students in the following three states: the District of Columbia (248 per 10,000 children and students), Puerto Rico (95 per 10,000 children and students), and Hawaii (21 per 10,000 children and students).
- In 2009–10, there were 18 *due process complaints* resolved without a hearing per 10,000 children and students ages 3 through 21 served in “All states” under *IDEA*, Part B. In four of the 53 states, the ratio was 0. In contrast, the ratio was larger than 30 per 10,000 in the following four states: the District of Columbia (1,003 per 10,000 children and students), New York (102 per 10,000 children and students), Puerto Rico (70 per 10,000 children and students), and Hawaii (39 per 10,000 children and students).

complaints, or *due process complaints* resolved without hearing reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2009, and June 30, 2010, whereas the denominator is based on point-in-time data from fall 2009.

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*,” 2009–10. 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,” 2009. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Section III

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

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

Section 616(a)(1)(A) of *IDEA* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA* through oversight of general supervision by the states and through the State Performance Plans (SPP) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) and other publicly available information to make an annual determination of the extent to which the state is meeting the requirements and purposes of Parts B and C of *IDEA*. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

The SPP and APR

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements and purposes of *IDEA* and describing how the state will improve its implementation of *IDEA*. The 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 first submitted in December 2005 by each state education agency under Part B and by each state lead agency under Part C. Each SPP includes measurable and rigorous targets and improvement activities for each indicator.

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 regarding meeting the measurable and rigorous targets established for each indicator in the SPP for a specific federal fiscal year (FFY). In February 2011, each state submitted an APR to OSEP for the FFY 2009 reporting period (i.e., July 1, 2009 through June 30, 2010). This section examines and summarizes the states' performance during FFY 2009 under both Parts B and C of the *IDEA*.

Please note that throughout this section, the term "states" is used to reference all of the jurisdictions that submitted FFY 2009 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia (DC), Puerto Rico (PR), and the outlying areas of American Samoa, Guam, the Northern

Mariana Islands, and the Virgin Islands, all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE) submitted SPPs/APRs as did the Marshall Islands, Micronesia, and Palau. Thus, unless stated otherwise, the discussion and exhibits in this section concern the 56 states for Part C and 60 states for Part B.

Indicators

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators and 11 results indicators) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Exhibits 77 and 78 explain the measurement that was in place during the FFY 2009 reporting period for each Part B and Part C indicator on which states were required to report and identify whether each indicator is a compliance or a results indicator. States were not required to report Part B indicator B6 for FFY 2009.

Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2009

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) graduating from high school with a regular diploma.	Results
B2 – Dropout	Percent of youths with IEPs dropping out of high school.	Results
B3 – Assessment	Participation and performance of children in grades 3 through 8 and high school with IEPs on statewide assessments: (a) percent of districts with a disability subgroup that met the state’s minimum “n” size that met the state’s annual yearly progress (AYP) targets for the disability subgroup; (b) participation rate for children with IEPs; and (c) proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards.	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results B-4 (B) Compliance

See notes at end of exhibit.

Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2009—Continued

Indicator	Measurement	Type of indicator
B5 – School Age Least Restrictive Environment (LRE)	Percent of children with IEPs ages 6 through 21 served (a) inside the regular class 80 percent or more of the day, (b) inside the regular class less than 40 percent of the day, and (c) in separate schools, residential facilities, or homebound/hospital placements.	Results
B7 – Preschool Outcomes	Percent of preschool children ages 3 through 5 with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for Children with Disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Eligibility Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
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 birthday.	Compliance
B13 – Secondary Transition	Percent of youths with IEPs ages 16 and above with an IEP that included appropriate measurable postsecondary goals that were annually updated and based on an age appropriate transition assessment; transition services, including courses of study, that would reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must have been evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance

See notes at end of exhibit.

Exhibit 77. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2009—Continued

Indicator	Measurement	Type of indicator
B14 – Post-school Outcomes	Percent of youths who were no longer in secondary school, had IEPs in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school, (b) enrolled in higher education or competitively employed within one year of leaving high school, or (c) enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B16 – Complaint Timelines	Percent of written, signed 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, or because the parent (or individual or organization) and the public agency agreed to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.	Compliance
B17 – Due Process Timelines	Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.	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 SPP and APR) were timely and accurate.	Compliance

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: “Part B State Performance Plan (SPP) and Annual Performance Report (APR): Part B Indicator Measurement Table,” 2009–10. Available at:

<http://www2.ed.gov/policy/speced/guid/idea/bapr/2011/index.html> (accessed Feb. 25, 2013).

Exhibit 78. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2009

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication), and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an 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 their third birthday, including (a) IFSPs with transition steps and services; (b) notification to the local education agency, if child was potentially eligible for Part B; and (c) transition conference, if child was potentially eligible for Part B.	Compliance
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
C10 – Complaint Timelines	Percent of written, signed 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

See notes at end of exhibit.

Exhibit 78. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2009—Continued

Indicator	Measurement	Type of indicator
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and SPP and APR) were timely and accurate.	Compliance

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (SPP) and Annual Performance Report (APR): Part C Indicator Measurement Table,” 2009–10. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2011/index.html> (accessed Feb. 25, 2013).

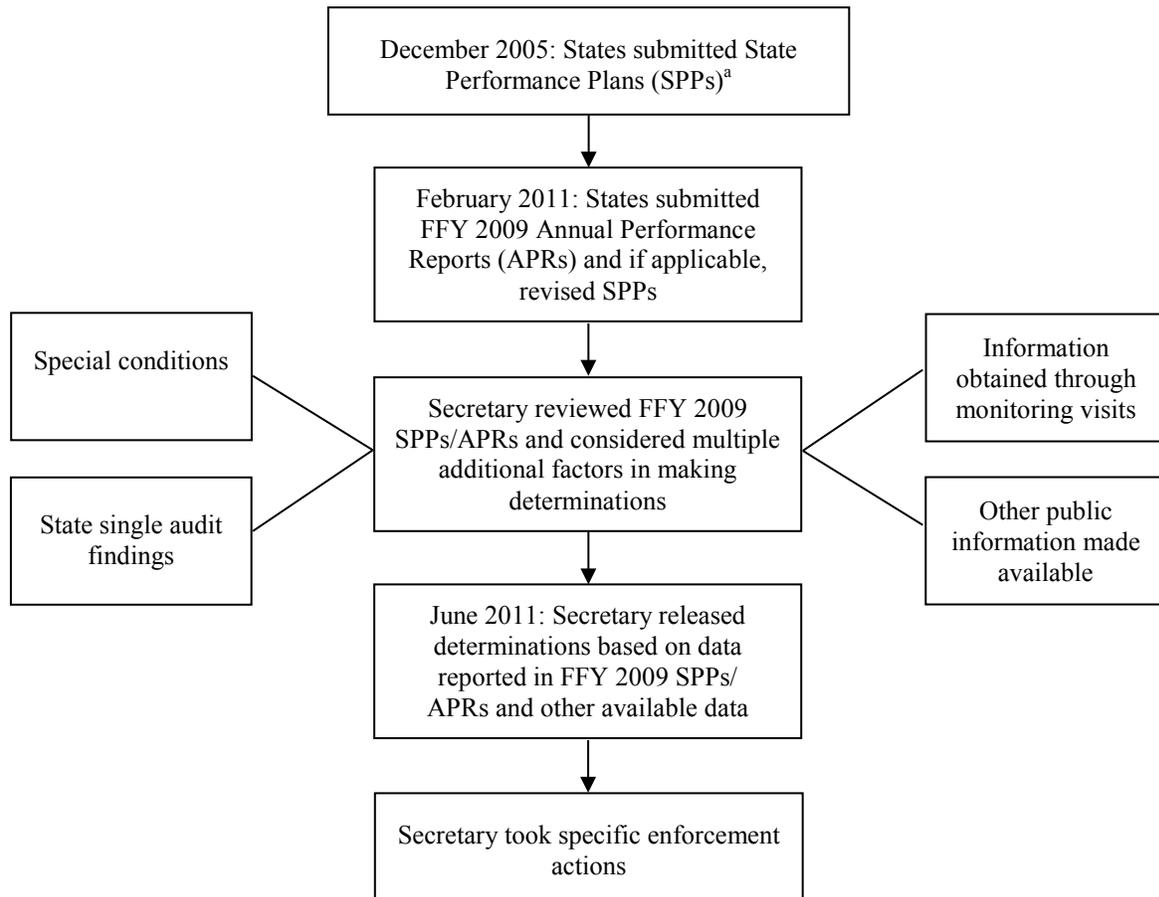
The Determination Process

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

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

Exhibit 79 presents the key components in the determination process.

Exhibit 79. Process for determining the extent to which each state met IDEA, Part B and Part C requirements: Federal fiscal year 2009



^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 2010, the secretary issued determinations based on data reported in the FFY 2008 APR and other available data. A discussion of those determinations is found in the *33rd Annual Report to Congress, 2011*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP Memo 11-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons dated November 22, 2010,” 2010. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2011/index.html> (accessed Oct. 30, 2012). “OSEP Memo 11-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons dated November 22, 2010,” 2010. Available at <http://www2.ed.gov/policy/speced/guid/idea/capr/2011/index.html> (accessed Feb. 25, 2013).

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 2009 SPP (original or revised) and APR submissions that affected the Department’s 2011 determination (based in part on the FFY 2009 SPP/APRs) for each state under Parts B and C were: (1) whether the state provided valid and reliable FFY 2009 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

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take 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) 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* as determined by the secretary at any time.

Determination Status

In June 2011, the secretary issued determination letters on the implementation of *IDEA* to each state education agency (SEA) for Part B and to each state lead agency for Part C. Exhibit 80 shows the results of the FFY 2009 determinations by state for Part B; Exhibit 81 shows the results for Part C.

**Exhibit 80. States determined to have met IDEA, Part B, requirements, by determination status:
Federal fiscal year 2009**

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

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010. Based on the states' 2011 data submissions, the secretary of education made the FFY 2009 determinations, which were released in June 2011.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2011. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed June 19, 2013).

**Exhibit 81. States determined to have met IDEA, Part C, requirements, by determination status:
Federal fiscal year 2009**

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

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010. Based on the states' 2011 data submissions, the secretary of education made the FFY 2009 determinations, which were released in June 2011.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2011. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed June 19, 2013).

The results of an examination of the states' Part B and Part C determinations for FFY 2008 and FFY 2009 are presented in exhibits 82 and 83. A summation of the numbers presented in exhibit 82 show that 30 states met the requirements for Part B in FFY 2009. In addition, this exhibit shows that between FFY 2008 and FFY 2009, 10 states had a more positive determination or made progress; 12 states received a more negative determination or slipped; and 38 states received the same determination for both

years. Of the 10 states that showed progress, eight states made sufficient progress to meet the requirements in FFY 2009. Of the 38 states that received the same determination status in both years, 22 met the requirements in both years; 15 were found to be in need of assistance for another year; and one was determined to be in need of intervention for another year.

Exhibit 82. Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2008 and 2009

Determination status FFY 2009	Change in determination status since FFY 2008			Total
	Progress	Slippage	No change	
Total	10	12	38	60
Meets requirements	8		22	30
Needs assistance		9		9
Needs assistance two or more consecutive years	2		15	17
Needs intervention		3		3
Needs intervention two consecutive years				0
Needs intervention three or more consecutive years			1	1

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010. The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010. Based on the states' 2011 data submissions, the secretary of education made the FFY 2009 determinations, which were released in June 2011. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2010 and 2011. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed June 19, 2013).

A summation of the numbers presented in exhibit 83 shows that 31 states met the requirements for Part C in FFY 2009. In addition, this exhibit shows that between FFY 2008 and FFY 2009, 11 states had a more positive determination or made progress; 12 states received a more negative determination or slipped; and 33 states received the same determination for both years. Of the 11 states that showed progress, nine made sufficient progress to meet the requirements in FFY 2009. Of the 33 states that received the same determination status in both years, 22 met the requirements in both years, and 11 were found to be in need of assistance for another year.

Exhibit 83. Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2008 and 2009

Determination status FFY 2009	Change in determination status since FFY 2008			Total
	Progress	Slippage	No change	
Total	11	12	33	56
Meets requirements	9		22	31
Needs assistance	2	7		9
Needs assistance two or more consecutive years			11	11
Needs intervention		5		5
Needs intervention two consecutive years				0
Needs intervention three or more consecutive years				0

NOTE: The FFY 2008 reporting period was from July 1, 2008, through June 30, 2009. Based on the states' 2010 data submissions, the secretary of education made the FFY 2008 determinations, which were released in June 2010. The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010. Based on the states' 2011 data submissions, the secretary of education made the FFY 2009 determinations, which were released in June 2011. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2010 and 2011. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed June 19, 2013).

As a result of the determinations for Part B and Part C issued to states for FFY 2008 and FFY 2009, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and the one state determined to need intervention for three or more consecutive years. Subject to the provisions in section 616(e)(1)(A), the secretary advised each of these states of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <http://therightidea.tadnet.org/technicalassistance> for additional information about the type of TA activities that are available and have been used in the past.

Status of Selected Indicators

This section summarizes the results of a 2011 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2009 APRs. In the APRs, states reported actual performance data from FFY 2009 on the indicators. States also discussed how the FFY 2009 actual performance data compared to FFY 2008 actual performance data on the indicators. The four indicators focus on early childhood transition and general supervision and include Part B Indicators 12 (Early Childhood Transition) and 15 (General Supervision) and Part C Indicators 8 (Early Childhood Transition) and 9 (General Supervision). These indicators, along with other indicators not examined in this section, were used for the 2011 determinations. The two early childhood transition and the two general supervision indicators were chosen for examination in this section because their data and the results of

their analyses in 2011 were sufficiently complete to show how states performed on related Part B and Part C indicators. This section summarizes states' FFY 2009 actual performances on each indicator, how states' FFY 2009 actual performances compare to states' FFY 2008 actual performances, and states' explanations for changes in performance. Two documents published by OSEP in 2011, entitled "2011 Part B Indicator Analysis Document (Updated 8.23.11)" and "2011 Part C Indicator Analysis Document" were used as the sources for the summaries of the results of the analysis of the indicators presented in this section. Both are available at <http://therightidea.tadnet.org> and were accessed on Feb. 25, 2013.

Early Childhood Transition: Part B Indicator 12

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had an individualized education program (IEP) developed and implemented by their third birthdays. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 84 displays the results of a 2011 analysis of FFY 2009 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Exhibit 84. Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays: Federal fiscal year 2009

Percentage of children ^a	Number of states
Total	56
100	9
95 to 99	36
80 to 94	8
< 80	3

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

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "2011 Part B Indicator Analysis Document (Updated 8.23.11)," 2013. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

For Indicator 12, a total of nine states reported full compliance at 100 percent of the target, and 36 states reported substantial compliance (i.e., from 95 to 99 percent of the target). Of the 11 states that did not report full or substantial compliance, eight states reported percentages that ranged from 80 to 94 percent of the target, and three states reported percentages that were less than 80 percent of the target.

Exhibit 85 presents the results of a 2011 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2009 actual performance data to FFY 2008 actual performance data on Indicator 12 from the 55 states that reported data. As shown in this exhibit, a total of 36 states showed progress; 12 states showed slippage; and seven states showed no change in their performance from FFY 2008 to FFY 2009. The levels of progress made by the 36 states ranged from 0.1 percent to 22 percent, but only six states made progress of 10 percent or more. Five of the seven states with unchanged performance maintained 100 percent compliance, and the other two performed above 98 percent. The performance of eight of the 12 states showing slippage decreased by 1 percent or less, and each of those states performed at 97 percent or above. The performance decreased by more than 10 percent for only one of the other four states showing slippage. It was not possible to calculate progress or slippage for one state due to lack of data.

Exhibit 85. Number of states, by change in performance status on IDEA, Part B, Indicator 12: Federal fiscal year 2009

Change in status ^a	Number of states
Total	56
Progress	36
Slippage	12
No change	7
Actual performance data not provided for FFY 2008 or FFY 2009, or both	1

^a“Change in status” was determined by whether a state’s FFY 2009 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 2008 performance data.

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part B Indicator Analysis Document (Updated 8.23.11),” 2013. Available at http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

The following three basic areas were cited by the states as factors that contributed to progress by the states with improved performance: training and technical assistance, at times in conjunction with clarified policy/guidance; new data enhancements; and monitoring. The most frequently cited reasons for improvement were often attributed to varying combinations of the following activities, which are listed by frequency of reporting: (1) professional development, trainings, and TA, including collaborative training regarding data or policy; (2) policy, guidance, and procedural updates and focus; (3) data improvements, including more complex data systems, tools, tracking logs, forms, and additional data elements; (4) monitoring, often involving review and analysis of data, as well as corrective action plans and provider accountability; and (5) collaborative systems focus or processes.

The four states in which performance decreased by more than 1 percent cited the following factors as contributing to their slippage: an improved data capability that yielded a more accurate but slightly lower percentage of performance; staff changes and shortages, especially in evaluation and specialty evaluation staff; general evaluation delays; delays in transition conferences; staff errors; inaccurate dates; a large number of referrals; late referrals from Part C that could not be documented; incomplete residency information; and the influence of a single large local education agency (LEA) with poor performance.

Early Childhood Transition: Part C Indicator 8

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition to preschool and other appropriate community services by their third birthdays. Timely transition planning is measured by the following sub-indicators: (1) individualized family services plans (IFSPs) with transition steps and services; (2) notification to the LEA, if the child is potentially eligible for Part B; and (3) 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, District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 86 displays the results of a 2011 analysis of FFY 2009 actual performance data on the three sub-indicators from the 54 states for which Indicator 8 applies and data were available.

Exhibit 86. 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 2009

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	54	54	54
100	19	31	8
95 to 99	28	17	23
90 to 94		4	14
<90	7	2	9

^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 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part C Indicator Analysis Document,” 2011. Available at

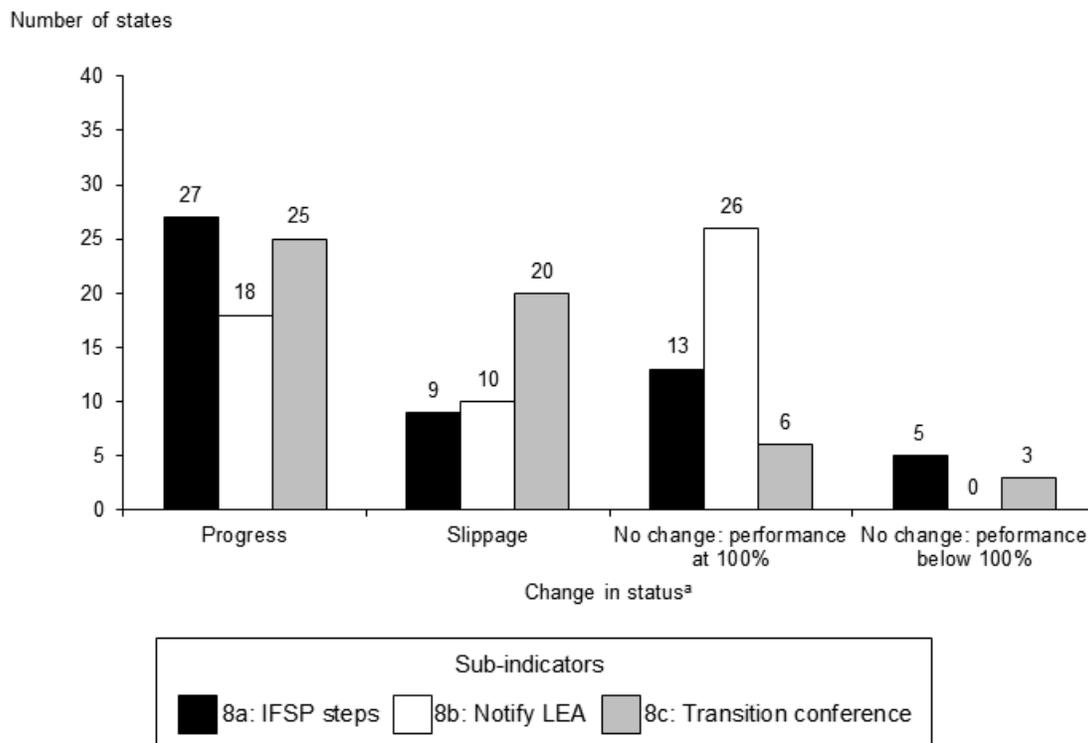
http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

As shown in exhibit 86, more states were in full compliance in their notifications to the LEA (8b) than for either of the other two sub-indicators. For 8b, 31 of the 54 states for which data were available met the target of 100 percent compliance. Of the 23 states that did not attain this target, 17 reported performance at substantial compliance of 95 to 99 percent of the target. IFSPs with transition steps and services (8a) had the second highest level of compliance as 19 states reported full compliance. Of the 35 states that did not reach 100 percent compliance for 8a, 28 states reported performance at substantial compliance (i.e., 95 to 99 percent of the target). The sub-indicator regarding the transition conference (8c) was associated with the lowest level of compliance, with eight states reporting full compliance and 23 states reporting substantial compliance.

Exhibit 87 shows the results of a 2011 analysis of descriptions of state-reported changes in performance status based on comparisons of FFY 2009 actual performance data to FFY 2008 actual performance data on the three sub-indicators from the 54 states. The majority of states that were not 100 percent compliant in both FFY 2008 and FFY 2009 made progress on all three sub-indicators. Specifically, progress was made by 27 of the 41 states that were not 100 percent compliant on 8a (IFSP steps and services), 18 of the 28 states that were not 100 percent compliant on 8b (notification to LEA), and 25 of the 48 states that were not 100 percent compliant on 8c (transition conference). More states reported slippage from FFY 2008 for sub-indicator 8c (20 states) than for sub-indicators 8a (9 states) and 8b (10 states). Nevertheless, 17 of the 20 states that reported slippage on sub-indicator 8c reported achieving 90 percent or more of the target.

Of the 54 states, 26 reported no change on sub-indicator 8b, whereas 18 states reported no change on sub-indicator 8a, and nine states reported no change on sub-indicator 8c. Nevertheless, across all three sub-indicators, a large number of the states that reported no change achieved 100 percent of the target in both time periods. Specifically, all 26 of the 26 states that reported no change regarding sub-indicator 8b achieved the 100 percent target in both years; 13 of the 18 states that reported no change regarding sub-indicator 8a achieved the 100 percent target in both years; and six of the nine states that reported no change regarding sub-indicator 8c achieved the 100 percent target in both years.

Exhibit 87. Number of states, by change in performance status on sub-indicators of IDEA, Part C, Indicator 8: Federal fiscal year 2009



^a“Change in status” was determined by whether a state’s FFY 2009 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 (1) children who had individualized family service plans with transition steps and services; (2) those for whom notification had been given to the LEA, if the child was potentially eligible for Part B; and (3) 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 2008 actual performance data.

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part C Indicator Analysis Document,” 2011. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

The 2011 analysis of the states’ explanations for changes in performance included a review of information about each Part C sub-indicator, i.e., 8a, 8b, and 8c in the states’ FFY 2009 APRs. In total, 25 states provided some explanation for progress across all sub-indicators. Some of these states offered explanations that applied to all sub-indicators collectively. These cross-indicator explanations for progress addressed such factors as improved monitoring processes, more frequent file review and verification activities, increased and targeted TA strategies, data system modifications with resulting data entry guidance and training, and the clarification of transition rules and policies. Other states provided explanations for progress for specific sub-indicators. For example, several states attributed their progress regarding sub-indicator 8a to activities related to the content and use of the IFSP form, notably efforts to clarify expectations and improve documentation, revise the actual IFSP form to promote the collection of

the required data, and improve the accuracy of staff data entry into new electronic data systems. There was little explanation for progress offered by the few states (18 states) that showed progress regarding their performance on sub-indicator 8b. Several states did, however attribute their progress to refinements for collection and sharing child notification data with Part B or the clarification of opt-out policies. An example of an explanation for progress regarding sub-indicator 8c was the provision of clarification and guidance for documenting exceptional family circumstances and for programs convening conferences too close to the 90-day timeline.

Eighteen states addressed slippage on the three sub-indicators. In some cases, states attributed slippage on a particular sub-indicator to one or more factors. In other cases, states attributed slippage on more than one sub-indicator to the same factor. For example, states that relied on cyclical monitoring as a method of data gathering mentioned the issues of basing performance on a small number of programs as contributing to slippage on more than one sub-indicator. In general, the paucity of specific information explaining slippage may reflect the fact that many of the states that reported slippage still demonstrated reasonably good performance. As noted above, 17 of the 20 states that reported slippage on sub-indicator 8c reported achieving 90 percent or more of the target.

General Supervision: Part B Indicator 15

The SEA is responsible for ensuring the general supervision of all educational programs for children and students ages 3 through 21 served under *IDEA*, Part B, including all such programs administered by any other state agency or local agency. Part B Indicator 15 measures whether the state's general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, 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. Exhibit 88 displays the results of a 2011 analysis of FFY 2009 actual performance data on Indicator 15 for the 60 states for which this indicator applies.

Exhibit 88. Number of states, by percentage of IDEA, Part B, noncompliance findings corrected within one year of identification: Federal fiscal year 2009

Percentage of noncompliance findings corrected ^a	Number of states
Total	60
90 to 100	49
80 to 89	3
70 to 79	5
<70	3

^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 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part B Indicator Analysis Document (Updated 8.23.11),” 2013. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

For Indicator 15, there were 49 states that reported achieving 90 percent or more of the target, three states that reported achieving between 80 and 89 percent of the target, five states that reported achieving between 70 and 79 percent of the target, and three states that reported achieving less than 70 percent.

Exhibit 89 presents the results of a 2011 analysis that compared FFY 2009 actual performance data to FFY 2008 actual performance data on Indicator 15 from the 60 states. Overall, 30 states showed progress; 17 states showed slippage; and 13 states showed no change in performance.

Exhibit 89. Number of states, by change in performance status on IDEA, Part B, Indicator 15: Federal fiscal year 2009

Change in status ^a	Number of states
Total	60
Progress	30
Slippage	17
No change	13

^a“Change in status” was determined by whether a state’s FFY 2009 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 2008 actual performance data.

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs “2011 Part B Indicator Analysis Document (Updated 8.23.11),” 2013. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

Only 34 of the 47 states associated with a change in performance provided any explanation for their progress or slippage. The following were among the factors offered by the 24 states that did describe progress: incorporating web-based monitoring; continuing to outline a general supervision system, including a monitoring system; providing training and support to local districts to ensure correction; implementing the improvement activities outlined in the state APR; setting clear expectations with local districts that noncompliance must be corrected as soon as possible but in no case later than one year; conducting regular follow-ups with local districts to determine progress in correcting noncompliance; creating strict adherence to timelines; and adhering to the OSEP Memorandum 09-02. The reasons mentioned by the 10 states that explained their slippage included noncompliance concerning a particular LEA, staff and budget cuts, and changes in the definition of a “correction” in OSEP Memorandum 09-02.

General Supervision: Part C Indicator 9

The state 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 state lead agency’s general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. The target for this compliance indicator is 100 percent. This indicator applies to the 50 states, District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 90 displays the results of a 2011 analysis of FFY 2009 actual performance data on Indicator 9 from 55 of the 56 states for which this indicator applies. Data for one state were not available.

For Indicator 9, there were 30 states that reported full compliance at 100 percent of the target. In addition, seven states reported percentages of noncompliance findings corrected within one year that ranged from 90 to 99 percent of the target; 11 states reported percentages that ranged from 70 to 89 percent of the target; and four states reported percentages below 70 percent of the target. Performance data were not available for four states.

Exhibit 90. Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2009

Percentage of noncompliance findings corrected ^a	Number of states
Total	56
100	30
90 to 99	7
80 to 89	9
70 to 79	2
< 70	4
Actual performance data not provided for FFY 2008 or FFY 2009 or both	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 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part C Indicator Analysis Document,” 2011. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

Exhibit 91 shows the results of a 2011 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2009 actual performance data to FFY 2008 actual performance data on Indicator 9 from the 48 states for which data for both time periods were available. The exhibit reveals 20 states reported progress, while 10 states reported slippage, and 18 states reported the same performance in FFY 2008 and FFY 2009.

Exhibit 91. Number of states, by change in performance status on IDEA, Part C, Indicator 9: Federal fiscal year 2009

Change in status ^a	Number of states
Total	56
Progress	20
Slippage	10
No change	18
Actual performance data not provided for FFY 2008 or FFY 2009 or both	8

^a“Change in status” is determined by whether a state’s FFY 2009 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part C noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2008 actual performance data.

NOTE: The FFY 2009 reporting period was from July 1, 2009, through June 30, 2010.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2011 Part C Indicator Analysis Document,” 2011. Available at

http://therightidea.tadnet.org/assets/browse_by_folder?folder=183&folder_name=Summary+Documents+%28Parts+B+and+C%29 (accessed Feb. 25, 2013).

The narratives about progress or slippage on Part C Indicator 9 provided by the states in their APRs were quite varied and often did not include the terms “progress” or “slippage.” Nevertheless, 21 of the 30 states that reported either progress or slippage did provide some discussion that could be characterized as a description of progress or slippage. In general, the descriptions identified the following factors as having had a positive effect on performance: (1) enhancements to state data systems that enabled individuals at the state and local levels to track performance on a regular basis to ensure progress and correction, (2) the development and use of online tools to track correction throughout the time the finding is open and to facilitate intervention if needed, and (3) changes in staffing to enhance the state’s capacity to ensure correction and assist in the correction process as needed. The descriptions identified the following factors as having had an adverse effect on performance: (1) the state had an inadequate supply of qualified personnel because of fiscal issues and staff turnover; (2) the impact of each finding that was not corrected on the overall percentage of findings corrected was greater because there were fewer findings issued in total; and (3) the state had not successfully addressed the poor performance of particular local programs with longstanding compliance issues.

Section IV

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

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

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

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

In federal fiscal year (FFY) 2011 (i.e., Oct. 1, 2010, through Sept. 30, 2011), NCSER conducted three grant competitions: Special Education Research Grants program, Special Education Research and Development Center program, and Postdoctoral Research Training Program in Special Education. NCSER received 351 applications and awarded 42 new research and research training grants across the three grant programs. In addition, NCSER awarded six contracts through its Small Business Innovation Research in Special Education program competition.

Descriptions of projects funded by NCSER in FFY 2011 under Part E of the *Education Sciences Reform Act of 2002* follow. The descriptions summarize the proposed purposes of the projects based on information taken from the research grants and contracts database on the IES website. In FFY 2011, NCSER had established nine long-term programs of research (topics) under its Special Education Research Grant program. They were: Autism Spectrum Disorders; Cognition and Student Learning in Special Education; Early Intervention and Early Learning in Special Education; Mathematics and Science Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; and Transition Outcomes for Secondary Students With Disabilities. The descriptions of the grants are organized and presented in terms of these topics. Descriptions of the grants

awarded for the Special Education Research and Development Centers program and Postdoctoral Research Training Program in Special Education and contracts awarded for the Small Business Innovation Research in Special Education program follow. Additional information on these projects as well as new and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed Feb. 26, 2013).

Autism Spectrum Disorders

Award Number: R324A110086

Institution: University of California at Riverside

Principal Investigator: Jan Blacher

Description: *Successful Transition in the Early School Years for Children with Autism.* Research has demonstrated that the quality of children's relationships with their teachers is related to their subsequent academic and social adjustment. The quality of student-teacher relationships (STR) may be particularly important for children with autism spectrum disorders (ASD) and other developmental disabilities because these children are less likely to be successful in building positive relationships that may help protect them against later school adjustment problems. Research is needed to explore early STRs for students with ASD and factors that contribute to positive STR quality in this population. This study will examine how young children with ASD adjust to early schooling, focusing on STR quality. The purpose is to investigate how child characteristics relate to STR quality for students with ASD; how STR quality, in turn, relates to the child's school outcomes; and how parent and school factors moderate these relationships. The research team will also explore parents' perceptions of their children's transition to school in order to understand the challenges faced by children with ASD and potentially helpful influences on the transition. There will be two annual cohorts, with each cohort containing children starting in prekindergarten, kindergarten, or first grade. After screening participants for eligibility, the research team will assess participants at three time points for each cohort—fall, spring, and winter of the following year. At each assessment point, the research team will directly assess children on academic skills with a focus on language and literacy. The research team will observe the parent and child during a literacy task to measure the quality of the interaction, the parent's engagement with the child's literacy development, and the child's interest in reading. The research team will interview the parent to assess perceived school factors such as the quality of learning opportunities and the degree of child engagement in school. In addition, parents and teachers will complete a series of questionnaires to measure factors such as the child's social skills and behavior and the parent's involvement in the school. Products of the study will include published reports and presentations on how children with ASD adjust to early schooling, the quality of their STRs, the association between child characteristics and STR quality and between STR quality and school adjustment, and the identification of parental and school factors that moderate these relationships. The research team will use knowledge obtained from this project to guide the adaptation of an existing program for supporting school transition to be relevant for students with ASD.

Amount: \$1,179,553

Period of Performance: 7/1/2011–6/30/2014

Award Number: R324A110246

Institution: University of Colorado, Denver

Principal Investigator: Phillip Strain

Description: *LEAP–USA Follow-up Project.* According to the Centers for Disease Control and Prevention, at the time of this application, autism was increasingly becoming a public health crisis with a prevalence that had reached 1 in 110. To provide early intervention, *LEAP–USA* was developed as a

comprehensive intervention model for preschool children with autism. Based on inclusion with typically developing peers, *LEAP-USA* aims to provide intervention and early education for young children with autism in a manner that does not tax school systems' limited resources. The first randomized controlled trial (RCT) of LEAP, which compared the full-scale model with training to a reduced one, was recently completed. The evaluation demonstrated positive impacts in the areas of child cognition, language, social skills, and symptom severity. The purpose of the current project is to follow these same children who participated in the original RCT over three years. The researchers will examine whether: (1) the gains demonstrated in the previous evaluation continue to manifest themselves, (2) positive impacts are found in additional areas (classroom placement, academic achievement, use of supportive services), and (3) contemporaneous classroom quality is related to student outcomes. The researchers will recruit the children who participated in the classrooms of the original RCT and collect data on child developmental outcomes (direct assessments, teacher rating scale) longitudinally at the start of the study and at the end of each of the three school years. The researchers will also obtain data on child outcomes in the educational system (classification, classroom placement, services received) annually and collect observational data on classroom quality three times each school year. Products of the project will include published reports and presentations on the efficacy of the LEAP intervention for preschoolers with autism over time through early elementary school.

Amount: \$1,198,674

Period of Performance: 9/1/2011–8/31/2014

Cognition and Student Learning in Special Education

Award Number: R324A110136

Institution: Colorado State University

Principal Investigator: Deborah Fidler

Description: *Executive Functioning and Academic Skills in Down Syndrome.* Down syndrome (DS) is the most common genetic cause of intellectual disability. In addition to other documented cognitive problems, preliminary evidence available at the time of this application suggested that children with DS may have deficits in certain executive functioning (EF) skills—cognitive processes that are important for adaptive, goal-directed actions. The potential EF deficits in children with DS may have critical educational implications. In typically developing children, EF skills are associated with early school performance. Further, there is preliminary evidence that the impairments in children with DS may be in those particular EF skills (e.g., working memory) that are stronger predictors of achievement and learning than other EF skills. This study will characterize the profile of relative strengths and weaknesses in EF skills in children with DS compared to children with other intellectual disabilities and typically developing children. More specifically, the research will examine whether “cool” EF skills (i.e., those with primarily cognitive demands, including working memory and planning) are more impaired in children with DS than “hot” EF skill (i.e., those that incorporate affect and motivation, including inhibition and set shifting). Further, the study will investigate how EF skills are associated with academic and related skills in each group of children, how EF skills in kindergarten relate to academic skills in second grade, and whether there are group differences in the development of EF skills over time. This research team will investigate EF skills in children with DS by collecting data from students, parents, and teachers when students are in kindergarten and second grade. During a visit to the university by the students, the research team will administer the battery of tasks measuring students' EF, cognitive ability, language, and achievement during their kindergarten year. At that time, parents will complete a questionnaire about the student and family background. During this first wave of data collection, the research team will mail a battery of questionnaires to teachers to measure student EF, behavior, and adaptive functioning in the classroom. The second wave of data collection will take place when each of these children is in second grade. At this time, the research team will administer the same battery of assessments to the children, and the parents and teachers will complete the questionnaires. Products of the study will be published reports and presentations on the comparison on EF skills of children with DS to

those with mixed intellectual disabilities and typically developing children. These findings will include the profile of relative strengths and weaknesses in EF skills, how these EF skills relate to academic performance concurrently and over time, and the magnitudes of change in EF skills over time. The knowledge gained from this project will create a foundation for developing an EF intervention designed specifically for young students with DS.

Amount: \$881,222

Period of Performance: 3/1/2011–2/28/2015

Award Number: R324A110266

Institution: Vanderbilt University

Principal Investigator: Fred Bess

Description: *Fatigue and Listening Effort in School-Age Children with Hearing Loss.* Although research has demonstrated that children with hearing loss (CHL) experience difficulties with speech recognition under noisy conditions, less is known about the listening effort expended and its effects on hearing-related fatigue. The purpose of this study is to investigate whether school-aged children with mild to moderate hearing loss experience greater fatigue caused by listening effort in noisy school classrooms than children without hearing loss. The researchers will compare CHL to students without hearing loss on fatigue and subsequent stress, assessed with biochemical markers during the course of a full day. In addition, they will compare CHL to typically hearing students on cognitive effort used during listening tasks, fatigue due to listening effort on these tasks, and the impact of such listening-related fatigue on basic learning (phonological processing) skills. The study will inform the development of school-based interventions aimed at helping CHL manage the challenges of attention and cognitive resources in the classroom, such as the provision of small group instruction, seating arrangements that minimize distraction, utilization of breaks, and scheduling more demanding listening tasks earlier in the day. After screening children for eligibility (e.g., hearing assessment), the research team will obtain data on diurnal variations in salivary cortisol collected multiple times over two separate days. Parents will assist by collecting salivary samples at home and completing a demographic survey. The children will also engage in a laboratory dual-task paradigm to examine cognitive effort needed to perform speech recognition with background noise, with event-related potentials measured prior to and following this task as a psychophysiologic indicator of fatigue. The same children will also take a test of phonological processing both on a weekend morning (pre-test) and after school (post-test) and complete a questionnaire on their perception of fatigue to determine the effect of listening-related fatigue on learning skills. Products of the project will include published reports and presentations on the comparison of children with and without hearing loss on cognitive effort in listening, fatigue, and subsequent stress as well as the effect of listening-related fatigue on phonological processing skills.

Amount: \$1,495,212

Period of Performance: 7/1/2011–6/30/2015

Award Number: R324A110046

Institution: University of Minnesota

Principal Investigator: Kristen McMaster

Description: *Making the Right Connections: Improving the Comprehension of Struggling Readers.* The National Assessment of Educational Progress of 2007 indicates that 33 percent of fourth graders and 26 percent of eighth graders read below a basic proficiency level. Further, research indicates that 80 percent of students with learning disabilities have severe reading difficulties. Late elementary school, when comprehension of more challenging content is required, is a time when some students first begin to develop reading difficulties. Therefore, this project focuses on addressing this problem in fourth grade. The purpose of this project is to develop one or more interventions to improve reading comprehension for students at risk for or identified as having a reading-related disability. By applying cognitive theory to the practice of education, the intervention(s) will use a questioning approach to help build a coherent representation of narrative and expository text. The research will examine intervention effectiveness of

two types of questioning (causal and general) on two potential subgroups of struggling readers—those who simply paraphrase with few inferences and those who make many inaccurate inferences. The project will investigate which interventions are feasible and promising for whom and identify instructional conditions that optimize student responsiveness. The research team will use an iterative process to develop an intervention(s) aimed at improving reading comprehension for students with or at risk for a reading disability. In Phase I, the research team will select texts, intervention materials, and procedures. The team will examine type (causal versus generic) and timing (online versus offline) of questioning through a pilot study, and researchers will investigate whether different subgroups of struggling readers respond differently to these approaches. If no subgroups emerge, the research team will develop one intervention. In Phase II, in an additional pilot study, the research team will systematically modify the intervention to identify intensity variables (e.g., amount of modeling, frequency, duration) that optimize student responsiveness to intervention. In Phase III, in a final pilot study, the research team will test the feasibility and promise of the intervention(s) when implemented by school personnel. The project will result in one or more questioning interventions aimed at improving the reading comprehension of students with or at risk of having a reading disability. Products of the project will also include published reports and presentations on the feasibility and promise of the intervention(s).

Amount: \$1,437,331

Period of Performance: 9/1/2011–8/31/2014

Early Intervention and Early Learning in Special Education

Award Number: R324A110122

Institution: University of Chicago

Principal Investigator: Dana Suskind

Description: *A Parent-Directed Multimedia Early Intervention Tool to Improve Outcomes in Underserved Children Who Are Deaf or Hard of Hearing.* Hearing loss is the most common birth abnormality, occurring in approximately one to two newborns per 1,000 births. Medical advances (e.g., cochlear implants/digital hearing aids) have brought auditory access to children with hearing loss, often at an early age. These advances have been associated with significantly improved academic achievement. However, children of low socio-economic status (SES) have continued to demonstrate significantly poorer outcomes, even with auditory access. Evidence suggests that this SES disparity may be due to a lack of critical rehabilitative services, especially in the early intervention (EI) system, including programs to enhance parental skills in supporting their children's listening and language development. To address this need, the research team for this study is developing a provider-guided, parent-directed multimedia intervention called Project ASPIRE (Achieving Superior Parental Involvement for Rehabilitative Excellence). The goal is to develop a standardized EI curriculum for providers to guide parents of children who are deaf or hard-of-hearing (D/HH) in becoming effective collaborators in their children's rehabilitation. The intervention is intended to improve listening and language and, ultimately, the educational success of students of low SES. The research team will conduct three primary activities: develop the Project ASPIRE curriculum guide and multimedia program; assess the feasibility of implementation with early intervention professionals, parents, and children who are D/HH; and conduct a pilot study of the entire intervention to assess the promise of the intervention in improving parent and child outcomes related to language and literacy. Products of the project will include a fully developed multi-media intervention with a curriculum guide for EI practitioners; data on the feasibility of the use of the intervention with low SES parents and children; and evidence of the potential impact of Project ASPIRE on parents' knowledge and behavior and on children's listening, language, and literacy outcomes. Additional products will include reports and presentations on the project.

Amount: \$1,585,613

Period of Performance: 3/1/2011–2/28/2014

Award Number: R324A110270

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Marcia Barnes

Description: *A Randomized Trial of a Tutor-Based Mathematics and Attention Intervention for Low-Performing Pre-Schoolers at Risk for Mathematical Difficulties in School.* Mathematical knowledge at school entry is an important predictor of later academic achievement. Children who are especially low performing on measures of mathematical knowledge at the beginning of preschool often show less growth in mathematical knowledge over the preschool year, remain well below school readiness benchmarks for mathematics, and continue to struggle in mathematics in later grades despite receiving high-quality classroom instruction. These students require more intensive interventions focused on mathematics instruction at an early age. The purpose of this project is to assess the efficacy of a preschool program, *Pre-K Mathematics Tutorial*, and the combination of this program with attention training for improving the mathematical knowledge of preschool children who are especially low performing in mathematics. The *Pre-K Mathematics Tutorial* is an intensified version of *Pre-K Mathematics*, a classroom program that has evidence of efficacy when implemented at scale. The researchers will compare the relative efficacy of the *Pre-K Mathematics Tutorial* with a condition that includes the *Pre-K Mathematics Tutorial* plus attention training and with a business-as-usual control condition. The researchers will use an RCT to study the efficacy of the *Pre-K Mathematics Tutorial* and *Pre-K Mathematics Tutorial* plus attention-training interventions. The researchers will randomly assign children identified as low performing in mathematics and most at risk for mathematical difficulties in later grades to one of three conditions: *Pre-K Mathematics Tutorial*, *Pre-K Mathematics Tutorial* plus attention training, or a business-as-usual control condition. The researchers will assess children pre-intervention, immediately after intervention, and in kindergarten and will use a series of data analysis techniques to estimate the effects of both interventions on children's mathematics, attention, working memory, and beginning literacy outcomes at the end of preschool and kindergarten. Products of the project will be published reports on the efficacy of the *Pre-K Mathematics Tutorial* and the *Pre-K Mathematics Tutorial* plus attention training for improving the mathematics, attention, working memory, and beginning literacy outcomes of preschoolers most at risk for failure in mathematics.

Amount: \$4,081,051

Period of Performance: 9/1/2011–8/31/2015

Award Number: R324A110256

Institution: University of North Carolina at Chapel Hill

Principal Investigator: Brian Boyd

Description: *Advancing Social-Communication and Play (ASAP): An Intervention Program for Preschoolers with Autism.* Core diagnostic features of autism include deficits in social-communicative functioning. Two pivotal skills for young children with autism include joint attention and pretend play, which constitute early foundations upon which later social-communicative skills are built. Joint attention (characterized by behaviors such as pointing, showing, and coordinated looking to share attention toward objects or events with another person) and symbolic play (characterized by the ability to pretend) play important roles in language development and social engagement with peers. Children with autism show deficits in these skills. ASAP is an intervention that has been developed recently to help preschool children with autism learn and practice these important skills. The purpose of this research is to conduct a cluster randomized trial to evaluate the efficacy of ASAP. The major goals of the project include investigating whether children who experience the intervention, when compared to those who do not, demonstrate greater gains in the proximal child outcomes of social-communication and play skills as well as the more distal outcomes of language development and engagement with classroom objects and peers. The study will also examine whether child-level (i.e., developmental level, problem behaviors) and teacher-level (i.e., teacher burnout, general classroom quality) characteristics moderate the impact of the intervention and whether the level of implementation fidelity mediates its impact on child outcomes. For each cohort, the investigators will randomly assign classrooms to the ASAP or control group and collect

baseline (pre-test) data on all child and teacher/classroom measures. For the treatment group, coaches (trained by ASAP staff) at each of the four study sites will train and provide ongoing support for the local educational teams implementing the intervention. For the duration of the school year, the treatment group will experience the ASAP intervention, which includes group activities and one-to-one teaching sessions on social-communication and play skills, and the control group will experience business-as-usual conditions. At three additional points in time, including during the post-test at the end of the year, the investigators will collect data on the social-communication and play skills of all children. At the end of each school year, the investigators will also collect post-treatment data on child language and engagement skills. The investigators will measure intervention fidelity in all classrooms several times each year. Products of the project will include published reports and presentations on the efficacy of the ASAP intervention.

Amount: \$3,167,682

Period of Performance: 7/1/2011–6/30/2015

Award Number: R324A110104

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Cathy Guttentag

Description: *Development of an Empirically Based Intervention for Childcare Teachers to Promote Language Skills in At-Risk Toddlers.* Strong oral language skills can lay the foundation for later school achievement. Children who have delayed oral language skills by age 3 are less able than their typically developing peers to take advantage of preschool readiness curricula and are at risk for later learning difficulties in reading and math. Typical language interactions between teachers and students in early learning environments may not be of adequate quality for reducing language or academic difficulties. The purpose of this project is to develop and document the feasibility and promise of a professional development intervention called *Toddler Language in the Classroom*, which is designed to improve language skills of toddlers who exhibit or are at risk for language delays. The program is intended to increase the quality of language and literacy experiences in the childcare setting by training teachers to respond to children's communicative signals, exposing children to rich language, and encouraging children to talk. The researchers will develop a professional development intervention that will include two group teacher training sessions, eight to 10 individual onsite didactic sessions, and eight to 10 weekly in-class mentoring sessions. The researchers will use a multi-stage, iterative process to develop, test, refine, and pilot test the professional development intervention sessions. During the final year, the researchers will conduct a pilot test of the program in 20 classrooms to determine the promise of the intervention for improving teachers' use of the strategies and children's language outcomes. This project will result in published papers and reports on a fully developed professional development program designed to improve the language skills of toddlers who exhibit or are at risk for language delays.

Amount: \$1,370,738

Period of Performance: 6/1/2011–5/31/2014

Award Number: R324A110048

Institution: Arizona State University

Principal Investigator: M. Jeanne Wilcox

Description: *Efficacy Trials with a New Early Literacy and Language Curriculum for Preschool Children with Developmental Speech and/or Language Impairment.* Eighty-two percent of children receiving special education services demonstrate a developmental speech and/or language impairment (DSLI) either as a primary diagnosis (i.e., DSLI is the sole impairment) or as a condition secondary to another primary diagnosis (e.g., developmental delay, intellectual disability). Regardless of the underlying diagnosis, children with DSLI often fail to develop crucial pre-literacy skills, such as oral language skills, which can lead to later literacy difficulties and reading failure. The purpose of this study is to assess the efficacy of a preschool oral language and early literacy curriculum package, *Teaching Early Literacy and Language Across the Curriculum* (TELL), for children with DSLI either as a primary or secondary

impairment. TELL targets skills that have been shown to be important in reading decoding and comprehension: phonological awareness, alphabet knowledge, print concepts, writing, vocabulary, and sentence length/complexity. Researchers will conduct an RCT in which they will randomly assign 72 preschool classrooms to either the TELL or a business-as-usual comparison condition. Researchers will collect data in three cohorts (corresponding to project years 1, 2, and 3) and follow all children into the first quarter of kindergarten to gather information about early kindergarten success and readiness. In addition to child outcomes, researchers will examine the effectiveness of the TELL professional development sessions and the perceived value and feasibility of the curriculum. Products of the study will include evidence about the efficacy of the TELL curriculum package for improving the oral language and emergent literacy skills of children with DSLI; the variables that may serve as predictors, moderators, or mediators of observed outcomes; and the perceived value and feasibility of TELL from the perspective of preschool teachers. Additional products will include reports on the results in conference presentations and published articles.

Amount: \$4,197,151

Period of Performance: 3/1/2011–2/28/2015

Award Number: R324A110353

Institution: University of Oklahoma Health Sciences Center

Principal Investigator: Bonnie McBride

Description: *Evaluation of a Comprehensive Community-Based Intervention for Toddlers with ASD.*

Prevalence rates for ASD have risen dramatically in recent years, and children are being identified earlier (i.e., under the age of 3). This has placed pressure on state early intervention systems to serve young children with ASD. However, there are few treatment models available that are both feasible across different types of community settings and have demonstrated effectiveness. The overarching purpose of this project is to conduct a randomized trial to evaluate the efficacy of a previously developed and pilot-tested model for very young children with ASD called Project DATA (Developmentally Appropriate Treatment for Autism)–Toddler. The major goals are to examine whether children receiving this intervention show greater gains in cognitive functioning, language, social relatedness, and adaptive behavior; whether parents of these children demonstrate gains in recommended parenting strategies and decreased stress; and whether the intervention is acceptable in terms of general satisfaction and ability to work effectively within the context of different cultures. The ultimate aim of the research is to enable feasible and beneficial community-based services for toddlers with ASD. In this study, researchers will randomly assign each child and his or her caregiver(s) to the experimental condition (DATA–Toddler) or a comparison condition (standard care). After an intensive week-long training for the interventionist, there will be follow-up monitoring (fidelity checks) scheduled weekly for the first four weeks to ensure appropriate implementation. The researchers will administer child assessments and parent reports pre-intervention and quarterly thereafter, including measures of symptoms, cognitive functioning, language, problem behavior, social behavior, engagement, and parent and family stress. The researchers will collect measures of adaptive behavior, family routines, and received child services at baseline and post-treatment. Products of the project will include published reports and presentations on the efficacy of DATA–Toddler.

Amount: \$2,887,900

Period of Performance: 7/1/2011–6/30/2015

Award Number: R324A110101

Institution: Georgia State University Research Foundation, Inc.

Principal Investigator: Amy Lederberg

Description: *Foundations for Literacy: An Intervention for Young Children Who Are Deaf and Hard of*

Hearing. Historically, poor literacy outcomes have characterized the deaf population. National data suggest that overall literacy rates of deaf high school graduates remain consistently around the fourth-grade level. Although children with less severe hearing loss fare better than children who are deaf, they

are still at risk for poorer language and literacy skills than their hearing peers. The purpose of this project is to further develop an early literacy intervention, called *Foundations for Literacy*, specifically adapted to meet the needs of pre-kindergarteners who are D/HH. Although preliminary evidence suggests that *Foundations for Literacy* holds promise for fostering growth in alphabet knowledge and phonological awareness, further development of the intervention is needed to promote vocabulary and language and to improve its implementation in authentic education environments. The researchers will also develop a coordinated parent and home component to facilitate children's language learning, develop teacher training materials, and develop adaptations necessary for children who are D/HH and do not have access to speech. Researchers will implement several iterative cycles to design, field test, and revise *Foundations for Literacy*. Revisions will include expanding the instructional activities, refining progress monitoring measures, and developing professional development and parent training materials. A pilot study will compare pre-test to post-test gains of children who received *Foundations for Literacy* with a comparison group of eligible children who did not. In addition, the study will use single-subject studies and case studies to examine learning by children with no speech perception skills. Products of the project will include a developed curriculum called *Foundations for Literacy* with training materials for teachers and parents and adaptations for children who are D/HH and do not have access to speech. Products will also include published reports describing the program's promise for improving outcomes.

Amount: \$1,616,185

Period of Performance: 07/01/2011–06/30/2014

Award Number: R324A110025

Institution: Orelena Hawks Puckett Institute

Principal Investigator: Carl Dunst

Description: *Meta-Analytic Structural Equation Modeling of Family Capacity-Building Early Intervention Practices.* A major premise of the *Individuals with Disabilities Education Act (IDEA)* Part C program is that early intervention builds and strengthens family capacity. In turn, this has positive effects on parent and child outcomes. The aim of this study is to examine this premise by identifying the relationships between certain intervention characteristics and parent and child outcomes. These characteristics include program variables, such as service intensity and frequency of parent contacts, as well as process variables, such as types of family-centered help provided. The study will use meta-analytic structural equation modeling to identify causal and mediating influences of the early intervention program and process variables on parenting and child outcomes. The study will explore the extent to which the two sets of variables, individually or in combination, are related to parenting self-efficacy, parent-child interactions, and child behavior and development. Products of the study will include publications and presentations on research activities and findings related to the relationships between early intervention service characteristics and parent and child outcomes.

Amount: \$474,822

Period of Performance: 3/1/2011–2/28/2013

Award Number: R324A110183

Institution: Orelena Hawks Puckett Institute

Principal Investigator: Melinda Raab

Description: *Relative Effectiveness of Contrasting Approaches to Response-Contingent Learning Interventions.* Young children with profound developmental delays often do not draw associations between their actions and the resulting effects. Young children gain understanding of the relationship between their behavior and its consequences through response-contingent learning opportunities. These learning opportunities involve the use of a targeted behavior to produce interesting social or nonsocial responses. Understanding these associations is a building block for future adaptive behaviors, and it is foundational for further learning. Early intervention service providers typically use strategies that target behaviors a child needs to learn despite his/her current levels of functioning. The researchers in this study will test the efficacy of an ability-based intervention. Ability-based interventions build on behaviors that

children are already capable of doing but may not use intentionally to affect consequences. The researchers will evaluate whether the ability-based approach to targeting behavior leads to greater improvement in current skills/associations when compared to a needs-based approach commonly used by service providers. Researchers in this study will use an RCT to assess the efficacy of the ability-based approach to response-contingent learning. They will randomly assign children to receive a response-contingent learning intervention using either an ability-based or a needs-based approach to identifying targeted behavior. Over an eight-month period, researchers will visit children and their families every other week and participate in response-contingent learning games. Expected child outcomes will include child response-contingent learning, social-emotional behaviors during the learning games, non-targeted behaviors, and child development. The study will use multivariate hierarchical linear modeling to examine the efficacy of the ability-based approach compared to the needs-based approach. Products of the project will include evidence of the efficacy of the ability-based response-contingent learning intervention, published reports, and presentations.

Amount: \$1,947,772

Period of Performance: 07/01/2011–06/30/2015

Award Number: R324A110079

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Susan H. Landry

Description: *Testing an Integrated Preschool Curriculum for English Language Learners.* The number of English language learners (ELL) has grown considerably in recent years, and the number of children classified as limited English proficient rose 76 percent from 1990 to 2000. The ELL population is also impoverished; over three-quarters of Spanish-speaking ELL children in the United States come from low-income families. Many of these children are at risk for developing disabilities and special education referrals. Yet there is a lack of empirically validated instructional approaches and effective tools for helping teachers deliver individualized instruction to this population. This study is evaluating the use of a Spanish adaptation of a comprehensive curriculum, *Literacy Express*, which focuses on cognitive instruction in small groups in preschool classrooms. The study will compare the curriculum to a business-as-usual condition with teachers using the *Scholastic Early Childhood Program* (SECP) curriculum, developed for large group and center-based activities without attention to the use of small group instruction. Both conditions will receive paraprofessional support for 90 minutes, four days each week. In the treatment condition, paraprofessionals will be trained on the implementation of small group activities using *Literacy Express*. In the business-as-usual condition, teachers will use the paraprofessionals in any way they want in their classrooms. Researchers will conduct an RCT to test the efficacy of the Spanish adaptation of *Literacy Express* on low-income preschool ELL at risk for developing disabilities. Across the first three years of the project, the study will recruit and randomly assign 102 preschool classrooms (34 per year) to the *Literacy Express* or SECP condition. The study will recruit eight children screened for disability risk from each preschool classroom. The study will conduct pre- and post-assessments during the preschool year and a follow-up in kindergarten to assess whether the effects of the intervention are sustained after the intervention year. Outcomes will include measures of child literacy and language, math, and social skills and teacher instructional practices. Products of the project will include evidence of the efficacy of the Spanish adaptation of the *Literacy Express* intervention, published reports, and presentations.

Amount: \$3,035,724

Period of Performance: 3/1/2011–2/28/2015

Mathematics and Science Education

Award Number: R324A110262

Institution: Iowa State University

Principal Investigator: Anne Foegen

Description: *Algebra Screening and Progress Monitoring.* Proficiency in algebra is a critical building block for postsecondary education and higher wage jobs, as well as the nation's competitiveness in science, technology, engineering, and mathematics. Algebra competence is a particular concern for secondary students with disabilities, who are participating in general education mathematics courses in growing numbers and facing curriculum standards and graduation requirements that demand mastery of algebra. Empirical evidence suggests positive effects on elementary students' achievement in reading and mathematics when teachers use frequent progress monitoring to inform instruction. Unfortunately, comparable monitoring measures for advanced mathematics topics are not widely available. The purpose of this project is to develop a series of algebra screening and progress monitoring measures intended to enable teachers of students with disabilities to better monitor students' learning in algebra. The research team will develop and pilot test an online progress monitoring assessment system that monitors progress in algebra, primarily for students with learning disabilities. The team will develop and pilot test screening and progress monitoring measures with four cohorts of general and special education teachers and more than 2,500 students learning algebra in high school settings. The research team will evaluate six types of algebra measures for screening and progress monitoring of students with or at risk for disabilities. First, the team will develop two new algebra measures targeting conceptual understanding and problem solving. Second, the research team will evaluate these measures, along with four previously developed algebra measures, to assess the technical adequacy (reliability and validity) of the measures as screening instruments and progress monitoring tools. The research team will then finalize all of the measures and prepare them for dissemination. Products of the project will include a fully developed algebra screening and progress monitoring assessment system, evidence of technical adequacy of the measures, and published papers and presentations.

Amount: \$1,511,427

Period of Performance: 07/01/2011–06/30/2015

Award Number: R324A110355

Institution: Educational Testing Service

Principal Investigator: Lois Frankel

Description: *Expanding Audio Access to Mathematics Expressions by Students with Visual Impairments via MathML.* Mathematical expressions are used in instructional materials, test-preparation materials, and educational assessments. These expressions pose an accessibility challenge for students with visual impairments because the information is difficult to convey using available technologies such as recorded or human-read audio. Existing assistive technology (AT) that provides synthetic speech for electronic text does not improve the accessibility situation for math because the technology generally does not "know" how to describe mathematical expressions. The goal of this project is to enable math expressions to be presented usefully through AT so that teachers and others can provide students who have visual impairments timely access to classroom materials, tests, and test-preparation materials in a format that can improve comprehension. The researchers will develop *ClearSpeak*, an accessible mathematical markup language (MathML) that can be integrated with existing screen reader software currently being used by individuals with visual impairments. The researchers will develop and refine four components as part of the full intervention program. These components include: (1) standardized synthesized speech for rendering mathematical content (*ClearSpeak*), (2) navigation tools for students, (3) *ClearSpeak* integration capability with Microsoft Word, and (4) customizable authoring tools for teachers. Development and feedback cycles on the different components will overlap in time as the researchers develop, refine, and finalize each of the components. Data collection activities will include focus groups with students and teachers; student math performance measures; and expert review of accessibility

features related to mathematics content, Braille, and audio output. Products of the project will include the *ClearSpeak* language fully integrated into screen reader software (MathPlayer and MathType) and publications and presentations on study progress.

Amount: \$1,498,052

Period of Performance: 07/01/2011–06/30/2014

Award Number: R324A110087

Institution: Rutgers University

Principal Investigator: Joseph Boyle

Description: *Improving the Science Performance of Students with Learning Disabilities Through Strategic Note-taking.* Secondary students with disabilities continue to receive science instruction in mainstream settings where the predominant mode of instruction involves students listening and taking notes. Despite increases in the number of students being included in regular education classes, most students with disabilities have difficulty in content areas such as science. Students with disabilities often lack the necessary note-taking skills (e.g., they typically record fewer total notes and fewer important lecture points) required to learn important science concepts. The purpose of this project is to develop an intervention aimed at improving students' note-taking skills and retention of science content. The researchers will develop and refine a strategic note-taking technique for use in general education or inclusive science classes for students with high-incidence disabilities. Through several iterations, the researchers will examine the feasibility of strategic note-taking based on observations of student use, student and teacher input on measures of quality and quantity of notes, and academic achievement. The researchers will examine the accuracy of students' strategic note-taking and the intervention's promise for improving students' recorded notes, recall accuracy, and comprehension skills. The researchers will use a number of data sources to develop the strategic note-taking intervention, including focus groups, interviews, and comparisons of these students' notes with their peers' notes. The researchers will also analyze data from summative and formative measures such as student performance on immediate free recall, long-term free recall, pre- and post-science content, weekly quizzes and chapter tests, and scores on state achievement tests in science. In the final year, the researchers will conduct an experimental pilot study with the final intervention in 40 classrooms. Products of the project will include a fully developed strategic note-taking intervention for students with disabilities and a teacher training manual with student materials, videotaped and scripted science lectures, and a teacher training video on how to train students to use strategic note-taking. Products will also include publications and presentations on the research progress and results.

Amount: \$906,430

Period of Performance: 4/1/2011–3/31/2014

Award Number: R324A110286

Institution: University of Oregon

Principal Investigator: Mari Strand Cary

Description: *KinderTEK: Teaching Early Knowledge of Whole Number Concepts Through Technology.* Results from the National Assessment of Educational Progress of 2009 indicate that only about 40 percent of fourth graders were deemed at or above proficient in mathematics. Significant differences in student knowledge can be reliably measured at school entry on concepts from counting and number knowledge to more complex understandings of quantities, operations, and problem solving. Longitudinal research suggests that students who perform poorly at the end of kindergarten are likely to continue to perform poorly in mathematics through the later elementary grades. Recognizing that mathematics trajectories are established early in school, the researchers will develop an iPad-based mathematics intervention for at-risk kindergarten students. The *KinderTEK* intervention, designed for use in schools that use a multi-tiered model of service delivery, will be based on promising instructional design principles for students with disabilities. *KinderTEK* will focus on building conceptual understanding and procedural fluency with whole number concepts. The research team will assess the intervention's feasibility and potential for

efficacy. The researchers will begin with an extended development phase to produce a prototype of the *KinderTEK* intervention. The researchers will then conduct a series of usability and feasibility trials with *KinderTEK* in high-poverty kindergarten classrooms. Data collection will include observations, surveys, interviews, focus groups, and iPad log files. In the final year of the project, the researchers will assess the promise of *KinderTEK* for improving math outcomes by conducting a small-scale pilot study with a business-as-usual comparison condition. Products of the project will include a fully developed *KinderTEK* intervention as well as publications and presentations.

Amount: \$1,784,094

Period of Performance: 06/01/2011–05/31/2014

Award Number: R324A110009

Institution: University of Miami

Principal Investigator: Jennifer Krawec

Description: *Solve It!—Grades 5–6: Improving Math Problem Solving for Students with Learning Disabilities.* Students with disabilities perform significantly lower in mathematics than their peers without disabilities. Math problem solving is particularly challenging for students with disabilities as instruction generally does not provide the kind of modeling and skill building necessary to become an efficient math problem solver. The purpose of this project is to modify *Solve It!*, a mathematics problem-solving intervention for students with learning disabilities. *Solve It!* intends to teach students how to think and behave like successful problem solvers by developing strategies used by effective problem solvers. The researchers will adapt the current *Solve It!* intervention (currently targeted for middle school students) for use for students with learning disabilities in Grades 5 and 6. The researchers will use multiple-baseline design studies to collect student outcome data to further revise and refine the intervention. The researchers will investigate the promise of the intervention for improving math problem solving for students with learning disabilities by collecting math problem-solving data on the various outcome measures. The researchers will also collect data from general education math teachers and special education teachers on the feasibility and usability of *Solve It!* as measured by a social validity measure. Products of the project will include the fully developed *Solve It!* intervention for fifth- and sixth-grade students with disabilities in addition to project publications and presentations.

Amount: \$1,616,879

Period of Performance: 3/1/2011–2/28/2014

Professional Development for Teachers and Related Services Providers

Award Number: R324A110204

Institution: University of Kentucky

Principal Investigator: Susan Effgen

Description: *Relationship of Student Outcomes to Physical Therapy School Services.* The ultimate goal of school-based physical therapy services is to enhance students' successful participation in typical school and community activities leading to further education, employment, and independence. Unfortunately, there is a lack of research examining the associations between characteristics of school-based physical therapy and student outcomes. The purpose of this large-scale, multi-site observational study is to describe the outcomes that students achieve when receiving physical therapy within schools and the relationship of the physical therapy intervention to those outcomes. The research aims to describe the changes in students' participation in school activity, self-care, posture and mobility, and recreation and fitness outcomes and the associations between these changes and identified characteristics of school-based physical therapy intervention, including service delivery models, activities, procedures, and dosage. A better understanding of the relationships between student outcomes and physical therapy intervention has the potential to influence physical therapy practice, future research, and professional development. During the first year of the project, participants will be recruited, and therapists will be trained in the assessments and data collection procedures. Therapists will administer, at pre-test and post-test, the

School Function Assessment and *Goal Attainment Scaling* measures. Throughout the second year, therapists will report weekly on the service delivery models, activities, procedures, and dosage of physical therapy intervention provided for the students using the *School-Based Physical Therapy Interventions for Pediatrics*, a detailed data collection system developed by the researchers. Products of the project will include a complete dataset and published manuscripts and presentations on the relationship between physical therapy services provided and student outcomes.

Amount: \$851,822

Period of Performance: 07/01/2011–06/30/2014

Award Number: R324A110131

Institution: Board of Regents, University of Nebraska-Lincoln

Principal Investigator: Elizabeth Doll

Description: *Using Data to Foster the School Success of Students with Disabilities.* Increasingly, special educators are expected to use data in their day-to-day deliberations in support of students. However, teachers often report that they are unprepared to choose and apply reliable strategies for data collection and make good use of data in their deliberations about how to best support student learning. In addition, special education teams in rural areas are often working in isolation and do not have meaningful opportunities to share best practices. The purpose of this project is to develop and examine the feasibility of *NU Data*, a professional development intervention aimed at preparing special education teams to use data-based decision making to improve academic outcomes for students with disabilities. The intervention will involve distance education that combines technology with teaming and coaching. The goal is to improve professional growth while minimizing scheduling and travel constraints. The project will use an iterative curriculum development process aimed at improving the feasibility, usability, and potential impact of the *NU Data* intervention. The teams of teachers will implement the *NU Data* intervention in their schools while using online resource materials, receiving ongoing coaching, and interacting within peer networks of other special education teams. The researchers will collect student outcome data and conduct observations, interviews, and focus groups with teachers to evaluate the results of implementation and identify strategies, routines, and practices to enhance the intervention for implementation during subsequent years. The researchers will revise the intervention through an iterative process of implementation, data collection, data analysis, and curriculum enhancement. The primary product of the project will be a fully developed *NU Data* intervention. The intervention will consist of a manual of intervention procedures and online resource materials that include podcasted lectures, video clips, case examples, and coaching cases. Additional products will include pilot data examining the promise of the intervention for improving outcomes for students with disabilities, as well as publications and presentations on research activities and findings.

Amount: \$1,496,461

Period of Performance: 6/1/2011–5/31/2014

Reading, Writing, and Language Development

Award Number: R324A110095

Institution: Columbia University, Teachers College

Principal Investigator: Joanna Williams

Description: *An Intervention to Improve the Comprehension of Primary-grade At-risk Students by Providing Text Structure Instruction Embedded in Social Studies Content.* Students with reading disabilities may demonstrate comprehension problems for a number of reasons, including a lack of skill in relevant cognitive strategies such as the use of text structure. Readers without knowledge of text structure often do not approach text with any plan of action. Research suggests that identifying and using text structure can be an important tool for organizing reading and writing. The purpose of this project is to complete the development of a class-wide intervention that is embedded in social studies content and focused on teaching expository text structures to improve reading comprehension. The complete

intervention will teach five basic text structures commonly found in expository text and improve reading comprehension and knowledge of social studies content. Ultimately, the goal is to prevent reading disabilities among at-risk students in early elementary school. Three of the five text structure modules for the intervention have already been completed (sequence, compare-contrast, and cause-effect). This project will develop two other text structure modules related to description and problem-solution. The research team will use a multi-stage, iterative process to develop, refine, and test the feasibility and promise of the two new modules. The research team will select the social studies content in consultation with experts, provide initial lessons, and revise the lessons based on the feedback of teachers and students as well as researcher observations. The team will complete additional steps in the same manner using a larger piece of the intervention and then the full intervention modules. Finally, the team will complete a pilot study that investigates the feasibility and promise of the complete intervention set of five modules for enhancing reading comprehension and knowledge of social studies content. Although all students in the classrooms will participate, observations and results will focus on children identified as being at risk for developing a reading disability. Products of the project will include a fully developed intervention as well as published reports and conference presentations describing its feasibility and promise for improving student reading outcomes.

Amount: \$1,011,117

Period of Performance: 5/1/2011–8/31/2013

Award Number: R324A110053

Institution: Research Foundation of State University of New York (SUNY)

Principal Investigator: Lynn Gelzheiser

Description: *Efficacy of the Interactive Strategies Approach-Extended as a Small Group Intervention for Intermediate Grade Struggling Readers.* Instructional approaches for improving reading and writing skills of older students may address deficits in knowledge, vocabulary, comprehension, and basic reading skills. Often the approaches feature a standard treatment that does not differentiate instruction based on individual student needs. The research team proposes to investigate the efficacy of the *Interactive Strategies Approach-Extended* with third and fourth graders who have disabilities or are struggling readers. The intervention is a set of instructional goals, approaches, and materials that supplement classroom reading instruction and can be tailored to the reading and writing needs of individual students. The research team will use an RCT design to study the efficacy of the *Interactive Strategies Approach-Extended* for improving basic reading, vocabulary, and listening and reading comprehension skills of third and fourth graders who have disabilities or are struggling readers at risk for disabilities. The research team will randomly assign students to receive the *Interactive Strategies Approach-Extended* or to a business-as-usual control group in the fall semester. The business-as-usual control group will serve as a "wait list" control and will receive intervention during the spring semester. The research team will assess both groups pre-intervention, frequently throughout the school year, and post-intervention in the fall and spring. Products of the project will be published reports on the efficacy of *Interactive Strategies Approach-Extended* and moderators of intervention effects.

Amount: \$3,138,200

Period of Performance: 7/1/2011–6/30/2015

Award Number: R324A110162

Institution: University of Pittsburgh

Principal Investigator: Christopher Lemons

Description: *Enhancing Reading Instruction for Children with Down Syndrome: A Behavioral Phenotypic Approach.* Current methods of reading instruction have not been highly effective for children with Down syndrome. The purpose of this project is to improve reading outcomes for these children by developing an intervention that incorporates critical components of early reading (e.g., vocabulary, decoding skills, fluency) that have been adapted and modified to support the challenges with working and short-term memory, expressive language, and motivation often exhibited by children with Down

syndrome. Researchers will use five phases of development, implementation, and revision to design the intervention and evaluate its promise. In the first phase, researchers will develop the initial version of the reading intervention, assessments, training materials, and fidelity of implementation measures. During the second and third phases, tutors from the research team will deliver revised versions of the interventions based on outcomes from the previous phase. During the fourth phase, researchers will examine the feasibility of teachers implementing the intervention and the promise of the intervention using a multiple-baseline across participants, single-subject design. During the last phase, the team will base final modifications to the reading intervention and accompanying materials on feedback from the classroom teachers. The team will evaluate the promise of the intervention by calculating students' reading growth and comparing outcomes for students who received the intervention to those who received typical instruction provided by the school and, for some reading measures, to normative data. Products of the project will be a fully developed intervention to teach reading to students with Down syndrome as well as published reports describing its promise for improving outcomes.

Amount: \$1,445,011

Period of Performance: 7/1/2011–6/30/2013

Award Number: R324A110135

Institution: University of Connecticut

Principal Investigator: Michael Coyne

Description: *Project Early Vocabulary Intervention.* Early vocabulary development has long been recognized as being important to future reading success. Although there is some research on direct vocabulary instruction in early grades, there are few investigations of its effects on students identified as at risk for disabilities. The purpose of this project is to assess the efficacy of *Early Vocabulary Intervention* with kindergartners most at risk for language and learning disabilities. The intervention is designed to supplement classroom vocabulary instruction and is intended to accelerate students' vocabulary and listening comprehension skills. Researchers will use a randomized control design to study the efficacy of *Early Vocabulary Intervention* for improving vocabulary and listening comprehension skills. Researchers will randomly assign students most at risk for language and learning disabilities to receive *Early Vocabulary Intervention* or to a business-as-usual control group. Researchers will assess both groups pre-intervention, immediately after intervention, and biannually through the end of second grade. Products of the project will be published reports on the efficacy of *Early Vocabulary Intervention* and moderators of intervention effects.

Amount: \$4,097,835

Period of Performance: 4/1/2011–3/31/2015

Social and Behavioral Outcomes to Support Learning

Award Number: R324A110180

Institution: University of South Florida

Principal Investigator: Kimberly Crosland

Description: *Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior.* Children and youths with or at risk for disabilities in foster care are at increased risk for school failure due in part to a high frequency of running away from their residential placements (e.g., foster home) in the child welfare system. When children and youths run away, they are missing school, which leads to poor educational outcomes. The purpose of this project is to develop and pilot test an intervention package that includes a functional assessment process and a menu of assessment-based intervention strategies designed to increase placement stability and improve academic outcomes for youths with disabilities in foster care. The research will take place in three phases: (1) development and feasibility testing of the assessment tool, (2) development and feasibility testing of the menu of intervention strategies, and (3) pilot testing of the intervention package. Project staff will use data collected through focus groups of caregivers, foster care agency supervisors, school personnel (e.g.,

teachers, behavior assistants), school administrators, and youths ages 13-18 who have engaged in runaway behavior to inform the development process of the assessment tool and the menu of intervention strategies. In addition, researchers will use simulated role-play scenarios to examine the inter-observer agreement and interviewer integrity of the assessment tool. The pilot study will examine the promise of the intervention's overall impact on student behavior and academic outcomes. Products of the project will include a fully developed version of the intervention package, data on the feasibility of the use of the intervention with students with disabilities in foster care, and evidence of the potential impact of the intervention on student behavior and academic outcomes. There will also be published reports and presentations on the project.

Amount: \$1,338,956

Period of Performance: 7/1/2011–6/30/2014

Award Number: R324A110182

Institution: University of Florida

Principal Investigator: Stephen Smith

Description: *Development of I Control: An Executive Function Based Intervention to Foster Self-Regulation and Improve Social/emotional Outcomes for Middle School Students with Emotional and Behavioral Disorders.* Students who exhibit significant and chronic behavioral problems and are consequently placed in special education programs for students with emotional and behavioral disorders are typically the most difficult to teach and manage in the classroom setting. Behavior management strategies, such as contingent reinforcement and behavior reduction procedures, are common classroom practices to address student behavior. However, these practices do not adequately address student self-regulatory skills, which have been shown to play an important role in social-emotional functioning. The research team will develop and pilot test *I Control*, an intervention for middle school students with emotional and behavioral disorders that targets self-regulatory mechanisms collectively known as executive functioning skills (e.g., inhibition of impulses, maintaining information in working memory). These self-regulatory skills are important for goal setting, regulating emotions, and problem solving, which in turn contribute to students' social competence. The project will involve three phases, including development of the intervention materials and procedures, feasibility testing, and pilot testing of the program to determine its promise for improving educational outcomes. A collaborative implementation team comprising members of the research team, a special education teacher, and one other school professional (e.g., school psychologist, assistant principal) will continually review, critique, and revise the intervention. This iterative development process includes implementing the *I Control* lessons in self-contained classrooms for students with emotional and behavioral disorders and refining the lessons based on feedback and observations of lesson delivery. The pilot study will examine the promise of the intervention with regard to the overall impact on student executive functioning skills, student knowledge and application of *I Control* concepts, academic performance, and teacher- and peer-rated student behavior. Products of the project will include a fully developed version of *I Control*, data on the feasibility of the intervention with students and teachers in middle school self-contained classrooms and evidence of the potential impact of *I Control* on student behavior and academic outcomes. Additionally, there will be published reports and presentations on the project.

Amount: \$1,487,494

Period of Performance: 5/15/2011–8/14/2014

Award Number: R324A110107

Institution: Johns Hopkins University

Principal Investigator: Catherine Bradshaw

Description: *Double Check: A Cultural Proficiency and Student Engagement Model.* Research consistently finds that minority students are overrepresented in special education, disciplinary referrals, and behavioral suspensions. There is a need to address cultural factors as possible antecedents of problem behaviors. The research team will develop and pilot test *Double Check*, an intervention to reduce the

overrepresentation of minority students in special education and disciplinary actions. *Double Check* is a model aimed at promoting cultural proficiency and student engagement. The intervention includes data-based decision-making and professional development at the school level and coaching for classroom teachers. It focuses on the use of culturally responsive teaching, classroom management, and student engagement strategies. The project will involve three phases, including development of the intervention materials and procedures, feasibility testing, and pilot testing of the program to determine its promise for improving educational outcomes. The research team will use data from focus group participants (including teachers, administrators, parents, and youths in grades 5–8) and advisory board members (content experts, practitioners, and community members) to continually review, critique, and revise the intervention model. This iterative development process will include implementing the model and refining it based on feedback as well as student behavioral and academic data. The research team will also collect data to track intervention fidelity. The pilot study will examine the promise of the program, including the overall impact on special education referrals, discipline data, achievement, observations of teacher and student behavior, student engagement, teacher self-reports of attitude and behavior change, and student reports of school climate and engagement. Products of the project will include a fully developed version of *Double Check* and published reports and presentations on its feasibility and promise.

Amount: \$1,676,576

Period of Performance: 5/1/2011–4/30/2014

Award Number: R324A110173

Institution: University of Florida

Principal Investigator: Maureen Conroy

Description: *Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders.* The prevalence rates of young children at elevated risk for emotional and behavioral disorders is concerning, with data indicating that approximately 12–25 percent of young children display chronic problem behaviors that affect their current and future performance in school. There is a need to intervene early with young children before the severity and intensity of their problems increase. BEST in CLASS was developed as a secondary-level intervention for teachers in early childhood classrooms. The focus of the intervention is on improving student social, emotional, and behavioral functioning and, concomitantly, the pre-academic competence of 4-year-olds at high risk for development of emotional and behavioral disorders. BEST in CLASS has feasibility of implementation by early childhood educators as well as promise for preventing and ameliorating problem behaviors demonstrated by high-risk children in early childhood settings. However, the efficacy of the intervention has not yet been tested. The research team will recruit and randomly assign early childhood classrooms in Florida and Virginia to either the intervention condition or a business-as-usual comparison condition. Children screened to be at elevated risk for emotional and behavioral disorders within each classroom will participate. The BEST in CLASS intervention comprises seven intervention modules that include instructional strategies (e.g., home-school communication; setting rules, expectations, and routines) designed to promote engagement and learning. The research team will use multiple measures to assess quality of teacher-child interactions, student behavior, and pre-academic outcomes. The team will examine teacher self-efficacy and teacher-child relationships as potential mediators of intervention outcomes. Products of the project will include evidence of the efficacy of the BEST in CLASS intervention, published reports, and presentations.

Amount: \$4,134,515

Period of Performance: 08/15/2011–08/14/2015

Award Number: R324A110166

Institution: SRI International

Principal Investigator: William Sumi

Description: *Efficacy Study of Check and Connect to Improve Student Outcomes.* There is a compelling need to more effectively intervene with youths with emotional and behavioral disorders to change their patterns of negative behavioral and academic experiences in high school. Importantly, there is a need to engage these students in school programs so they persist through graduation and are well prepared for success in their adult lives. The research team will conduct an RCT to test the efficacy of the *Check and Connect* intervention, a promising, comprehensive student engagement intervention developed to promote school success and completion for secondary students at high risk for school failure and dropout.

Although the intervention has been studied previously, the impact of the program has not been evaluated specifically with students with emotional disturbance. The research team will recruit incoming ninth-grade students in an urban city in California and randomly assign them to either the intervention condition or typical school services. The *Check and Connect* intervention includes mentor support for each student to promote student engagement in school and with learning. The team will use multiple measures to assess student behavioral and academic outcomes, including student engagement and progress toward a high school diploma. The research team will also examine how fidelity of implementation and quality of mentor-student alliance influence treatment outcomes. Products of the project will include evidence of the efficacy of the *Check and Connect* intervention, published reports, and presentations.

Amount: \$3,475,570

Period of Performance: 09/1/2011–08/31/2015

Award Number: R324A110017

Institution: University of Connecticut

Principal Investigator: Sandra Chafouleas

Description: *Project VIABLE-II: Unified Validation of Direct Behavior Rating (DBR) in a Problem-solving Model.* Despite increased emphasis on prevention and early intervention for improving students' social, emotional, and behavioral skills, there is a substantial gap in the availability of behavioral assessments to identify students in need of additional support (screening) and monitor response (progress monitoring). Previous work by this research team led to the development of DBR scales as an assessment method that combines the strengths of systematic direct observation and behavior ratings scales. Through this work, the need for a unified screening and progress monitoring tool emerged, and the research team will now extend this systematic line of research to evaluate DBR scales for use in supporting problem-solving models of service delivery for both screening and progress monitoring. The research activities will include: (1) validation of DBR for use in screening, (2) validation of DBR for progress monitoring, and (3) examination of foundational psychometric properties. With regard to screening assessment, the research team will establish appropriate cut-points for current and predictive student risk in both elementary and middle school student samples located in districts across three states. Concurrently, the team will examine traditional psychometric indicators (e.g., construct validity, criterion-related validity, and reliability) along with other forms of information relevant to score interpretation and use (e.g., social and educational consequences, relevance, and utility). Products of the project will include a validated DBR tool for screening and progress monitoring and published reports on the psychometric indicators and information relevant to score interpretation and use.

Amount: \$2,332,829

Period of Performance: 7/1/2011–6/30/2015

Award Number: R324A110074

Institution: IRIS Media, Inc.

Principal Investigator: Brion Marquez

Description: *Student Self-Management System (SSMS): Reducing Problem Behavior in Upper Elementary Classrooms by Transferring Externally Applied Teacher Controls to Internally Applied Student Controls.* Students in upper elementary school face increasing school demands and expectations for self-monitoring their behavior and learning. A significant proportion of student misbehavior can be attributed to poor self-management skills and lack of impulse control. Despite evidence for the potential of student self-management interventions to reduce problem behaviors, at the time of this application, research on self-management programs had yet to be translated into effective, practical tools for widespread implementation at the classroom level. The research team will develop and pilot test a self-management intervention, *Student Self-Management System (SSMS)*, for students with or at risk for disabilities who exhibit problem behavior in the classroom in grades 3 through 6. The research team will use an iterative formative evaluation process to develop the self-management intervention. Focus groups will provide data to develop the components of the intervention, namely the content of the student learning materials, teacher learning materials, the progress monitoring tool, and professional development for behavior specialists. After content is developed, the research team will complete a feasibility study in order to refine content and delivery. Then, the research team will combine the three modules into a single program, pilot test the program, and assess changes in (1) student social, self-management, and academic behavior; (2) teacher and behavior specialist satisfaction, self-efficacy, and knowledge about student behavior; and (3) satisfaction with the intervention by all users. Products of the project will include a fully developed *Student Self-Management System* and published reports on the development and promise of this intervention.

Amount: \$1,484,881

Period of Performance: 3/1/2011–2/28/2014

Award Number: R324A110027

Institution: SRI International

Principal Investigator: William Sumi

Description: *Students Exposed to Trauma: An Efficacy Study of the Cognitive Behavioral Intervention for Trauma in Schools.* There is a compelling need for school-based interventions to ameliorate the behavioral and academic challenges of the growing number of students who experience acute or chronic trauma. However, rigorous evidence supporting the use of trauma-focused interventions in schools is scarce and does not always include student outcomes that may be of interest for school personnel (e.g., teacher ratings of student behavior, academic outcomes). The research team will conduct a randomized controlled trial to test the efficacy of the *Cognitive Behavioral Intervention for Trauma in Schools (CBITS)* intervention. The intervention is a promising school-based, structured, symptom-focused therapy program to improve behavioral outcomes (e.g., depression, symptoms of post-traumatic stress disorder) for at-risk middle school students who have experienced a broad range of exposure to violence and trauma. The research team will recruit middle school students in an urban city in California in three cohorts and randomly assign students to either the intervention condition or typical school services. The CBITS intervention is group based; school clinicians will implement the intervention in one-hour weekly sessions over 10 weeks. The research team will use multiple measures to assess student behavioral and academic outcomes and will also examine how fidelity of implementation influences treatment outcomes. Products of the project will include evidence of the efficacy of the CBITS intervention, published reports, and presentations.

Amount: \$3,383,527

Period of Performance: 06/1/2011–05/31/2015

Award Number: R324A110370

Institution: Oregon Social Learning Center

Principal Investigator: Rohanna Buchanan

Description: *Students, Parents, and Teachers on Track: Intervention Development for Youth with Emotional Disturbance.* Students with emotional disturbance (ED) are often removed from their mainstream educational settings and placed in highly structured treatment settings (e.g., alternative schools) where they receive intensive services. When students return to their general education home school, those services and supports abruptly stop, leading to difficult transitions for students and increased likelihood of poor educational outcomes (e.g., dropout). The purpose of this project is to develop and pilot test an intervention, *On Track*, for middle school students with ED that is intended to promote successful student transitions from a treatment setting to neighborhood middle schools. The research will take place in three phases: development, feasibility testing, and pilot testing. During the initial development phase, researchers will develop the materials and procedures for each of the intervention components and will use information gathered from teacher and parent focus groups to revise the components. Feasibility testing will include implementing the components of the intervention first with a member of the research team as the case manager and then with school personnel serving as the case manager. The research team will use data collected through focus groups of school administrators, parents, and teachers to inform the development process. The pilot test will occur during year three and will determine whether the intervention shows promise for improving student behavior and academic outcomes, parental engagement and academic support of students, and implementation of transition plans at receiving middle schools. The product will be a fully developed version of *On Track*, a nine-month intervention designed to facilitate transition of students with ED from a self-contained day school to their respective home middle schools. Additional products will include published reports and presentations on the feasibility and promise of the intervention.

Amount: \$1,270,780

Period of Performance: 5/1/2011–4/30/2014

Special Education Policy, Finance, and Systems

Award Number: R324A120407¹²

Institution: CUNY, Queens College

Principal Investigator: Carolyn Hughes

Description: *Development and Validation of the Supports Intensity Scale (SIS) for Children.* Individuals with intellectual or developmental disability may require ongoing support to participate in typical life activities such as navigating the neighborhood. In order to identify the supports needed by adults with intellectual disabilities, an assessment called the SIS has been developed, validated, and adopted worldwide. However, no equivalent assessment for children with intellectual or developmental disabilities exists. The research team will develop an adapted version of the assessment for children with disabilities. The *SIS for Children* will be designed to be used easily by teachers and related service providers with input from parents to assess the support needs of children ages 5 to 16 with intellectual or developmental disabilities. Children with intellectual or developmental disabilities and teachers from across the country will participate in this research project. Researchers will conduct a series of five studies to: (1) establish the reliability and validity of the *SIS for Children* instrument, (2) calibrate scale scores resulting from the *SIS for Children* with those from the adult version of the assessment, (3) determine how the items relate to typically developing children, (4) assess the ease of use and utility of the *SIS for Children* for

¹² The original grant award number was R324A110177. The grant transferred from Vanderbilt University to CUNY, Queens College and was given a new grant award number.

developing individualized education programs (IEPs), and (5) examine the association between the *SIS for Children* and the supports identified in the IEPs. Products of the study will include a fully developed and validated *SIS for Children*, training modules, manuals, publications, and presentations.

Amount: \$1,593,560

Period of Performance: 07/01/2011–06/30/2015

Award Number: R324A110088

Institution: Educational Testing Service

Principal Investigator: Cara Cahalan Laitusis

Description: *Development of Computer-based Testing Accommodations for Students with Visual Disabilities.* Computer-based testing holds promise for increasing accessibility of state assessments for children with disabilities. However, providing appropriate accommodations for this testing presents a challenge. There have been particular challenges with making computer-based test items accessible to students who are Braille readers. The purpose of this project is to add enhancements in testing accommodations for students who are blind or have low vision to an existing platform that delivers a grade 8 reading assessment. This project will provide a fully functional computer-based test delivery platform designed to increase accessibility and meet the needs of these students. The researchers will enhance a computer-based testing platform called NimbleTools. During the first two years, researchers will develop enhancements and revise the NimbleTools platform based on alpha and beta testing. This will provide information on the platform's usability. During the final project year, researchers will complete a pilot test to determine the extent to which use of the updated platform improves test performance for students who read Braille and investigate the psychometric characteristics of the reading assessment for these students. Products of the project will include an updated NimbleTools platform, presentations, and published reports.

Amount: \$1,171,289

Period of Performance: 3/1/2011–2/28/2014

Transition Outcomes for Secondary Students With Disabilities

Award Number: R324A110018

Institution: University of North Carolina at Charlotte

Principal Investigator: David Test

Description: *A Study of the Effects of a Three-Tier Model of Interagency Collaboration on Transition Outcomes for Students with Disabilities.* Although post-school outcomes for students with disabilities improved in the 10 years prior to this application, students with disabilities still consistently experience poor outcomes in the areas of education, employment, and independent living when compared to their peers without disabilities. To improve transition outcomes, the researchers will examine the efficacy of a three-tier model of interagency collaboration, called Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), on transition outcomes for students with disabilities. The researchers will provide empirical information about the CIRCLES intervention as compared to the business-as-usual services provided to students with disabilities. The researchers will use a cluster randomized trial with school-level random assignment to examine the effects of CIRCLES on student transition outcomes. It is hypothesized that CIRCLES will have positive effects on students' in-school academic and functional achievement outcomes as well as post-school outcomes (i.e., employment, education, and independent living). The study will require schools in the CIRCLES condition to participate in a two-day CIRCLES Training Institute at University of North Carolina at Charlotte. Schools in the business-as-usual condition will use their current secondary transition program. Researchers will use multiple in-school and post-school measures to evaluate the efficacy of CIRCLES

and will collect fidelity measures throughout the academic school year. Researchers will analyze outcome data using a two-level hierarchical linear model. Products of the study will include evidence of the efficacy of the CIRCLES intervention, publications, and presentations.

Amount: \$2,495,693

Period of Performance: 05/01/2011–04/30/2015

Award Number: R324A110040

Institution: University of Illinois

Principal Investigator: Karrie Shogren

Description: *Exploring the Predictors and Outcomes of Self-Determination for Secondary Students with Disabilities Using NLTS2.* Historically, students with disabilities have had poor transitions to post-school life. Promoting the development of self-determination skills in students with disabilities is considered an area of best practice in this field. However, little empirical research has explored the relationship between individual and ecological factors and self-determination. The research team will use extant data from the National Longitudinal Transition Study-2 (NLTS2) to identify individual and ecological factors that predict self-determination and examine the relationship between self-determination and long-term outcomes of students with disabilities. The research team will conduct the project in four phases. First, the research team will analyze a nationally representative sample of students with disabilities to describe the self-determination of students within and across disability categories. Second, the team will examine the relationships between self-determination and individual and ecological factors hypothesized to be predictors of self-determination based on previous research and theory. Third, the team will examine the degree to which self-determination predicts long-term outcomes in the domains of equality of opportunity, full participation, independent living, and economic self-sufficiency. Finally, using multi-level structural equation modeling, the team will integrate the findings from the other analyses to develop a comprehensive model of predictors and outcomes of self-determination. Products of the project will include published reports and presentations on the results of all analyses, including the development of a model of predictors and outcomes of self-determination.

Amount: \$384,323

Period of Performance: 8/16/2011–8/15/2013

Special Education Research and Development Centers

Award Number: R324C110004

Institution: University of Oregon

Principal Investigator: Gerald Tindal

Description: *National Research and Development Center on Assessment and Accountability for Special Education.* The increased demand for accountability in education focused on improved student academic performance has led to many questions about the most accurate method for capturing individual student progress, particularly for students with disabilities. Although there is a substantial amount of existing research on the characteristics of students with disabilities and assessment of their abilities and skills for purposes of classification and intervention, far less is known about the natural developmental progress in achievement for students with disabilities. The primary aims of this project are to identify academic growth trajectories of students with disabilities and develop and test practical and relevant methods of accurately measuring academic growth for students with disabilities for use in accountability systems. The ultimate objective of the Center is to develop assessment methods that schools can use to (1) accurately assess the academic progress of students with disabilities and (2) improve the quality of education provided to students with disabilities, leading to improved student outcomes. The Center's primary research will involve three simultaneous research strands across Years 1–5: (1) Cornerstone Study, (2) Multi-State Extension Study, and (3) Interim Assessments Study.

Amount: \$11,677,134

Period of Performance: 07/01/2011–06/30/2016

Postdoctoral Research Training Program in Special Education

Award Number: R324B110007

Institution: University of Texas Health Science Center at Houston

Principal Investigator: Marcia Barnes

Description: *Special Education Training Fellowship: Interventions and Professional Development Models in Language and Literacy.* This program provides postdoctoral fellows with extensive research training in special education research with a focus on language and literacy interventions. The overarching goal of this award is to prepare four postdoctoral fellows with skills to conduct rigorous research in language and literacy special education research, as well as skills in grant writing and publication. The training program is housed at the University of Texas Health Science Center Children's Learning Institute (CLI) in Houston. This program consists of a variety of training activities and opportunities, including work on both late and early stages of research projects, development of individualized training plans with mentors, CLI Collaborative monthly meetings (for the presentation of ideas and receipt of feedback on research design), research working group meetings, a distinguished speaker series, shadowing of consultants in the Data Analysis Work Group, the university-wide postdoctoral training program, and opportunities for outside summer institute training or auditing courses in methodology and statistics. Several of the research projects available to fellows in this program focus on combining two important aspects of professional development—intentional instruction and responsive teaching approaches. Research opportunities for the fellows currently include (but are not limited to): (1) a study of the added benefit of an effective parent-child program to an early intervention classroom program on school readiness, (2) a randomized trial of a professional development model in Migrant Head Start programs, (3) the development and implementation of a dual-language preschool program for English language learners, (4) the development of a small-group intervention in decoding and listening/reading comprehension for first-grade children at risk for reading difficulties, (5) a randomized trial on the effectiveness of treatments for children with both attention deficit hyperactivity disorder and serious reading difficulties, and (6) an investigation of malleable cognitive processes and integrated comprehension interventions for middle and high school students.

Amount: \$680,565

Period of Performance: 3/1/2011–02/29/2016

Award Number: R324B110001

Institution: Board of Regents, University of Nebraska-Lincoln

Principal Investigator: Mike Epstein

Description: *University of Nebraska's Post-Doctoral Program in Emotional Disturbance (ED).* This program provides postdoctoral fellows with extensive research training on projects related to educating children with ED. The overarching goal of this award is to prepare four postdoctoral fellows with skills to conduct rigorous research on the development and evaluation of interventions and assessments related to ED. The training program is housed at the University of Nebraska's Department of Special Education and Communication Disorders but will rely significantly on the existing partnership the university has with Boys Town, a national service provider for intervention services to children with or at risk for disabilities. The postdoctoral program focuses on the fellows' acquisition of the advanced statistical and methodological skills necessary to conduct meaningful, large-scale research projects, including quasi-experimental design, randomized clinical trials, regression models, advanced modeling, and small sample sizes. Additionally, this program will focus on knowledge and competence in special education for children with ED and writing skills for submitting competitive grant proposals. Fellows will work under the dual mentorship of senior and junior faculty members and have access to a multitude of university and non-university training resources. Research opportunities for the fellows currently include (but are not limited to): (1) the development and feasibility assessment of an after-care model of improving the educational and social-emotional outcomes of youths with ED, (2) the development and pilot testing of measures to assess the implementation of a treatment approach for youths in residential care for disruptive

behavior disorders, (3) the assessment of the academic and language skills of children and youths as they enter Boys Town and the development of interventions to improve their functioning, and (4) a randomized clinical trial to test the efficacy of a family-focused intervention for improving the transition to high school among students at risk for academic problems.

Amount: \$643,776

Period of Performance: 7/1/2011–6/30/2015

Small Business Innovation Research in Special Education

Award Number: ED-IES-11-C-0033

Institution: 3-C Institute for Social Development

Principal Investigator: Janey McMillan

Description: *A Computer-based Social Intervention for Students with High Functioning ASD: Using Technology to Improve Special Education.* Students with high functioning autism spectrum disorders (HF-ASD) face unique challenges with social skills and social relationships, often experiencing heightened levels of social isolation and exclusion from social opportunities. Without intervention, these social difficulties can interfere significantly with students' ability to engage in and learn at school. However, few social interventions are available that are both evidence-based and feasible to implement in a school. Further, products that allow educators to simultaneously implement a social intervention and measure its impact on students' social functioning are lacking. This project will develop a fully interactive computer-based social intervention for elementary school students with HF-ASD. The development process will entail designing graphics for the characters and scenery, scripting the hierarchy of dialog and behavioral menu choices available to the student, defining the scoring algorithms for assessing social problem solving, and integrating instructional content. The research team will use a mixed-methodology design to assess the prototype with 45 students and a group of teachers and then make iterative refinements based on feedback. After development is complete, researchers will assess the feasibility, usability, and promise of the product to improve social functioning in 50 special education classrooms. Researchers will randomly assign half of the classrooms to participate in Social Story Theatre (SST), while the other half will receive services as usual over a period of two months. Measures will include student attitudes and behaviors relating to social skills and decision making. The SST will be a web-based platform in which third- through fifth-grade students with HF-ASD will engage with animated scripts that address challenges in their lives in order to facilitate improved social functioning. The scripts will include an array of characters, objects, and locations in a virtual story world. An avatar-builder will be available so that students can customize their avatar's gender, clothes, hair color and style, and skin color. The calibration function will customize the level of difficulty at which students will enter the scenarios. The performance scoring algorithm and data tracker will formatively assess performance, scaffolding and social learning, and provide reports to teachers.

Amount: \$1,050,000

Period of Performance: 6/16/2011–12/16/2013

Award Number: ED-IES-11-C-0034

Institution: Quantum Simulations, Inc.

Principal Investigator: Benny Johnson

Description: *Artificial Intelligence Software to Tutor Literary Braille to the Blind and Visually Impaired.* Braille is the primary medium of written communication for persons who are blind. Research prior to this application shows that Braille literacy strongly correlates with stronger reading habits and the pursuit of higher education, whereas Braille illiteracy negatively affects students' academic performance and ability to navigate the everyday world. This project will develop a web-based tutoring system to provide on-demand Braille literacy support to students with visual impairments. The main technological objectives include designing and implementing a user interface for dynamic Braille input and output, designing a rules-based expert system for the Braille curriculum, and designing a rules-based expert system to analyze

student work and provide feedback. To assess implementation feasibility and usability of the technology and to gather data on the promise of the product to support student learning, a single-case pilot study will collect data from 50 students over 15 weeks. Outcome measures will include items from the Minnesota Braille Skills Inventory. The web-based *Artificial Intelligence Braille Tutor* software will provide kindergarten through 12th-grade students who are blind or have visual impairments with on-demand support for understanding Braille code. Braille output will be accessible via a refreshable tactile display for blind users and will be visually on-screen for users who can see it. The tutor will either supplement existing curricula or be integrated within lessons, will support skills like spelling and vocabulary learning within existing literacy curricula, and will be for use in special or general education classes.

Implementation will not require teachers to change lessons or materials.

Amount: Phase I: \$150,000. Phase II: \$900,000

Period of Performance: 6/16/2011–12/16/2013

Award Number: ED-IES-11-C-0028

Institution: Information Research Corporation

Principal Investigator: Marjorie Darrah

Description: *Haptic Immersion Platform to Improve STEM Learning for the Visually Impaired.* Research findings available at the time of this application demonstrate a lack of products to support students with visual impairments in STEM (science, technology, engineering, and mathematics) classrooms, as schools today often rely on large print or curricular materials that cannot wholly convey information to students. This project will develop a platform to enrich STEM learning among students with (or without) visual impairments. After mock-ups are completed, the project will develop prototypes of the multi-media learning applications (apps) and design a user-interface to house the apps and the materials needed to implement the intervention. Next, project staff will author programming code to integrate a haptic controller device with the platform to enable tactile sensory learning opportunities. To assess implementation feasibility and usability of the technology and to gather data on the promise of the product to support learning, the pilot study will follow 10 classrooms over two months. The classrooms will include a mixture of students with and without visual impairments. Half of the classrooms will use the product to supplement the normal science curriculum; the other half will serve as a business-as-usual comparison group. Research questions will address the ease of integration of the product within classrooms, whether students with visual impairments have greater access to science data than with typical practices, and whether students learn more from using the platform compared to those not using the product. Pre- and post-measures will address STEM topics. The *Interactive Touch Science* will be an integrated software and hardware assistive technology platform to support STEM learning among middle school students with (or without) visual impairments. The product will include a series of 20 apps that will be accessed through the user interface. Each app will address standards-relevant content. The product will also include a haptic sensing controller device that will be connected to a computer and integrated with the apps to provide real-time tactile, visual, and audio feedback. The product will include materials for classroom-based implementation.

Amount: Phase I: \$149,603. Phase II: \$899,676

Period of Performance: 6/16/2011–12/16/2013

Award Number: ED-IES-11-C-0040

Institution: HandHold Adaptive, LLC

Principal Investigator: Robert Tedesco

Description: *iPrompt to Improve Teaching Students with ASD.* ASD are neurodevelopmental disabilities characterized by deficits in social competence, communication skills, and behaviors that are restricted and repetitive. Prevalence rates of ASD are 1 in 110 children. Many students with ASD rely on visual supports to engage in learning in education settings. The purpose of this project is to fully develop a product to allow teachers to customize and present different visual supports in supporting students with ASD. Phase I work demonstrated the feasibility of a prototype to assist students in staying on task,

organizing and sequencing time, and transitioning between activities. In Phase II, the team will increase the product's usability and accessibility and will add new features requested by users such as visual checklists and training materials for easier implementation. All features will be developed to ensure that the product is easy to operate and incorporate into education practice. Once this work is complete, the project team will conduct a pilot study to test implementation feasibility, usability of the technology, and the promise of the product to improve both teacher instruction and behaviors of students with ASD. The sample will include 10 special education instructors and approximately 40 students with ASD. The *iPrompt* software will be for use on iPhones, iPads, and Androids. Teachers will use the product with flexible and unobtrusive strategies to support students with ASD. The main components of *iPrompt* will be a video modeling library, a community media library, a teacher's manual, and video modules to support teacher use. Features to support students with ASD will include picture schedules; visual countdown timers; and choice prompts to help set expectations, ease transitions between activities, increase attention to tasks, and develop social skills.

Amount: \$849,488

Period of Performance: 6/29/2011–6/28/2013

Award Number: ED-IES-11-C-0032

Institution: Institute for Disabilities Research and Training, Inc.

Principal Investigator: Corrine Vinopol

Description: *MyASL Quizmaker*. American Sign Language (ASL) is a visual and gestural language that is distinct from English and has its own grammar, syntax, vocabulary, and no text representation. Despite the differences between the languages, students who use ASL are typically assessed with protocols for English-speaking students, as few protocols exist specifically for students who use ASL. Not surprisingly, research completed prior to this application shows that tests administered in English to ASL students often do not provide an accurate measure of progress. This project will develop a reliable testing mechanism to evaluate deaf individuals who communicate with ASL in the areas of vocabulary knowledge and reading comprehension. The project staff will select content and script mockups to be visually appealing and easy to navigate by ASL students. Next, staff will author programming language to enable users to interact with the software and produce videos to support implementation. Project staff will iteratively test each of the components with students and teachers until complete. To assess implementation feasibility, usability of the technology, and validity of the product to provide accurate assessments, the project will involve using the final version of the assessments in 10 classrooms over a 1-month period. Teachers will complete surveys to assess the ease of use and integration of the product within existing practices. The *myASL Quizmaker* will provide web-based assessments for deaf or hard of hearing students who use ASL. This product will provide automatic ASL graphic and video translations for students; enable teachers to create customized tests, exams, and quizzes that are automatically scored; and provide teacher reports with grades and corrected quizzes. The project staff will populate the English-to-ASL translation capabilities of this new assistive technology with an existing lexicon of 13,000 English words, phrases, and idioms and the corresponding 5,500 signs. The project will also develop 300 new STEM (science, technology, engineering, and mathematics) words to be added to this lexicon.

Amount: Phase I: \$149,989. Phase II: \$899,951

Period of Performance: 6/16/2011–12/16/2013

Award Number: ED-IES-11-C-0026

Institution: Thought Cycle, Inc.

Principal Investigator: Marshall Gause

Description: *Project NumberShire: A Game-Based Integrated Learning and Assessment System to Target Whole Number Concepts*. Research completed prior to this application points to several features of technology-based math games that may be important for supporting the learning needs of students with or at risk for disabilities. These include games that engage students in highly motivating narratives, provide focused foundational knowledge and scaffolding of learning whole number concepts, and provide

performance-monitoring capabilities. The project will develop an integrated learning and assessment gaming system to assess and teach whole number concepts to first-grade students with or at risk for mathematics disabilities. The project will develop prototypes iteratively through four stages, including preproduction, production, alpha, and beta. In the preproduction stage, project staff will create content, mock up design documents, and build simple prototypes. In the production stage, the project will add game assets and source code. In the alpha stage, all features will be playable but not yet finalized. In the beta stage, the project will finalize the product and users will pilot it. Research to test the implementation feasibility, usability of the technology, and the promise of the product to assess and then improve learning will include a matched comparison of the lowest performing students in first-grade classrooms in several schools. It is anticipated that 120 students will be part of the pilot research. Project staff will randomly select half of the students to play the game as a supplement to classroom learning; the other half will not have access. Analyses will compare pre and post math scores. The web-based product, *Numbershire*, will include narrative based mini-games to support first-grade students with or at risk for disabilities in understanding whole numbers. Project staff will align gaming content to relevant standards. In the game, students will build an idyllic fairytale village by applying math concepts. Tasks will include setting goals, advancing to more challenging levels, and engaging in competition. The system will provide individualized formative assessment scaffolding when students do not know the answer to a question. A teacher management system will support professional development and will produce reports to guide instruction.

Amount: Phase I: \$149,994. Phase II: \$899,960

Period of Performance: 6/16/2011–12/16/2013

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 (i.e., 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 related to students with disabilities who take alternate assessments. In particular, IES is responsible for carrying out a national study or studies that examine: (1) the criteria that states use to determine eligibility for alternate assessments and the number and types 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 FFY 2011 (i.e., Oct. 1, 2010, through Sept. 30, 2011):

Contract Number: ED-01-CO-0003

Contractor: SRI International

Project Director: Mary Wagner

Description: *National Longitudinal Transition Study-2 (NLTS2)*. This study was intended to provide a national picture of the experiences and achievements of students in special education during high school and as they transition 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 through 2010 in an effort to understand their educational, vocational, social, and personal experiences as they transitioned from adolescence to early adulthood. Reports for this study can be found on the website <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

Amount: \$23,573,453

Period of Performance: 1/2/2001–8/30/2011

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*). Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

Amount: \$14,198,843

Period of Performance: 9/30/2004–9/28/2011

Contract Number: ED-04-CO-0059/0023

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Phase I*. The ECLS-K:2011 is the third in a series of longitudinal studies to examine children's early learning and development, transitions into kindergarten and beyond, and progress through school. It currently includes three phases. The overall plan is to follow approximately 18,000 children, selected when in kindergarten, through the 2015–16 school year, when most of them are expected to be in fifth grade. Specifically, data are to be collected in fall 2010 and spring 2011 about mostly children in kindergarten; fall 2011 and spring 2012, about mostly children in first grade; fall 2012 and spring 2013, about mostly children in second grade; spring 2014, about mostly children in third grade; spring 2015, about mostly children in fourth grade; and spring 2016, about mostly children in fifth grade. This particular contract covered the data collections planned for fall 2010, spring 2011, and fall 2011. The following types of data collections were expected to be performed: one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function), computer-assisted parent interviews, physical measures, and surveys of general classroom teachers and school administrators. In addition, the plans for this contract called for surveys of special education

teachers of children receiving special education services, surveys of child care providers of children in after-school care, and an assessment of Spanish-speaking children's basic reading skills in Spanish. The report from this study is expected to be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$30,434,468

Period of Performance: 4/18/2008–4/17/2013

Contract Number: ED-IES-10-C-0048

Contractor: Westat

Project Director: Karen Tourangeau

Description: *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Phase II.* The ECLS-K:2011 is the third in a series of longitudinal studies to examine children's early learning and development, transitions into kindergarten and beyond, and progress through school. It currently includes three phases. The overall plan is to follow approximately 18,000 children, selected when in kindergarten, through the 2015–16 school year, when most of them are expected to be in fifth grade. Specifically, data are to be collected in fall 2010 and spring 2011 about mostly children in kindergarten; fall 2011 and spring 2012, about mostly children in first grade; fall 2012 and spring 2013, about mostly children in second grade; spring 2014, about mostly children in third grade; spring 2015, about mostly children in fourth grade; and spring 2016, about mostly children in fifth grade. This particular contract covered data collections in spring 2012, fall 2012, and spring 2013. The following types of data collections were expected to be performed: one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science as well as executive function), computer-assisted parent interviews, physical measures, and surveys of general classroom teachers and school administrators. In addition, the plans for this contract called for surveys of special education teachers of children receiving special education services and an evaluation of children's hearing. The report from this study is expected to be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$30,525,233

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

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

Contractor: Mathematica Policy Research, Institute on Community Integration (ICI), Decision Information Resources (DIR)

Project Director: John Burghardt

Description: *National Longitudinal Transition Study 2012 (Study of Transition Outcomes for Youth with Disabilities, Phase I).* This study is the third in a series examining the characteristics, school experiences, and postsecondary outcomes of a nationally representative sample of youths with disabilities. The NLTS 2012 focuses on a group of about 10,000 students ages 13 to 21 (in December 2011), including a small sample of students without disabilities to allow, for the first time, for direct comparisons of students with and without individualized education programs. Data collection will include surveys of youths, parents/guardians, school administrators and teachers, as well as administrative records on youths and their schools. The study team will gather information at baseline (2012 and 2013) to describe the transition experiences of youths and outcomes as they prepare to leave school. A report reviewing evidence on improving post-high school outcomes for youth with disabilities was released in August 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134011/index.asp> (accessed Mar. 3, 2014). More information on NLTS 2012 is available at <http://ies.ed.gov/ncee/nlts/districts.asp> (accessed Mar. 3, 2014).

Amount: \$24,093,405

Period of Performance: 9/27/2010–9/26/2015

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

Contractor: SRI International, Westat, RMCE

Project Director: Jose Blackorby

Description: *Study of Early Intervention and Special Education Services and Personnel.* This study is supporting the analysis of extant data to examine early intervention and special education service delivery and the personnel providing services. The study will examine early intervention service delivery across states, special education and related services received by children and youths over time and across states, and changes over time in the distribution of personnel providing special education services. Among the extant data sources the study team will use are cross-sectional data from the Section 618 data states submit to the U.S. Department of Education and from the Schools and Staffing Survey. The report from this study will be available at <http://ies.ed.gov/ncee> (accessed Mar. 10, 2014).

Amount: \$1,149,233

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

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 studies related to the national assessment during FFY 2011 (i.e., Oct. 1, 2010, through Sept. 30, 2011).

Contract Number: ED-04-CO-0015/0009

Contractor: Abt Associates, Westat, and Windwalker Corporation

Project Director: Alan Werner

Description: *IDEA National Assessment Implementation Study (NAIS)*. 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 state lead agencies support the transition of toddlers with disabilities to Part B preschool-age special education programs, but that Part C state 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 state 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. 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 was released in July 2011 and is available at <http://ies.ed.gov/ncee/pubs/20114026/pdf/20114027.pdf> (accessed July 19, 2012).

Amount: \$2,271,022

Period of Performance: 9/6/2007–12/31/2011

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

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

Project Director: Thomas Fiore

Description: *Evaluation of the IDEA Personnel Development Program.* This evaluation included two descriptive studies, each focusing on different funding recipients for the *IDEA* Subpart 2 Part D, Personnel Development Program. The first study was of the national centers that are funded under this grant program and designed to provide a variety of national capacity-building and scientifically based products and services to a range of audiences, including researchers, trainers, and education services providers. Panels of experts rated the quality and relevance/usefulness of documented materials and technical assistance provided by the national centers. The second study was of higher education institutions' special education personnel preparation programs funded through this grant program. In addition to examining a number of funded program outcomes (e.g., number of students enrolled in courses and number of students who exited courses of study without completing them), the second component included expert panel ratings of the quality and relevance/usefulness of additions or significant modifications to courses of study during the period of each grant. To determine what became of nonfunded programs, the second study also included a survey of applicants from FY 2006 and FY 2007 who were not funded in those years. The final report from this evaluation is available at <http://ies.ed.gov/ncee/pubs/20144007/> (accessed Mar. 3, 2014).

Amount: \$2,804,871

Period of Performance: 9/19/2007–9/30/2013

Contract Number: ED-04-CO-0025/0013

Contractor: American Institutes for Research and NORC at the University of Chicago

Principal Investigator: Mengli Song

Description: *Study of School Accountability for Students With Disabilities.* This study is describing the extent to which schools are accountable for the students with disabilities (SWD) subgroup under the *Elementary and Secondary Education Act*, how adequate yearly progress and school improvement status of schools vary with school accountability status, and how regular and special education practices for students with disabilities vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the U.S. Department of Education's *EDFacts* database as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. The evaluation is addressing three research questions: (1) To what extent are schools accountable for the performance of the SWD subgroup, and how does this accountability vary across schools and over time? (2) To what extent have schools accountable for the SWD subgroup been identified as needing improvement? (3) How does school accountability for the SWD subgroup relate to regular and special education practices for SWD? An interim report, relying on analysis of *EDFacts* data from 2005–06 to 2008–09 school years from up to 40 states, was released in May 2012 and is available at <http://ies.ed.gov/ncee/pubs/20124056/> (accessed Mar. 1, 2013). An update on the interim report, using data through the 2009–10 school year from up to 44 states, was released in October 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134017/> (accessed Mar. 3, 2014). A third report, relying on analysis of data from *EDFacts* and 2011 surveys of school staff in 12 states, is expected to be released in 2014. Reports from this study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 3, 2014).

Amount: \$3,626,218

Period of Performance: 2/28/2008–2/27/2015

Contract Number: ED-04-CO-0111/0003

Contractor: MDRC, SRI International, Instructional Research Group, and Survey Research Management

Project Director: Fred Doolittle

Description: *Evaluation of Response to Intervention Practices for Elementary School Reading.* This evaluation is investigating the effects on grade 1-3 reading achievement of providing intensive interventions to children who have been identified as at risk for reading difficulties. This study is also investigating the range of Response to Intervention (RTI) practices for early reading being used by a representative sample of schools in 13 states and how schools experienced with RTI vary the intensity of reading instruction to children based on student benchmark reading performance. The evaluation is relying on a combination of regression discontinuity methods and descriptive comparisons. Site recruitment and data collection occurred in 2011 and 2012. The report from this study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 3, 2014).

Amount: \$14,204,339

Period of Performance: 3/26/2008–3/25/2015

Contract Number: ED-04-CO-0059/0032

Contractor: Westat and Empatha

Project Director: Tamara Daley

Description: *National Evaluation of the IDEA Technical Assistance and Dissemination Program.* As specified in *IDEA* Part D, the Technical Assistance and Dissemination (TA&D) Program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The National Evaluation of the *IDEA* TA&D Program is designed to describe the products and services provided by the TA&D Program grantees, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting those needs and supporting implementation of *IDEA* 2004. Research questions focus on three topic areas: (1) description of needs for and uses of TA&D services: a) What are the areas in which states and local providers report needing and/or receiving technical assistance to support *IDEA* implementation across all education-levels? b) Which services are seen as most helpful in contributing to the improvement of key student outcomes, and what are the perceived barriers to local level implementation? (2) description of TA&D grantee services: a) What are the TA&D Network objectives and provider areas of practice? b) How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients? (3) relationship between technical assistance and implementation of practices and policy: a) To what extent does assistance from TA&D grantees relate to implementation of special education policies and practices that support the implementation of *IDEA*? Data collection, which began in 2011, included administering surveys to TA&D Program grantees, all state *IDEA* Part B and Part C administrators, and a sample of state-level special education program staff. An interim report based on these data was released in October 2013 (<http://ies.ed.gov/ncee/pubs/20144000/>). The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed Mar. 10, 2014).

Amount: \$2,995,294

Period of Performance: 9/25/2009–9/24/2014

Appendix A

Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State

Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2010

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	3,098	1.7	7,492	4.1	74,794	7.1	29,071	5.3
Alaska	706	2.2	2,104	6.6	15,944	9.6	5,267	6.3
Arizona	5,301	2.0	14,756	5.3	111,060	7.6	38,504	5.2
Arkansas	3,222	2.8	13,036	10.8	51,847	8.1	18,744	5.8
California	30,754	2.0	72,404	4.7	599,770	7.0	230,526	5.1
Colorado	5,394	2.7	11,797	5.6	72,913	6.7	25,656	4.7
Connecticut	4,499	3.8	7,933	6.2	60,234	7.9	23,671	6.0
Delaware	889	2.7	2,123	6.2	16,485	8.5	6,200	6.0
District of Columbia	399	1.9	957	5.4	10,990	10.0	5,251	7.6
Florida	13,158	2.1	36,027	5.5	332,781	8.9	130,873	6.7
Georgia	6,015	1.5	15,911	3.8	161,633	7.2	59,771	5.3
Hawaii	1,926	3.6	2,398	4.7	17,318	6.4	6,515	4.7
Idaho	1,732	2.4	3,583	4.8	23,462	6.3	7,683	4.2
Illinois	18,212	3.7	36,503	7.1	266,589	9.4	101,894	7.0
Indiana	10,074	3.9	18,725	7.1	147,348	10.0	55,589	7.3
Iowa	3,607	3.0	7,378	6.0	61,123	9.1	23,234	6.7
Kansas	3,942	3.2	10,604	8.6	56,269	8.7	19,348	5.9
Kentucky	4,641	2.8	17,963	10.5	84,407	9.1	25,953	5.5
Louisiana	4,703	2.5	10,427	5.5	72,516	7.1	25,250	4.8
Maine	930	2.3	3,824	8.8	28,437	10.9	10,506	7.6
Maryland	7,697	3.5	12,875	5.8	90,615	7.3	34,077	5.3
Massachusetts	15,162	7.0	16,662	7.4	150,864	11.0	58,198	7.8
Michigan	10,384	3.0	23,183	6.3	195,774	8.9	74,684	6.4
Minnesota	5,013	2.4	15,076	7.0	107,774	9.4	40,629	7.0
Mississippi	2,358	1.9	10,191	8.0	53,847	7.9	18,672	5.3
Missouri	4,539	2.0	15,891	6.7	111,273	8.5	40,639	6.0
Montana	723	2.0	1,656	4.4	15,105	7.4	5,362	5.0
Nebraska	1,537	1.9	5,050	6.4	39,249	9.6	12,863	6.2
Nevada	2,344	2.1	6,947	6.2	41,131	7.1	15,074	5.2
New Hampshire	1,817	4.5	3,135	7.1	26,785	9.6	11,057	7.5
New Jersey	10,580	3.3	17,073	5.1	214,929	11.6	79,897	8.6
New Mexico	4,746	5.5	5,224	5.9	41,390	8.9	13,736	5.8
New York	30,982	4.5	64,923	9.3	389,619	9.5	149,358	6.8
North Carolina	9,842	2.6	18,433	4.8	166,674	8.0	59,045	5.6
North Dakota	928	3.4	1,714	6.5	11,456	8.0	4,189	5.2
Ohio	14,868	3.5	22,454	5.1	237,000	9.4	98,824	7.6
Oklahoma	2,770	1.8	8,298	5.2	88,952	10.6	31,373	7.4
Oregon	2,940	2.1	9,392	6.5	71,658	9.1	24,989	6.2
Pennsylvania	17,351	4.0	31,072	7.0	264,008	9.9	108,461	7.5
Rhode Island	1,849	5.5	2,945	8.3	22,387	9.7	9,320	7.1
South Carolina	4,625	2.6	11,083	6.1	89,206	8.9	32,291	6.1
South Dakota	1,106	3.1	2,738	7.7	15,288	8.5	4,583	5.0
Tennessee	4,054	1.7	13,096	5.3	107,167	7.9	37,747	5.4
Texas	28,895	2.5	41,494	3.5	400,525	6.6	163,707	5.5

See notes at end of exhibit.

Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2010—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	3,384	2.1	8,990	5.7	61,288	8.3	19,009	5.4
Vermont	790	4.2	1,762	8.8	12,174	9.2	4,800	6.5
Virginia	7,378	2.4	17,081	5.5	145,257	8.5	56,626	6.4
Washington	5,592	2.1	14,275	5.4	113,703	7.9	38,867	5.3
West Virginia	2,449	4.0	5,607	8.9	39,400	10.8	13,623	7.1
Wisconsin	6,131	2.9	16,079	7.3	108,643	8.8	41,311	6.5
Wyoming	1,149	4.8	—	—	—	—	—	—
50 states and District of Columbia	337,185	2.8	720,344 ^e	5.9 ^f	5,699,061 ^e	8.4 ^f	2,152,517 ^e	6.2 ^f
BIE schools ^g	†	†	396 ^h	†	6,405	†	2,068	†
American Samoa	58	—	142 ⁱ	—	793	—	321	—
Guam	171	—	165 ⁱ	—	1,838	—	795	—
Northern Mariana Islands	56	—	104 ⁱ	—	840	—	335	—
Puerto Rico	5,204	3.9	13,952	10.1	112,608	13.1	41,815	9.3
Virgin Islands	147	—	142 ⁱ	—	1,263	—	623	—
U.S. and outlying areas	342,821	—	735,245	—	5,822,808	—	2,198,474	—

— Not available.

† Not applicable.

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

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

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

^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.

^eData for Wyoming were not available.

^fData for Wyoming were excluded.

^gThe Bureau of Indian Education (BIE) receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives *IDEA*, Part B, funds under *IDEA* section 611(h)(1)(A) to serve only children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual states in which they reside.

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

ⁱThe 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," 2010. 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," 2010. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2010

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	x	923	242	0	1,819	76
Alaska	221	17	26	33	10	323	76
Arizona	357	97	241	1,933	0	2,648	25
Arkansas	x	17	1,271	187	x	1,694	49
California	74	2,852	1,838	16,696	68	8,762	464
Colorado	25	134	253	1,664	15	3,153	150
Connecticut	14	131	518	1,309	27	2,434	66
Delaware	x	x	217	116	0	422	109
District of Columbia	x	x	251	88	0	x	x
Florida	28	237	2,996	4,196	14	5,355	332
Georgia	10	124	2,189	828	0	2,674	190
Hawaii	6	610	31	150	293	309	527
Idaho	24	11	15	279	10	1,368	25
Illinois	x	461	2,775	5,179	x	9,465	327
Indiana	13	118	1,095	923	10	7,574	341
Iowa	x	48	205	415	x	2,734	182
Kansas	17	69	302	670	15	2,713	156
Kentucky	8	75	459	253	5	3,735	106
Louisiana	11	49	1,844	192	0	2,489	118
Maine	7	x	9	x	0	890	x
Maryland	18	344	2,393	1,034	12	3,575	321
Massachusetts	38	737	1,399	3,434	13	9,035	506
Michigan	102	178	1,865	732	9	7,305	193
Minnesota	105	197	451	493	12	3,577	178
Mississippi	x	17	1,113	79	x	1,111	33
Missouri	x	68	759	233	x	3,355	114
Montana	128	x	x	30	x	520	35
Nebraska	25	x	77	242	x	1,133	40
Nevada	10	92	191	844	13	1,057	137
New Hampshire	x	56	x	65	0	1,592	68
New Jersey	13	619	1,159	2,711	28	5,782	268
New Mexico	463	32	113	3,024	5	1,050	59
New York	48	1,618	4,089	7,618	17	17,249	343
North Carolina	96	181	2,728	1,809	7	4,919	102
North Dakota	77	0	19	x	x	745	68
Ohio	13	179	2,642	866	11	10,617	540
Oklahoma	210	55	286	390	0	1,829	0
Oregon	43	96	89	668	15	2,029	0
Pennsylvania	x	356	2,391	1,991	x	11,815	787
Rhode Island	x	38	110	682	x	959	48
South Carolina	6	60	1,653	440	5	2,315	146
South Dakota	231	11	27	59	12	730	36
Tennessee	x	81	855	384	x	2,670	56
Texas	58	672	3,094	15,061	40	9,776	194
Utah	61	29	35	677	19	2,499	64

See notes at end of exhibit.

Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2010—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Vermont	0	12	13	8	0	728	29
Virginia	15	307	1,488	814	11	4,254	489
Washington	128	242	219	1,410	61	3,190	342
West Virginia	x	12	101	44	x	2,249	36
Wisconsin	x	120	671	959	x	4,060	264
Wyoming	55	x	15	159	x	889	22
American Samoa	0	x	0	0	55	0	x
Guam	0	34	0	0	113	x	x
Northern Mariana Islands	0	x	0	0	29	x	0
Puerto Rico	0	0	0	x	0	x	0
Virgin Islands	0	0	104	29	0	9	5

x Data suppressed to limit disclosure.

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," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2010

State	American Indian/ or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	110	2,270	310	x	4,728	50
Alaska	490	54	80	143	33	1,083	221
Arizona	856	303	669	6,077	21	6,635	195
Arkansas	43	98	3,634	1,141	15	7,889	216
California	445	6,299	4,090	37,429	247	20,793	3,101
Colorado	117	274	580	4,057	23	6,421	325
Connecticut	38	275	941	1,820	12	4,731	116
Delaware	x	64	585	314	x	1,092	44
District of Columbia	0	11	685	166	0	82	13
Florida	95	664	8,463	10,313	67	15,282	1,143
Georgia	43	350	5,390	1,885	25	7,717	501
Hawaii	7	569	97	176	822	466	261
Idaho	78	30	32	518	12	2,856	57
Illinois	143	1,138	4,391	7,680	69	21,850	1,232
Indiana	47	223	1,825	1,486	8	14,141	995
Iowa	36	100	464	656	11	5,849	262
Kansas	98	178	662	1,498	25	7,800	343
Kentucky	26	179	1,555	836	6	14,930	431
Louisiana	55	94	4,123	281	5	5,771	98
Maine	54	33	70	21	5	3,605	36
Maryland	41	570	4,075	1,720	30	5,996	443
Massachusetts	29	754	1,333	3,137	12	10,898	499
Michigan	249	422	3,294	1,488	18	17,223	489
Minnesota	363	584	1,507	1,526	21	10,541	534
Mississippi	x	47	4,732	193	x	5,147	58
Missouri	70	241	2,151	629	14	12,514	272
Montana	255	x	24	64	x	1,289	11
Nebraska	x	95	297	756	x	3,655	153
Nevada	106	208	670	2,421	39	3,244	259
New Hampshire	x	54	93	143	x	2,833	x
New Jersey	19	1,224	2,133	4,388	51	9,074	184
New Mexico	548	38	120	3,011	7	1,472	28
New York	506	2,818	9,677	16,075	84	35,263	500
North Carolina	495	247	4,910	2,279	14	9,993	495
North Dakota	210	x	27	x	6	1,353	110
Ohio	19	347	2,721	929	10	17,452	976
Oklahoma	1,373	117	638	756	11	5,163	240
Oregon	165	331	299	2,195	27	6,289	86
Pennsylvania	64	575	4,604	2,801	30	22,868	130
Rhode Island	x	62	222	554	x	1,994	83
South Carolina	x	122	4,136	763	x	5,758	270
South Dakota	530	x	63	111	x	1,959	45
Tennessee	26	174	2,490	792	11	9,485	118
Texas	248	1,164	4,518	20,288	44	14,416	816
Utah	147	72	73	1,288	89	7,269	52
Vermont	x	8	35	17	x	1,695	x

See notes at end of exhibit.

Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2010—Continued

State	American Indian/ or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Virginia	48	805	3,863	2,165	35	9,539	626
Washington	376	658	788	3,193	160	8,439	661
West Virginia	x	x	227	68	0	5,194	88
Wisconsin	255	321	1,735	1,984	8	11,480	296
Wyoming	—	—	—	—	—	—	—
BIE schools ^a	391	0	0	x	0	x	0
American Samoa	x	0	0	0	x	0	0
Guam	0	33	0	x	119	x	x
Northern Mariana Islands	0	41	0	0	x	x	x
Puerto Rico	x	x	17	13,885	0	x	0
Virgin Islands	x	0	108	x	0	x	0

x Data suppressed to limit disclosure.

— Not available.

^aAlthough Bureau of Indian Education (BIE) schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with *IDEA*, Part B, section 611(h)(1)(A) funds.

SOURCE: U.S. Department of Education, 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," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2010

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	462	359	30,486	2,129	5	41,169	184
Alaska	4,584	515	743	1,004	282	7,550	1,266
Arizona	7,647	1,521	7,696	45,551	155	47,464	1,026
Arkansas	392	332	12,751	3,894	143	33,674	661
California	5,099	34,713	62,791	304,240	2,786	173,757	16,384
Colorado	986	1,125	5,086	24,085	107	39,713	1,811
Connecticut	292	1,121	9,880	12,965	29	35,245	702
Delaware	x	216	6,530	1,785	x	7,667	205
District of Columbia	8	45	9,614	857	7	421	38
Florida	1,489	3,854	86,170	85,316	275	146,770	8,907
Georgia	412	2,316	64,232	15,821	99	74,281	4,472
Hawaii	136	3,957	516	870	7,846	2,550	1,443
Idaho	533	187	349	3,349	62	18,573	409
Illinois	1,095	4,796	59,524	52,211	288	141,762	6,913
Indiana	678	938	20,150	9,011	56	109,582	6,933
Iowa	451	552	5,458	5,517	59	47,539	1,547
Kansas	904	709	5,763	7,902	72	38,827	2,092
Kentucky	141	447	10,636	2,241	27	69,509	1,406
Louisiana	582	448	35,564	1,561	18	33,980	363
Maine	367	227	767	515	14	26,323	224
Maryland	360	2,273	39,399	9,189	61	37,030	2,303
Massachusetts	473	3,757	15,394	28,350	184	99,282	3,424
Michigan	1,962	2,487	42,382	10,646	173	135,163	2,961
Minnesota	3,514	4,155	13,828	8,459	77	75,628	2,113
Mississippi	111	222	26,847	873	10	25,601	183
Missouri	620	1,097	21,939	3,666	63	82,546	1,342
Montana	2,295	96	184	511	47	11,861	111
Nebraska	897	454	3,334	5,774	37	27,519	1,234
Nevada	895	1,225	6,112	13,972	239	17,610	1,078
New Hampshire	67	212	628	881	x	24,962	x
New Jersey	307	7,742	41,495	42,294	276	121,705	1,110
New Mexico	4,837	256	1,048	24,247	11	10,542	449
New York	2,546	12,703	89,960	99,506	272	182,820	1,812
North Carolina	3,181	1,590	55,909	15,693	108	85,183	5,010
North Dakota	1,295	62	299	10	28	9,308	454
Ohio	417	1,459	45,033	7,182	50	173,243	9,616
Oklahoma	15,691	750	10,719	7,989	62	51,201	2,540
Oregon	1,770	1,535	2,795	13,828	299	49,004	2,427
Pennsylvania	479	3,225	48,763	20,998	47	189,261	1,235
Rhode Island	254	325	2,176	4,821	20	14,272	519
South Carolina	284	492	38,512	3,981	39	44,111	1,787
South Dakota	2,663	127	430	606	11	11,291	160
Tennessee	246	793	28,396	4,441	37	72,738	516
Texas	2,140	5,635	69,531	187,390	417	129,508	5,904
Utah	1,257	622	1,266	10,369	713	46,578	483
Vermont	22	59	242	114	8	11,693	36

See notes at end of exhibit.

Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2010—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Virginia	607	4,143	43,638	15,942	156	75,764	5,007
Washington	3,718	4,211	8,235	22,256	1,559	69,009	4,715
West Virginia	x	124	2,043	364	x	36,573	234
Wisconsin	2,318	2,446	17,294	9,960	50	74,918	1,657
Wyoming	—	—	—	—	—	—	—
BIE schools ^a	6,322	0	x	11	0	x	x
American Samoa	x	x	0	0	x	0	0
Guam	x	264	6	x	1,517	22	24
Northern Mariana Islands	0	140	0	0	530	8	162
Puerto Rico	68	65	x	112,377	0	x	0
Virgin Islands	0	x	956	x	x	32	0

x Data suppressed to limit disclosure.

— Not available.

^a Bureau of Indian Education schools.

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," 2010. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Appendix B

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

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

IDEA allows states flexibility in the use of the *developmental delay* category. Per statute, use of the category is optional. Only children ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although federal law does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information 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 numbers of states that reported data on children and students served under *IDEA*, Part B, under the category of *developmental delay*; data on the percentages of resident populations of children and students served under *IDEA*, Part B, who were reported under the category of *developmental delay*; and information on states with different practices in reporting children and students with *developmental delay*.

Exhibit B-1. Number of states reporting children ages 3 through 5 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2001 through fall 2010

Year	Number of states ^a	Percentage of resident population served ^b
2001	47	2.33
2002	47	2.67
2003	47	2.82
2004	48	2.94
2005	49	2.92
2006	49	2.78
2007	49	2.86
2008	49	2.73
2009	50	2.78
2010	49	2.84

^aThese are states that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, District of Columbia (DC), Bureau of Indian Education (BIE) schools, and Puerto Rico (PR).

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

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, 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," 2001–10. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. For 2010, data for Wyoming were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit B-2. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2001 through fall 2010

Year	Number of states ^a	Percentage of the population served ^b
2001	29	0.60
2002	30	0.85
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33	1.17
2007	35	1.11
2008	34	1.26
2009	37	1.25
2010	35	1.33

^aThese are states that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, District of Columbia (DC), Bureau of Indian Education (BIE) schools, and Puerto Rico (PR).

^bPercentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. SOURCE: U.S. Department of Education, 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," 2001–10. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. In 2010, PR reported zero students ages 6 through 9 under the category of *developmental delay*. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2010," 2001–10. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. For 2010 data for PR and Wyoming were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed spring 2012. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2010

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	
Puerto Rico		X	
Rhode Island		X	
South Carolina		X	
South Dakota			X

See notes at end of exhibit.

Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2010—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
Tennessee		X	
Texas	X		
Utah		X	
Vermont		X	
Virginia		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," 2010. Data were accessed spring 2012. For actual Part B data used, go to <http://www.ed.gov/about/reports/annual/osep>.

Appendix C

Differences in State Reporting of *IDEA*, Part B, Disabilities

Differences in State Reporting of *IDEA*, Part B, Disabilities

Exhibit C-1 summarizes how 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 2010 and for exiting and discipline data collections in 2009–10. 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 programs (IEPs).

Exhibit 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 2010; and exiting and discipline data collections: 2009–10

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 IEPs.

^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 2009–10, states' exiting data are from the reporting period between July 1, 2009, and June 30, 2010, while states' discipline data are from the entire 2009–10 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," 2010; Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2010; Data Analysis System (DANS), OMB #1820-0521: "Report of Children with Disabilities Exiting Special Education," 2009–10; and Data Analysis System (DANS), OMB #1820-0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2009–10. Data were accessed spring 2012. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

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