

**U.S. Department of Education**



**40th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2018***

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40th Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2018*

*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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December 2018

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## Preface

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

The most recent reauthorization of *IDEA* (P.L. 108-446) occurred in December 2004, and section 664(d) of *IDEA* continues to require the annual report. With the reauthorization of *IDEA*, the nation reaffirmed its commitment to improving the early intervention and educational results and functional outcomes for infants, toddlers, children, and youths with disabilities (collectively, this group may be referred to in this report as children with disabilities).

The *40th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2018*<sup>†</sup> describes our nation's progress in (1) providing a free appropriate public education (FAPE) for children with disabilities under *IDEA*, Part B, and early intervention services to infants and toddlers with disabilities and their families under *IDEA*, Part C; (2) ensuring that the rights of these children with disabilities and their parents are protected; (3) assisting states and localities in providing for the education of all children with disabilities; and (4) assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C or B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all eligible children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in making FAPE available to eligible children ages 3 through 21 with disabilities who are in need of special education and related services.<sup>◇</sup> Throughout this report, individuals with disabilities

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<sup>†</sup> The year in the title reflects the U.S. Department of Education's target year for submitting the report to Congress. The most current data in this report were collected from July 2015 through December 2016. These data have been available to the public prior to their presentation in this report. Subsequent references to this report and previously published annual reports will be abbreviated as the "XX Annual Report to Congress"; they will not include "on the Implementation of the *Individuals with Disabilities Education Act*."

<sup>◇</sup> A state may elect to make Part C services available to infants and toddlers with disabilities beyond age 3, consistent with *IDEA* sections 632(5)(B) and 635(c) and 34 Code of Federal Regulations (C.F.R.) section 303.211. Data on these children are included in the annual reporting requirements for Part C under *IDEA* sections 616 and 618.

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

This *40th Annual Report to Congress, 2018* follows the *39th Annual Report to Congress, 2017* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *39th Annual Report to Congress, 2017*, the *40th Annual Report to Congress, 2018* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;<sup>‡</sup> (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation.

The content of this report differs from that of the *39th Annual Report to Congress, 2017* in several ways. The most recent data presented in this report represent the following applicable reporting periods: fall 2016, school year 2015–16, or a 12-month reporting period during 2015–16. Where data are presented for a 10-year period, the oldest data are associated with fall 2007. Due to changes in the assessment data collection protocol, which no longer requires states to collect the reasons for nonparticipation in a math or reading assessment other than a medical exemption, a breakdown of reasons for nonparticipation is no longer presented at the national level. Instead, overall participation and nonparticipation in math and reading assessments are new exhibits presented at both the national and state levels. Math and reading assessment participation and proficiency data are now presented in separate, rather than combined, exhibits at the national level. Subsequent exhibits are renumbered accordingly.

A summary of each of the six sections and three appendices that make up the *40th Annual Report to Congress, 2018* follows.

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

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

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

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

Section II contains state-level data regarding Part C and Part B of *IDEA*. This section is organized into four subsections which focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. Each subsection addresses questions about the characteristics of infants, toddlers, children, and students receiving services under 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. The characteristics of the personnel employed to provide special education and related services for the children and students are also addressed. The data presented in exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, BIE schools, and Puerto Rico.

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

Sections 616(d) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of *IDEA*. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP)/Annual Performance Report (APR). Based on the information provided by the state in the SPP/APR, information obtained through monitoring reviews, and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2017, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2015 to 60 state education agencies (SEAs) for Part B and to 56 state lead agencies for Part C. Section III presents the results of the determinations.

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

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

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

Section IV of this report describes the research projects funded by grants made during FFY 2017 (October 1, 2016, through September 30, 2017) by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

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

In the December 2004 reauthorization of *IDEA*, Congress required the secretary to delegate to the director of IES responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of

*IDEA*. As specified in section 664(a) of *IDEA*, IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) FAPE to children and students with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies that will inform efforts to ensure accountability for students who are held to alternate achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES during FFY 2017 (Oct. 1, 2016, through Sept. 30, 2017).

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

Under section 664(b) of *IDEA* (as amended in 2004), the secretary is responsible for carrying out a “national assessment” of activities supported by federal funds under *IDEA*. As delegated by the secretary, IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law’s purpose; (2) provide timely information to the president, Congress, the states, local education agencies (LEAs), and the public on how to implement *IDEA* more effectively; and (3) provide the president and Congress with information that will be useful in developing legislation to achieve the purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs assisted under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies supported in FFY 2017 (Oct. 1, 2016, through Sept. 30, 2017) that contribute to the national assessment are described in Section VI.

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

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under *IDEA*, Part C, in 2016 in each state, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, the Northern Mariana Islands, Guam, and the Virgin Islands) and children ages 3 through 5 served under *IDEA*, Part B, and students ages 6 through 21 served under *IDEA*, Part B, in 2016 in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). It also presents the

number of children served in each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states, by race/ethnicity.

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

Appendix B presents information about the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*.<sup>§</sup> Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 states, the District of Columbia, and Puerto Rico represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2007 through 2016. Exhibit B-3 identifies whether each state, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states reported any children ages 3 through 5 or any students ages 6 through 9 under the *developmental delay* category in 2016.

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

Appendix C presents state-level information on the number of students who received coordinated early intervening services (CEIS) and number and percentage of LEAs and educational service agencies (ESAs) that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality or that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS. In addition, state-level data are presented on the number and percentage of LEAs and ESAs that met the *IDEA*, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) section 300.600(a)(2) and had an increase in *IDEA*, Part B, section 611 allocations and took the *maintenance of effort (MOE) reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2015–16.

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<sup>§</sup> This descriptor and other section 618 data descriptors in this report are italicized within exhibits, text, and notes to clarify that the reference is to a grouping of data.

## Key Findings at the National Level

The *40th Annual Report to Congress, 2018* showcases data collected from states. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA* Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

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

- In 2016, there were 372,896 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 369,672 were served in the 50 states and the District of Columbia. This number represented 3.1 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Exhibit 1).
- From 2007 through 2016, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.6 percent to 3.1 percent. The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2007 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent. The percentage increased to 4.9 percent in 2014 and remained there in 2015. In 2016, the percentage increased to 5.2 percent. The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2007 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent and it remained there in 2014, then increased to 2.8 percent in 2015. In 2016, the percentage increased again to 2.9 percent. From 2007 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under *IDEA*, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there in 2016 (Exhibit 2).
- Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.5 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. American Indian or Alaska Native, Asian, and Black or African American infants and toddlers, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.8, 0.9, and 0.9, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 3).
- Cumulative child count data reveal Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.3 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. American Indian or Alaska Native, Asian,

Black or African American infants and toddlers, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.8, 0.9, and 0.8, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C. Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined (Exhibit 4).

- In 2016, of the 372,896 infants and toddlers served under Part C, 88.9 percent received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 7.8 percent of those served under Part C. Consequently, 96.7 percent of infants and toddlers served under *IDEA*, Part C, in 2016 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 5).
- In 2016, *home* was the primary early intervention service setting for at least 87 percent of the infants and toddlers birth through age 2 served under *IDEA*, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native children (11.9 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander children (5.0 percent) (Exhibit 6).
- Of the Part C exiting statuses in 2015–16, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 118,756 of 326,433, or 36.4 percent, of infants and toddlers. An additional 3.4 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status, as it accounted for 16.1 percent of infants and toddlers. *Part B eligibility not determined* and *withdrawal by parent (or guardian)* accounted for 11.2 percent and 12.4 percent, respectively (Exhibit 7).
- In 2015–16, 118,756, or 60.9 percent, of the 194,869 children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.7 percent of these children were found to be eligible for Part B but continued to receive services under Part C. Eligibility for Part B was not determined for 18.7 percent of the children served under *IDEA*, Part C, who had reached age 3. The remaining 14.7 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (9.0 percent) and those who exited with no referrals (5.7 percent) (Exhibit 8).
- During 2015–16, a total of 125 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. A report was issued for 102 (81.6 percent) of the complaints, while 20 (16.0 percent) of the complaints were withdrawn or dismissed. Only 3 (2.4 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period (Exhibit 9).
- A total of 97 *due process complaints* were received during 2015–16 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C. For 79 (81.4 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 13 (13.4 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining five

complaints (5.2 percent), a hearing was still pending as of the end of the reporting period (Exhibit 10).

- During 2015–16, a total of 126 *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 57 (45.2 percent) of the *mediation requests* received. The mediation that was held in nine (7.1 percent) of these cases was related to a *due process complaint*, while the session held in 48 (38.1 percent) of these cases was not related to a *due process complaint*. Of the 69 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 65 (51.6 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining four (3.2 percent) were still pending at the end of the reporting period (Exhibit 11).

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

- In 2016, 759,801 children ages 3 through 5 in 2016 were served under Part B, in the 48 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 744,414 were served in 48 states, the District of Columbia, and BIE schools. This number represented 6.4 percent of the resident population ages 3 through 5. Between 2007 and 2016, the number of children ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available increased from 709,136 to 759,801. This addition of 50,665 children represented a 7.1 percent increase in the number of children served. In 2007, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data was available was 5.8 percent. In 2009, the percentage increased to 5.9 percent, and it remained there until 2012, when the percentage reached 6 percent. The percentage stayed at 6 percent through 2013 before increasing to 6.1 percent in 2014, then to 6.2 percent in 2015. In 2016, the percentage reached 6.4 percent (Exhibit 12).
- In 2016, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairment* (specifically, 323,789 of 759,801 children, or 42.6 percent). The next most common disability category was *developmental delay* (37.6 percent), followed by *autism* (10.1 percent). The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 9.7 percent of children served under *IDEA*, Part B (Exhibit 13).
- In 2016, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1 (i.e., 1.3, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined. Black or African American children ages 3 through 5, with a risk ratio of 1, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined. Asian and Hispanic/Latino children ages 3 through 5 and children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.8, 0.9, and 0.9, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined (Exhibit 14).
- In 2016, a total of 507,272, or 66.8 percent, of the 759,801 children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school. Of the four categories representing children who attended a *regular early childhood program*, the category of *children attending a regular early childhood program at least 10 hours*

*per week and receiving the majority of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 39.9 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category. A *separate class* accounted for 22.7 percent of children ages 3 through 5 served under *IDEA*, Part B, making it the second most prevalent educational environment. Collectively, the environments of *separate school, residential facility, and home* (which are represented by the category “Other environments”), accounted for only 4.3 percent of the children ages 3 through 5 served under *IDEA*, Part B. The educational environment for the remaining students, representing only 6.2 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location that is not in any other category* (Exhibit 15).

- In 2016, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group. The category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 46.4 percent of American Indian or Alaska Native children, 34.7 percent of Asian children, 40.4 percent of Black or African American children, 42.4 percent of Hispanic/Latino children, 37.6 percent of Native Hawaiian or Other Pacific Islander children, 38.8 percent of White children, and 38.8 percent of the children associated with two or more racial/ethnic groups. A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group, except American Indian or Alaska Native children. A smaller percentage of American Indian or Alaska Native children were reported in the category representing children who attended a *separate class* (15.7 percent) than the percentage reported in the category representing *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* (24.6 percent) (Exhibit 16).
- In 2015, a total of 37,085, or 92.9 percent, of the 39,931 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified (Exhibit 17).
- In 2015, a total of 52,193, or 94.5 percent, of the 55,215 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were qualified (Exhibit 18).

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

- In 2016, a total of 6,048,882 students ages 6 through 21 were served under *IDEA*, Part B, in the 49 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 5,937,838 were served in 49 states, the District of Columbia, and BIE schools. This number represented 9 percent of the resident population ages 6 through 21. In 2007, the total number of students ages 6 through 21 served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas was 5,999,205. During 2008 and 2009, the number of students served was less than in the previous year. There was some fluctuation in the number of students during the years 2010 through 2012. The number of students served increased during

the years 2013 through 2015 and decreased in 2016. In 2007, 8.8 percent of the resident population ages 6 through 21 were served under Part B in the 50 states, the District of Columbia, and BIE schools. Between 2008 and 2010, the percentage of the population in these jurisdictions served gradually decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent and continued to increase gradually to 9 percent in 2016 (Exhibit 19).

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in 2007 was 8.8 percent. Thereafter, the percentage stayed the same or slightly decreased, reaching a low of 8.4 percent in 2010. The percentage remained at 8.4 until 2013 when it increased to 8.5 percent. The percentage continued to increase gradually to 9 percent in 2016. Between 2007 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased gradually from 11.2 percent to 10.6 percent. The percentage increased in each year thereafter and reached 11.6 percent in 2016. The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.1 percent to 10.8 percent between 2007 and 2010, where it stayed until 2014 when the percentage reached 11 percent. The percentage increased to 11.2 percent in 2015 and 11.3 percent in 2016. The percentage of the population ages 18 through 21 served under Part B, was 1.9 percent in 2007 and 2008, and 2 percent in each year from 2009 through 2016 (Exhibit 20).
- In 2016, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disability* (specifically, 2,336,960, or 38.6 percent, of the 6,048,882 students ages 6 through 21 served under *IDEA*, Part B). The next most common disability category was *speech or language impairment* (16.8 percent), followed by *other health impairment* (15.4 percent), *autism* (9.6 percent), *intellectual disability* (6.9 percent), and *emotional disturbance* (5.5 percent). Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.2 percent of students ages 6 through 21 served under *IDEA*, Part B (Exhibit 21).
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, reported under disability categories changed by two-tenths of a percentage point or less between 2007 and 2016 for all but three categories. The percentage of the population reported under *autism* increased by 0.5 of a percentage point. The percentage of the population reported under *other health impairment* increased by 0.5 of a percentage point. The percentage of the population reported under *specific learning disability* decreased by 0.3 of a percentage point (Exhibit 22).
- Between 2007 and 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased gradually from 0.4 percent to 0.9 percent. Between 2007 and 2016, the percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *autism* all increased. Specifically, the percentages of these three age groups that were reported under the category of *autism* were 94 percent, 166 percent, and 186 percent larger in 2016 than in 2007, respectively (Exhibit 23).
- From 2007 through 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairment* increased gradually from 0.9 percent to 1.4 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairment* were 47 percent, 50 percent, and 63 percent larger in 2016 than in 2007, respectively (Exhibit 24).

- From 2007 through 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disability* decreased from 3.8 percent to 3.5 percent. The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disability* were 3 percent, 10 percent, and 12 percent smaller in 2016 than in 2007, respectively (Exhibit 25).
- In 2016, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander students ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.5, respectively). This indicates that the students in each group were more likely to be served under Part B than were the students ages 6 through 21 in all other racial/ethnic groups combined. Asian and White students ages 6 through 21, with risk ratios of less than 1 (i.e., 0.5, and 0.9, respectively), were less likely to be served under Part B than were the students ages 6 through 21 in all other racial/ethnic groups combined. Hispanic/Latino students and students associated with two or more races, ages 6 through 21, each had a risk ratio of 1, indicating that they were as likely to be served under Part B as students ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 26).
- With a risk ratio of 4.2, American Indian or Alaska Native students ages 6 through 21 were much more likely to be served under *IDEA*, Part B, for *developmental delay* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was equal to 1 for *autism* and larger than 1 for each of the other disability categories. Asian students ages 6 through 21 were 1.1 times more likely to be served under *IDEA*, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was equal to 1 for *orthopedic impairment* and less than 1 for each of the other disability categories. The risk ratios for Black or African American students ages 6 through 21 served under *IDEA*, Part B, were larger than 1 for the following disability categories: *developmental delay* (1.6), *emotional disturbance* (2.0), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.5), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 6 through 21 was less than 1 for *deaf-blindness* (0.9) and *orthopedic impairment* (0.9) and equal to 1 for *autism*, *hearing impairment*, and *speech or language impairment*. With a risk ratio larger than 1, Hispanic/Latino students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *orthopedic impairment* (1.3), *specific learning disability* (1.4), and *speech or language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 6 through 21 was equal to 1 for *deaf-blindness*, *intellectual disability*, and *visual impairment* and less than 1 for all other disability categories. Native Hawaiian or Other Pacific Islander students ages 6 through 21 were at least two times more likely to be served under *IDEA*, Part B, for *developmental delay* (2.1), *hearing impairment* (2.7), and *multiple disabilities* (2.1) than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well. With a risk ratio larger than 1, White students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2), and *traumatic brain injury* (1.2). The risk ratio for White students ages 6 through 21 was equal to 1 for *deaf-blindness*, *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories. With a risk

ratio larger than 1, students ages 6 through 21 associated with two or more races were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *developmental delay* (1.4), *emotional disturbance* (1.3), and *other health impairment* (1.1). The risk ratio for students ages 6 through 21 associated with two or more races was equal to 1 for *speech or language impairment* and *traumatic brain injury* and less than 1 for all other disability categories (Exhibit 27).

- For the students ages 6 through 21 served under *IDEA*, Part B, in 2016, *specific learning disability* was the most prevalent disability category, or as prevalent as any other category, for every racial/ethnic group. In particular, this disability category accounted for 44.8 percent of American Indian or Alaska Native students, 24.4 percent of Asian students, 40.4 percent of Black or African American students, 46.4 percent of Hispanic/Latino students, 50.8 percent of Native Hawaiian or Other Pacific Islander students, 34.5 percent of White students, and 34.2 percent of the students associated with two or more racial/ethnic groups. *Speech or language impairment* was the second or third most prevalent category for students ages 6 through 21 in every racial/ethnic group. The students served in this disability category accounted for 14.2 percent of American Indian or Alaska Native students, 24.1 percent of Asian students, 12.8 percent of Black or African American students, 17.6 percent of Hispanic/Latino students, 9.9 percent of Native Hawaiian or Other Pacific Islander students, 17.6 percent of White students, and 17.1 percent of the students associated with two or more racial/ethnic groups (Exhibit 28).
- In 2016, a total of 5,740,172, or 94.9 percent, of the 6,048,882 students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. The majority (63.1 percent) of 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 18.3 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated *inside regular class 40% through 79% of the day*, and 13.4 percent were educated *inside the regular class less than 40% of the day*. Only 5.1 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 29).
- From 2007 through 2016, 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 57.2 percent to 63.1 percent. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside regular class 40% through 79% of the day* decreased from 22.1 percent in 2007 to 18.6 percent in 2014. The percentage slightly increased to 18.7 percent in 2015 and then decreased to 18.3 percent in 2016. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class less than 40% of the day* decreased from 15.4 percent in 2007 to 13.4 percent in 2016. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” ranged from 5 percent to 5.3 percent during the years from 2007 to 2016 (Exhibit 30).
- In 2016, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category. More than 8 in 10 students reported under the category of *speech or language impairment* (87.0 percent) were educated *inside the regular class 80% or more of the day*. Only 17 percent of students reported under the category of *intellectual disability* and 13.7 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*. Almost one-half of students reported under the category of *intellectual disability* (49.4 percent) and students reported under the category of *multiple disabilities* (45.5 percent) were educated *inside the regular class less than 40% of the day*. In 2016, larger percentages of students reported under

the categories of *deaf-blindness* (28.0 percent) and *multiple disabilities* (24.0 percent) than students reported under other disability categories were educated in “Other environments” (Exhibit 31).

- In 2016 for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 54.9 percent to 65.9 percent. The category *inside regular class 40% through 79% of the day* accounted for between 16.4 and 26.6 percent of the students within each racial/ethnic group. Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.3 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group (Exhibit 32).
- In school year 2015–16, between 90.9 and 95.9 percent of students served under *IDEA*, Part B, who did not have a medical exemption, in each of grades 3 through 8 and high school participated in a math assessment. Conversely, between 4.1 and 9.1 percent did not participate (Exhibit 33).
- In school year 2015–16, between 91.4 and 96 percent of students served under *IDEA*, Part B, who did not have a medical exemption, in each of grades 3 through 8 and high school participated in a reading assessment. Conversely, between 4 and 8.6 percent did not participate (Exhibit 34).
- In school year 2015–16, between 39.1 and 51.2 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level achievement standards with accommodations* in math. Between 35 and 48 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 achievement standards without accommodations* in math. Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in math in school year 2015–16, took an *alternate assessment based on alternate achievement standards* (Exhibit 35).
- In school year 2015–16, between 38.3 and 47.1 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level achievement standards with accommodations* in reading. Between 38 and 48.8 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 achievement standards without accommodations* in reading. Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in reading in school year 2015–16 took an *alternate assessment based on alternate achievement standards* (Exhibit 36).
- Of the 59 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states) for which non-suppressed data were available for school year 2015–16, between 43 and 49 administered a *regular assessment based on grade-level achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these math tests ranged from 7.4 percent to 24.8 percent. No jurisdiction administered an *alternate assessment based on grade-level achievement standards*

for math to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated. No jurisdiction administered an *alternate assessment based on modified achievement standards* for math to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated. Non-suppressed data were available for between 46 and 51 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these math tests ranged from 37.7 percent to 44.5 percent (Exhibit 37).

- Of the 59 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states) for which non-suppressed data were available for school year 2015–16, between 43 and 49 administered a *regular assessment based on grade-level achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged from 11.1 percent to 20.7 percent. Non-suppressed data were available for only one jurisdiction that administered an *alternate assessment based on grade-level achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8, and for no jurisdictions in high school. Hence, medians could not be calculated. No jurisdiction administered an *alternate assessment based on modified achievement standards* for reading to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated. Non-suppressed data were available for between 48 and 50 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests ranged from 39.5 percent to 51 percent (Exhibit 38).
- 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 2015–16 (specifically, 269,246, or 44.8 percent, of the 600,427 such students). This was followed by *moved, known to be continuing in education* (26.5 percent) and *dropped out* (11.2 percent) (Exhibit 39).
- In 2015–16, a total of 69.9 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 17.5 percent *dropped out*. From 2006–07 through 2014–15, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 56 percent to 69.9 percent and remained at 69.9 percent in 2015–16. From 2006–07 through 2015–16, the percentage of students who exited special education and school by having *dropped out* decreased from 25.7 percent to 17.5 percent (Exhibit 40).
- From 2006–07 through 2015–16, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students in each year. The graduation percentage increased by at least 10 percentage points for each disability category except *multiple disabilities* (2.2 percentage points), *orthopedic impairment* (4.3 percentage points), *intellectual disability* (4.6 percentage points), and *traumatic brain injury* (8.3 percentage points). In 2006–07, the disability category with the largest graduation percentage was *deaf-blindness*. In every year from 2007–08 through 2014–15, the disability category of *visual impairment* was associated with the largest graduation percentage. In 2015–16, the disability category of *speech or language impairment* was

associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2006–07 through 2015–16 (Exhibit 41).

- From 2006–07 through 2015–16, the dropout percentage decreased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students in each year. The dropout percentage decreases were 10 percentage points or less for each disability category. In each year from 2006–07 through 2015–16, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact, in each year, the dropout percentage was no less than 30 percent, which was substantially larger than the dropout percentage for any other disability category (Exhibit 42).
- In 2015, a total of 329,701, or 93.2 percent, of the 353,801 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified (Exhibit 43).
- In 2015, a total of 407,090, or 94 percent, of the 433,032 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Exhibit 44).

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

- In 2015, a total of 96.6 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified. More than 95 percent of FTE related services personnel in 8 of the 11 categories were fully certified. The three exceptions were *physical therapists* (93.2 percent), *occupational therapists* (91.1 percent), and *interpreters* (88.2 percent) (Exhibit 45).
- During the 2015–16 school year, 8,196 children and students ages 3 through 21 served under *IDEA*, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury*. Given that 6,436,509 children and students ages 3 through 21 were served under Part B in 2015, in the states for which data were available, this type of action occurred with only 13 children and students for every 10,000 children and students who were served under Part B in 2015. Only 498 children and students ages 3 through 21 served under *IDEA*, Part B, or 1 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available experienced a *removal to an interim alternative educational setting based on a hearing officer finding that there is substantial likelihood of injury to the child or others* in school year 2015–16. There were 48,626 children and students ages 3 through 21 served under *IDEA*, Part B, or 75 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2015–16. There were 23,010 children and students ages 3 through 21 served under *IDEA*, Part B, or 36 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2015–16 (Exhibit 46).
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 42 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2015–16. The

ratio for the children and students reported under each of the other disability categories was 20 or less per 10,000 children and students served. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2015, no more than 4 children and students were removed by a hearing officer for likely injury during school year 2015–16. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 365 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2015–16. The ratio for the children and students reported under each of the other disability categories was 137 or less per 10,000 children and students. For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 114 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2015–16. The ratio for the children and students reported under each of the other disability categories was 68 or less per 10,000 children and students (Exhibit 47).

- During 2015–16, a total of 5,351 *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 3,329 (62.2 percent) of the complaints, while 1,874 (35.0 percent) of the complaints were withdrawn or dismissed. A total of 148 (2.8 percent) of the complaints that were received during the 2015–16 reporting period were pending or unresolved by the end of the period (Exhibit 48).
- A total of 19,727 *due process complaints* were received during 2015–16 through the dispute resolution process for children and students served under *IDEA*, Part B. For 11,771 (59.7 percent) of the *due process complaints* received during the 2015–16 reporting period, a resolution was achieved without a hearing. For 1,990 (10.1 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 5,966 (30.2 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 49).
- During 2015–16, a total of 9,025 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,876 (42.9 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,946 (32.6 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 482 requests (5.3 percent), a mediation session was still pending as of the end of the 2015–16 reporting period. The remaining 1,721 *mediation requests* (19.1 percent) were withdrawn or otherwise not to be held by the end of the reporting period (Exhibit 50).
- A total of 95,125, or 1.4 percent, of the 6,630,290 children and students ages 3 through 21 served under Part B in 2016 by the 47 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services (CEIS) in school year(s) 2013–14, 2014–15, or 2015–16, prior to being served under Part B (Exhibit 51).



## Data Sources Used in This Report

This *40th Annual Report to Congress, 2018* contains data obtained from the U.S. Department of Education's (Department's) *EDFacts* Data Warehouse (EDW), as well as publicly available documents from the Office of Special Education Programs (OSEP). Other data sources used in this report include the Department's Institute of Education Sciences (IES) and the U.S. Census Bureau. Brief descriptions of these data sources<sup>1</sup> follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was accessed in fall 2017.

### **EDFacts Data Warehouse**

#### *Data Collections*

The text and exhibits contained in the *40th Annual Report to Congress, 2018* were developed primarily from data in the Department's EDW. EDW is a repository for performance data collected across offices in the Department. It contains all of the data states are required to collect under section 618 of the *Individuals with Disabilities Education Act (IDEA)*. The state data that are in EDW are obtained each year through a set of data collections that were approved by the Office of Management and Budget (OMB). Each data collection concerns a distinct domain of information. The data collections for the data that are primarily featured in this report concern:

- The number of infants and toddlers served under Part C of *IDEA* and the number of children and students served under Part B of *IDEA* on the state-designated data collection date,
- The settings in which Part C program services and environments in which Part B education services are received on the state-designated data collection date,
- The cumulative number of infants and toddlers served under Part C of *IDEA* during the state-designated 12-month reporting period,
- The exiting status of infants and toddlers from Part C and the reasons students exit from Part B,
- Part C and Part B legal disputes and their resolution status,
- Participation in and performance on state assessments in math and reading by students served under Part B,

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

- The personnel employed to provide special education and related services for children and students under Part B, and
- Disciplinary actions for Part B program participants.

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

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

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Point-in-time child count	State-designated date between Oct. 1, 2016, and Dec. 1, 2016	April 5, 2017
	Cumulative child count	Cumulative for state-designated 12-month reporting period, 2015–16	April 5, 2017
	Point-in-time program settings	State-designated date between Oct. 1, 2016, and Dec. 1, 2016	April 5, 2017
	Exiting	Cumulative for state-designated 12-month reporting period, 2015–16	Nov. 2, 2016
	Dispute resolution	Cumulative for July 1, 2015–June 30, 2016	Nov. 2, 2016
Part B	Child count	State-designated date between Oct. 1, 2016, and Dec. 1, 2016	April 5, 2017
	Educational environments	State-designated date between Oct. 1, 2016, and Dec. 1, 2016	April 5, 2017
	Assessment	State-designated testing date for school year 2015–16	Dec. 14, 2016
	Exiting	Cumulative for July 1, 2015–June 30, 2016	Nov. 2, 2016
	Personnel	State-designated date between Oct. 1, 2015, and Dec. 1, 2015	Nov. 2, 2016
	Discipline	Cumulative for school year 2015–16	Nov. 2, 2016
	Dispute resolution	Cumulative for July 1, 2015–June 30, 2016	Nov. 2, 2016
MOE reduction and CEIS	FFYs 2014 and 2015 and school years 2013–14, 2014–15, and 2015–16	May 3, 2017	

As shown in the chart, the data collections regarding the domains related to the point-in-time Part C child count and program settings, and Part B child count, educational environments, assessment, and personnel concern measurements on the state-designated data collection date. The data collected under each of these domains concern a specific group of the Part C or Part B program participants. Except in the case of the Part B assessment data, the group is defined in terms of the program participants' ages on the data collection date. The group of participants regarding the Part B assessment data collection is

defined as all students with individualized education programs who are enrolled in grades 3 through 8 and the high school grade in which the assessment is administered by the state on the testing date.

The data collection regarding the cumulative Part C child count concerns the group of the infants or toddlers who participated in Part C some time during the 12-month reporting period and were less than 3 years old when they were initially enrolled.

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

Most of Part C and Part B data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. For example, an exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, or students ages 6 through 21. The titles of exhibits identify the group(s) represented by the data. In addition, the titles of exhibits are worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits that contain data collected by states at a particular point in time (e.g., the point-in-time Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years considered. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., the cumulative Part C child count and Part B exiting) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2015–16).

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

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

The most recent data examined in the *40th Annual Report to Congress, 2018* were submitted directly by all states to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools.

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

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (i.e., fall 2016; school year 2015–16). However, some exhibits present data for multiple years. The data presented for the most current reporting period were accessed from files prepared as of fall 2017. The data for fall 2015 and school year 2014–15 were prepared as of fall 2016, the data for fall 2014 and school year 2013–14 were prepared as of fall 2015, the data for fall 2013 and school year 2012–13 were prepared as of fall 2014, and the data for fall 2012 and for school year 2011–12 were prepared as of fall 2013. The data for previous time periods were derived from files that were prepared at different points in time but in no instance less than one year after the date of the original submission by the state to ensure that the state had a chance to update the data. The use of files with updated data allowed for the possibility that problematic data in the files originally submitted by states that may not have had a notable impact on the statistics for the nation as a whole, but might have incorrectly distinguished a state, were detected and corrected. The source notes for the exhibits in this

report indicate when each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which the file was created and, if appropriate, the dates on which the data were revised and updated. This approach ensures that the data presented in the report are available, and the source notes present the necessary information about the data as succinctly as possible. Additional tables and data related to the Part C and Part B data collections are also available at <http://www2.ed.gov/programs/osepidea/618-data/index.html>.

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

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

The most current Part C and Part B data examined in this report were collected using the same categories and corresponding subcategories that were used to collect the most current data examined in the *39th Annual Report to Congress, 2017*, with the exception of assessment data. States did not collect the reasons for nonparticipation in a math or reading assessment, other than a medical exemption.

#### **Institute of Education Sciences**

The Institute of Education Sciences (IES), established under the *Education Sciences Reform Act of 2002*, is the primary research arm of the Department. The work of IES is carried out through its four centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. IES sponsors research nationwide to expand knowledge of what works for students from preschool through postsecondary education, including interventions for students receiving special education 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](#).

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

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

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

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

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

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

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

Specific population data estimates used in this report are available upon request (contact: [richelle.davis@ed.gov](mailto:richelle.davis@ed.gov)). More information about the U.S. Census Bureau is available at <http://www.census.gov>.



## **Section I**

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



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

The *Education of the Handicapped Act Amendments of 1986* established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the *Individuals with Disabilities Education Act (IDEA)*. Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available for all infants and toddlers with disabilities and their families.

An infant or toddler with a disability is defined as an individual under 3 years of age who needs early intervention services because the individual is experiencing a developmental delay in one or more of the five developmental areas listed above or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay [see *IDEA*, section 632(5)(A)]. States have the authority to define the level of developmental delay needed for Part C eligibility [see *IDEA*, section 635(a)(1)]. States also have the authority to define other Part C eligibility criteria. For example, at a state's discretion, infants or toddlers with a disability may also include (1) individuals younger than 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services and (2) children 3 years of age and older with disabilities who are eligible to receive preschool services under *IDEA* Part B, section 619, until such children are eligible to enter kindergarten or an earlier timeframe, consistent with 34 Code of Federal Regulations (C.F.R.) section 303.211 [see *IDEA*, section 632(5)(B)]. The decisions that states make regarding these options may explain some of the differences found between states with respect to their Part C data.

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

Bureau of Indian Education (BIE),<sup>3</sup> for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

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

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

### Exhibit 1. Number of infants and toddlers birth through age 2 served under *IDEA*, Part C, and percentage of the population served, by year: Fall 2007 through fall 2016

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 states and DC	Percentage <sup>a</sup> of resident population birth through age 2 served under Part C in the 50 states and DC
	In the 50 states, DC, PR, and the four outlying areas	In the 50 states and DC		
2007	321,925	316,761	12,123,691	2.6
2008	342,985	337,706	12,237,637	2.8
2009	348,604	343,203	12,185,386	2.8
2010	342,821	337,185	11,990,542	2.8
2011	336,895	331,636	11,937,319	2.8
2012	333,982	329,859	11,904,557	2.8
2013	339,071	335,023	11,886,860	2.8
2014	350,581	346,394	11,868,245	2.9
2015	357,715	354,081	11,913,185	3.0
2016	372,896	369,672	11,957,307	3.1

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2007–16. 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, 2016,” 2007–16. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, there were 372,896 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of those infants and toddlers, 369,672 were served in the 50 states and the District of Columbia.

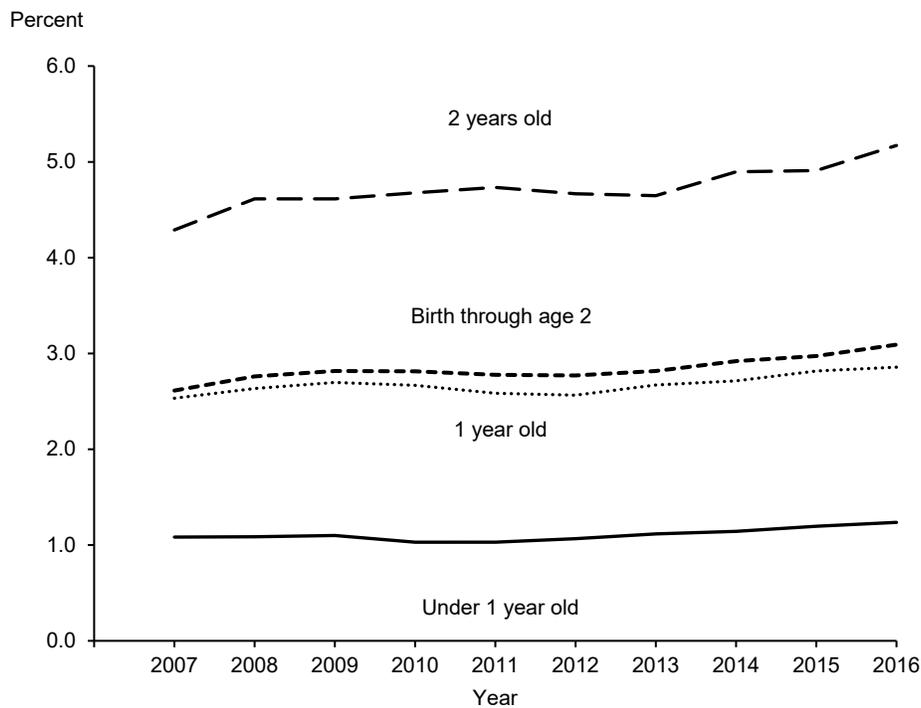
<sup>3</sup> The BIE receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years (or biennially) under *IDEA* section 643(b)(5) on the number of children contacted and served under *IDEA*, Part C, and reports annually under 34 C.F.R. section 303.731(e)(3) on the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

This number represented 3.1 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.

- Between 2007 and 2016, the total number of infants and toddlers served under *IDEA*, Part C, in the 50 states, the District of Columbia, Puerto Rico, and the four outlying areas increased from 321,925 to 372,896. This addition of 50,971 infants and toddlers represented a 15.8 percent increase in the number of infants and toddlers served.
- In 2007, 2.6 percent of the population of infants and toddlers birth through age 2 in the 50 states and the District of Columbia were served under Part C. By 2008 and in each year thereafter through 2013, 2.8 percent of this population were served under Part C. The percentage of the population served increased to 2.9 percent in 2014, 3 percent in 2015, and 3.1 percent in 2016.

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

**Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2007 through fall 2016**



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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2007–16. 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, 2016,” 2007–16. These data are for the 50 states and DC. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2007 through 2016, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased from 2.6 percent to 3.1 percent.
- The percentage of 2-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2007 through 2012. Between 2012 and 2013, the percentage decreased from 4.7 percent to 4.6 percent. The percentage increased to 4.9 percent in 2014 and remained there in 2015. In 2016, the percentage increased to 5.2 percent.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under *IDEA*, Part C, either increased from the previous year or was approximately the same as in the previous year from 2007 through 2010. Between 2010 and 2011, the percentage decreased from 2.7 percent to 2.6 percent and remained at that level in 2012. In 2013, the percentage again reached 2.7 percent and it remained there in 2014, then increased to 2.8 percent in 2015. In 2016, the percentage increased again to 2.9 percent.
- From 2007 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under *IDEA*, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there in 2016.

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 2016**

Race/ethnicity	Child count <sup>a</sup> in 50 states and DC	Resident population birth through age 2 in 50 states and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	367,700	11,919,290	3.1	†	†
American Indian or Alaska Native	2,851	99,044	2.9	3.1	0.9
Asian	14,847	590,489	2.5	3.1	0.8
Black or African American	44,930	1,645,423	2.7	3.1	0.9
Hispanic/Latino	95,781	3,087,454	3.1	3.1	1.0
Native Hawaiian or Other Pacific Islander	1,136	24,571	4.6	3.1	1.5
White	192,926	5,895,837	3.3	2.9	1.1
Two or more races	15,230	576,472	2.6	3.1	0.9

† Not applicable.

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group(s) on the state-designated data collection date. Data on race/ethnicity were suppressed for 178 infants and toddlers served under Part C in 11 states; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these states was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

<sup>d</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part C, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of early intervention services, then that group's likelihood of receiving early intervention services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2016. These data are for 49 states and DC. Data for New Hampshire 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, 2016,” 2016. These data are for 49 states and DC. Data for New Hampshire were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.5 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups

were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.

- American Indian or Alaska Native, Asian, and Black or African American infants and toddlers, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.8, 0.9, and 0.9, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

**Exhibit 4. Cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in 12-month reporting period and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under *IDEA*, Part C, by race/ethnicity: 12-month reporting period, 2015–16**

Race/ethnicity	Cumulative child count <sup>a</sup> in 50 states and DC	Resident population birth through age 2 in 50 states and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	716,290	11,957,307	6.0	†	†
American Indian or Alaska Native	5,471	99,127	5.5	6.0	0.9
Asian	29,114	591,731	4.9	6.0	0.8
Black or African American	89,728	1,646,031	5.5	6.1	0.9
Hispanic/Latino	184,823	3,090,010	6.0	6.0	1.0
Native Hawaiian or Other Pacific Islander	1,906	24,593	7.8	6.0	1.3
White	376,600	5,927,883	6.4	5.6	1.1
Two or more races	28,517	577,932	4.9	6.0	0.8

† Not applicable.

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

<sup>b</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period by the estimated U.S. resident population birth through age 2 in the racial/ethnic group, then multiplying the result by 100.

<sup>c</sup>Risk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all of the other racial/ethnic groups during the 12-month reporting period by the estimated U.S. resident population birth through age 2 in all of the other racial/ethnic groups, then multiplying the result by 100.

<sup>d</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part C, during the 12-month reporting period to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of early intervention services, then that group's likelihood of receiving early intervention services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2016. These data are for the 50 states and DC. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2016,” 2016. These data are for the 50 states and DC. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

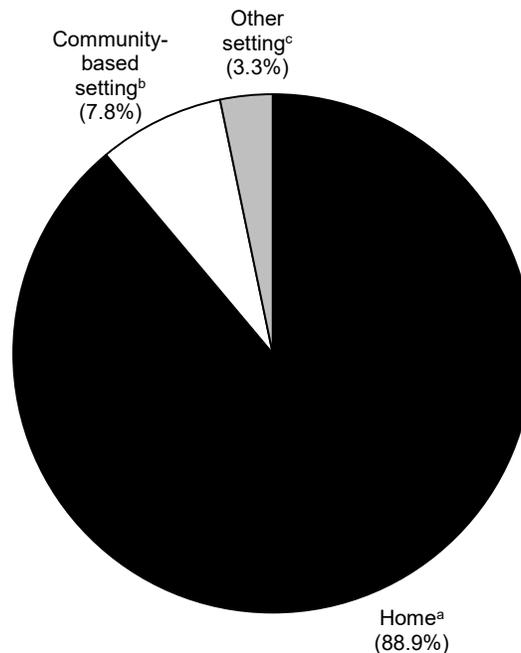
- Cumulative child count data reveal Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.3 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were slightly more likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- The cumulative number of American Indian or Alaska Native, Asian, and Black or African American infants and toddlers, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.8, 0.9, and 0.8, respectively, indicating that infants and toddlers in each of these groups were slightly less likely than those in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- The cumulative number of Hispanic/Latino infants and toddlers, with a risk ratio of 1, were as likely to be served under Part C as the infants and toddlers of all other racial/ethnic groups combined.

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

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

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

**Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2016**



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

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

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

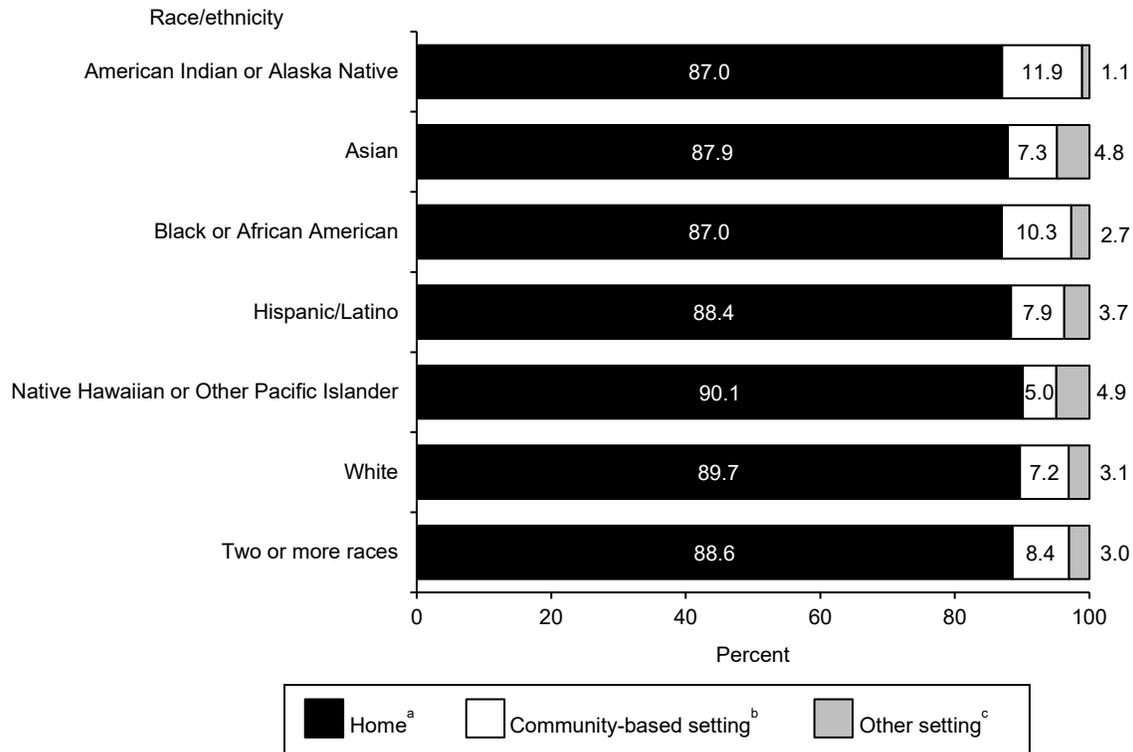
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the primary service setting on the state-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the primary service settings on the state-designated data collection date (372,896), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2016. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, of the 372,896 infants and toddlers served under Part C, 88.9 percent received their early intervention services primarily in the home.
- The category of community-based setting was reported as the primary early intervention setting for 7.8 percent of those served under Part C. Consequently, 96.7 percent of infants and toddlers served under IDEA, Part C, in 2016 received their early intervention services primarily in natural environments, which are defined as the home or a community-based setting.

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

**Exhibit 6. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2016**



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

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

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

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

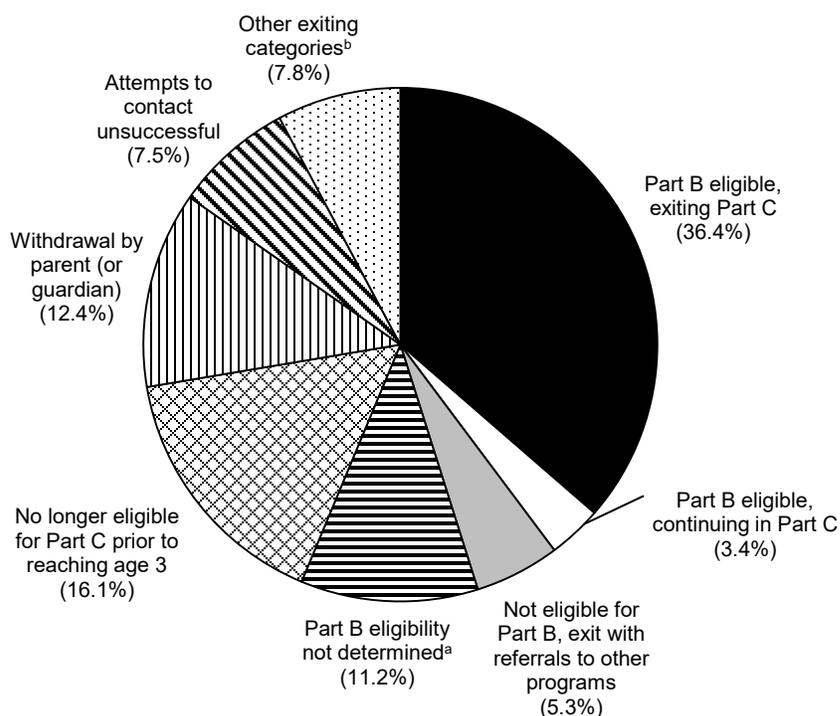
SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: “IDEA Part C Child Count and Settings Collection,” 2016. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, home was the primary early intervention service setting for at least 87 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a community-based setting was associated with American Indian or Alaska Native children (11.9 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander 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 7. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2015–16**



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

<sup>b</sup>“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.4 percent); *deceased* (0.3 percent); and *moved out of state* (4.1 percent).

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories (326,433), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

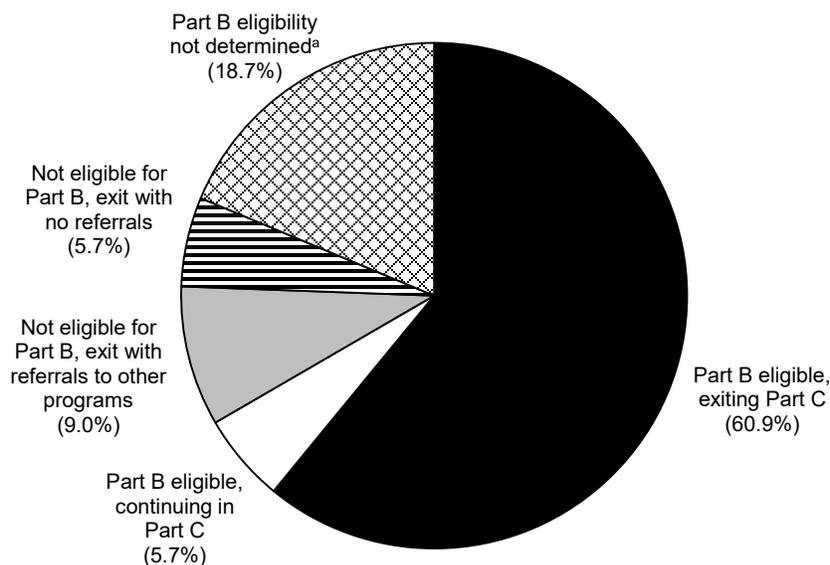
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2015–16. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting statuses in 2015–16, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 118,756 of 326,433, or 36.4 percent, of infants and toddlers. An additional 3.4 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.

- *No longer eligible for Part C prior to reaching age 3* was the second most prevalent category of exiting status, as it accounted for 16.1 percent of infants and toddlers.
- *Part B eligibility not determined* and *withdrawal by parent (or guardian)* accounted for 11.2 percent and 12.4 percent, respectively.

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

**Exhibit 8. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2015–16**



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

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For data on all 10 categories, see exhibit 7. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of children served under *IDEA*, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of children served under *IDEA*, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories (194,869), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA Part C Exiting Collection*,” 2015–16. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, 118,756, or 60.9 percent, of the 194,869 children served under *IDEA*, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 5.7 percent of these children were found to be eligible for Part B but continued to receive services under Part C.

- Eligibility for Part B was not determined for 18.7 percent of the children served under *IDEA*, Part C, who had reached age 3.
- The remaining 14.7 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (9.0 percent) and those who exited with no referrals (5.7 percent).

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

To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part C requirement by a local early intervention service provider or the state lead agency. A second option available to parents and public agencies is a *due process complaint*. By filing a *due process complaint*, a parent may request a due process hearing<sup>4</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child’s family. Mediation is a third option available through which parents and early intervention service providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

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

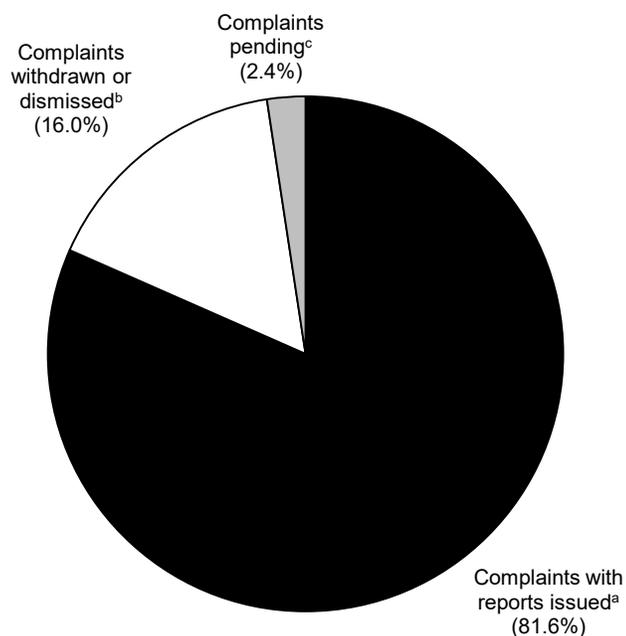
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<sup>4</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to, children referred to *IDEA*, Part C.

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

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

**Exhibit 9. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2015–16**



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

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

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

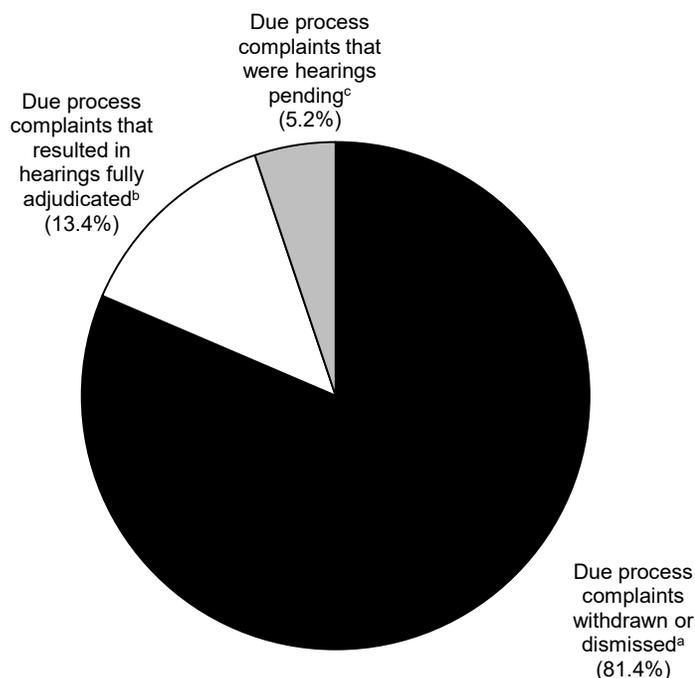
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA* or 34 C.F.R. 303, including cases in which some required content is absent from the document. Only 23 states reported one or more *written, signed complaints*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 125 *written, signed complaints*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2015–16. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2015–16, a total of 125 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- A report was issued for 102 (81.6 percent) of the complaints, while 20 (16.0 percent) of the complaints were withdrawn or dismissed. Only 3 (2.4 percent) of the complaints that were received during the reporting period were pending or unresolved by the end of the period.

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

**Exhibit 10. Percentage of *due process complaints* for infants and toddlers served under *IDEA*, Part C, by complaint status: 2015–16**



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

<sup>b</sup>A hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

<sup>c</sup>A *due process complaint* that is a hearing pending is a request for a due process hearing that has not yet been scheduled, is scheduled but has not yet been conducted, or has been conducted but is not yet fully adjudicated.

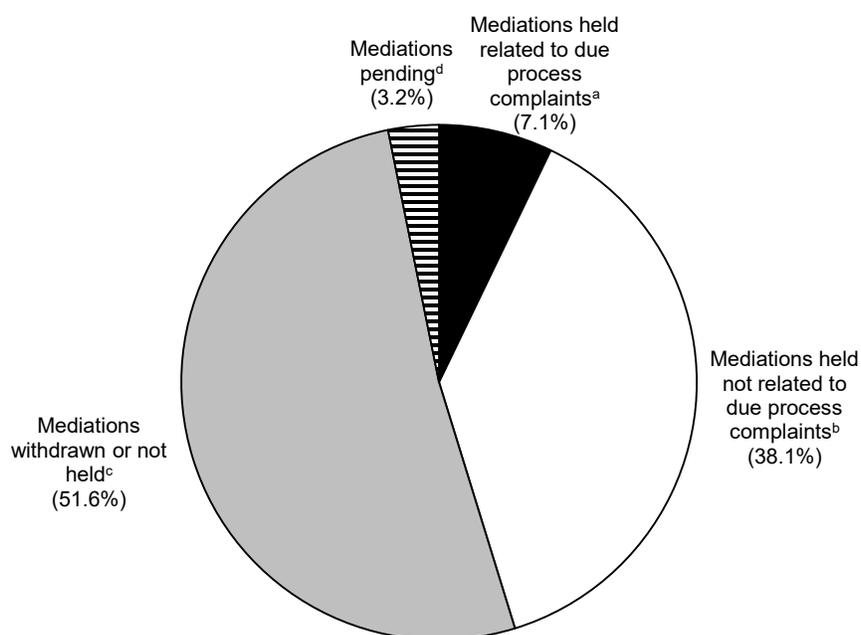
NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or state lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. Only nine states reported one or more *due process complaints*. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Percentage was based on a total of 97 *due process complaints*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2015–16. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 97 *due process complaints* were received during 2015–16 through the dispute resolution process for infants and toddlers birth through age 2 served under *IDEA*, Part C.
- For 79 (81.4 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For 13 (13.4 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining five complaints (5.2 percent), a hearing was still pending as of the end of the reporting period.

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

**Exhibit 11. Percentage of *mediation requests* for infants and toddlers served under *IDEA*, Part C, by request status: 2015–16**



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

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

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

<sup>d</sup>A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Only nine states reported one or more *mediation requests*. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 126 *mediation requests*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2015–16. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2015–16, a total of 126 *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 57 (45.2 percent) of the *mediation requests* received. The mediation that was held in nine (7.1 percent) of these cases was related to a *due process complaint*, while the session held in 48 (38.1 percent) of these cases was not related to a *due process complaint*. Of the 69 *mediation requests* received that did not result in a mediation being held by the end of the reporting period, 65 (51.6 percent) had been withdrawn, dismissed, or otherwise ended without a mediation being held. The remaining four (3.2 percent) were still pending at the end of the reporting period.

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

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

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

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

In general, the exhibits presenting Part B data in this section represent the 50 states; the District of Columbia (DC); the Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>5,6</sup> As there are some exceptions, such as the exhibits that present Part B data with data about the residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. In this section, there are occasional references to “special education services.” The term is synonymous with services provided under *IDEA*, Part B.

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

<sup>6</sup> The four outlying areas and the three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, they may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

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

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

### Exhibit 12. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2007 through fall 2016

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 states and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 3 through 5 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas <sup>a</sup>	In the 50 states, DC, and BIE schools		
2007	709,136	698,931	11,975,329	5.8
2008	709,004	700,296	12,037,364	5.8
2009	731,832	716,569	12,129,397	5.9
2010	735,245	720,740	12,255,590	5.9
2011	745,954	730,558	12,312,888	5.9
2012	750,131	736,195	12,203,162	6.0
2013	745,336	729,703	12,078,921	6.0
2014	753,697	736,170	12,013,496	6.1
2015	763,685	746,765	12,012,254	6.2
2016	759,801	744,414	11,718,379	6.4

<sup>a</sup>In 2012, data for children served by the three freely associated states were included. In 2013, data for children served by two freely associated states were included; data were not available for the Federated States of Micronesia. In 2014, 2015, and 2016, data for children served by the three freely associated states were included.

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

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

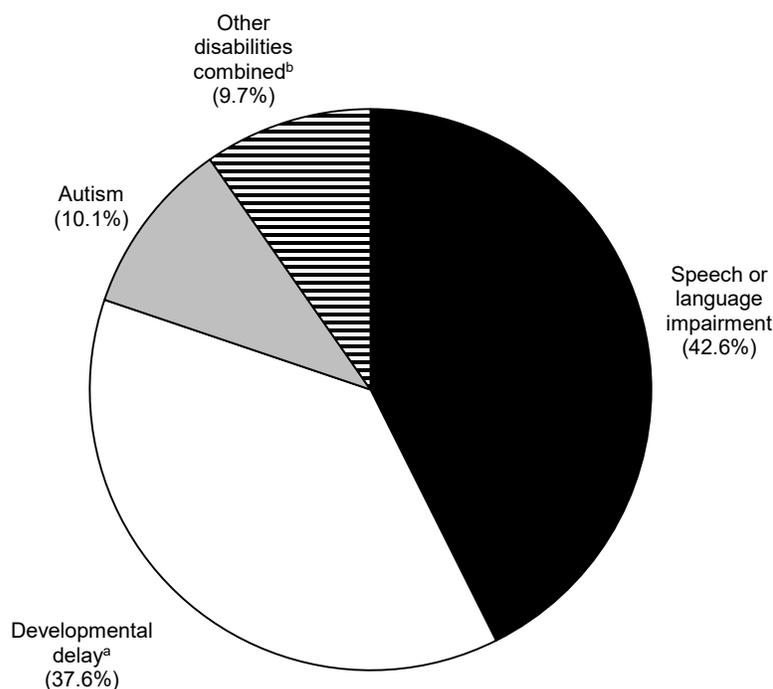
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. For 2007 and 2008, data for Vermont were not available. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Nebraska and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. For 2007 and 2008, data for Vermont were excluded. For 2010, 2012, and 2013, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, 759,801 children ages 3 through 5 were served under Part B in the 48 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 744,414 were served in 48 states, the District of Columbia, and BIE schools. This number represented 6.4 percent of the resident population ages 3 through 5. Between 2007 and 2016, the number of children ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available increased from 709,136 to 759,801. This addition of 50,665 children represented a 7.1 percent increase in the number of children served.

- In 2007, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, in the jurisdictions for which data were available was 5.8 percent. In 2009, the percentage increased to 5.9 percent, and it remained there until 2012, when the percentage reached 6 percent. The percentage stayed at 6 percent through 2013 before increasing to 6.1 percent in 2014, then to 6.2 percent in 2015. In 2016, the percentage reached 6.4 percent.

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

**Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2016**



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

<sup>b</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.4 percent), *hearing impairment* (1.1 percent), *intellectual disability* (1.8 percent), *multiple disabilities* (1.0 percent), *orthopedic impairment* (0.8 percent), *other health impairment* (3.1 percent), *specific learning disability* (1.1 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (0.4 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the disability category by the total number of children ages 3 through 5 served under *IDEA*, Part B (759,801), then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 48 states, BIE schools, DC, PR, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, the most prevalent disability category of children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairment* (specifically, 323,789 of 759,801 children, or 42.6 percent). The next most common disability category was *developmental delay* (37.6 percent), followed by *autism* (10.1 percent).
- The children ages 3 through 5 represented by the category “Other disabilities combined” accounted for the remaining 9.7 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 2016**

Race/ethnicity	Child count <sup>a</sup> in the 50 states and DC	Resident population ages 3 through 5 in the 50 states, DC, and BIE <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	744,414	11,718,379	6.4	†	†
American Indian or Alaska Native	8,230	98,419	8.4	6.3	1.3
Asian	29,045	584,469	5.0	6.4	0.8
Black or African American	100,622	1,628,388	6.2	6.4	1.0
Hispanic/Latino	182,039	3,074,512	5.9	6.5	0.9
Native Hawaiian or Other Pacific Islander	1,787	23,889	7.5	6.4	1.2
White	391,508	5,761,388	6.8	5.9	1.1
Two or more races	31,184	547,314	5.7	6.4	0.9

† Not applicable.

<sup>a</sup>Child count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 104 children served under Part B in four states; the total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these states was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

<sup>e</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group’s likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

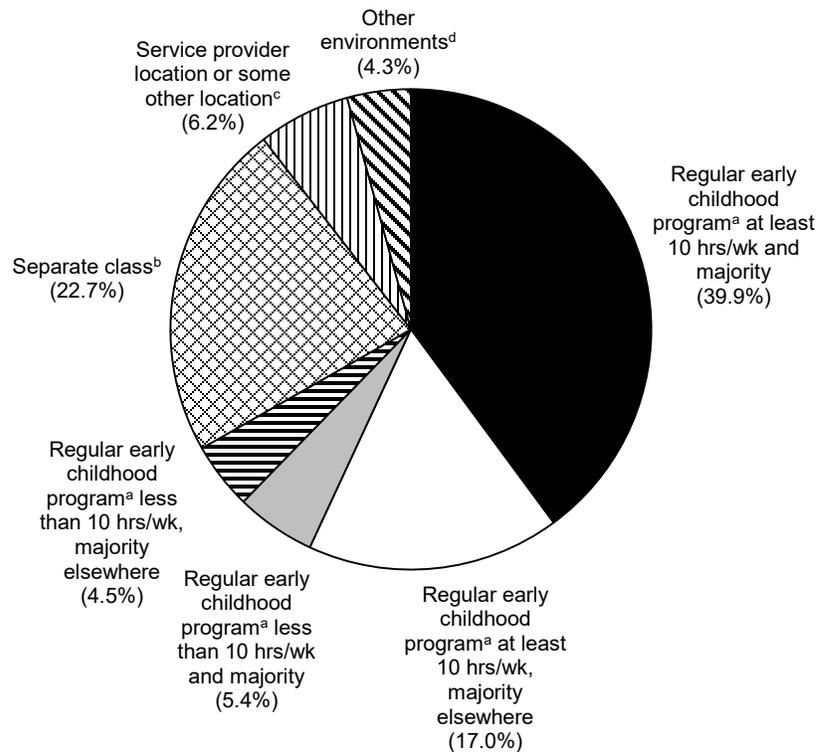
- In 2016, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1 (i.e., 1.3, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined.
- Black or African American children ages 3 through 5, with a risk ratio of 1, were as likely to be served under Part B as the children ages 3 through 5 in all other racial/ethnic groups combined.
- Asian and Hispanic/Latino children ages 3 through 5 and children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios of less than 1 (i.e., 0.8, 0.9, and 0.9, respectively), were less likely to be served under Part B than children ages 3 through 5 in all other racial/ethnic groups combined.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 48 states, DC, and BIE schools. Data for Nebraska and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2016,” 2016. Data for Nebraska and Wisconsin were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## 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 2016**



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

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

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

<sup>d</sup>"Other environments" consists of *separate school* (2.4 percent), *residential facility* (less than 0.05 percent), and *home* (1.8 percent).

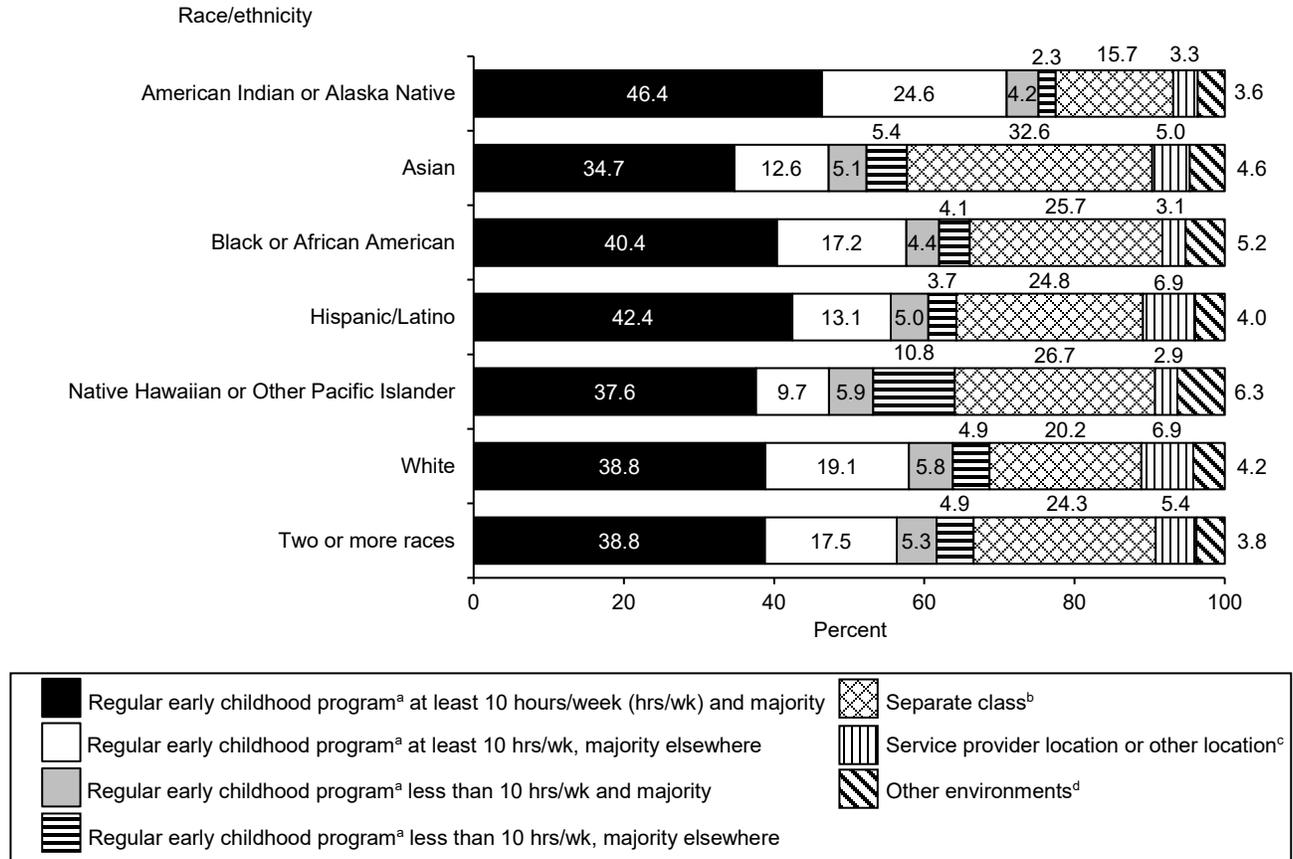
NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B (759,801), in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2016. These data are for 48 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 507,272, or 66.8 percent, of the 759,801 children ages 3 through 5 served under *IDEA*, Part B, were in a *regular early childhood program* for some amount of their time in school.
- Of the four categories representing children who attended a *regular early childhood program*, the category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 39.9 percent of all children ages 3 through 5 served under *IDEA*, Part B, it represented more children than any other educational environment category.
- A *separate class* accounted for 22.7 percent of children ages 3 through 5 served under *IDEA*, Part B, making it the second most prevalent educational environment.
- Collectively, the environments of *separate school, residential facility, and home* (which are represented by the category “Other environments”), accounted for only 4.3 percent of the children ages 3 through 5 served under *IDEA*, Part B.
- The educational environment for the remaining students, representing only 6.2 percent of the children ages 3 through 5 served under *IDEA*, Part B, was a *service provider location or some other location that is not in any other category*.

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 2016**



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

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

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

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

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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2016. These data are for 48 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a *regular early childhood program* for some amount of the time spent in school was the educational environment for the majority of children ages 3 through 5 served under *IDEA*, Part B, in each racial/ethnic group.
- The category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a regular early childhood program for every racial/ethnic group. Moreover, for every racial/ethnic group, this category accounted for a larger percentage of the children than did any other category of educational environment. In particular, this environment accounted for 46.4 percent of American Indian or Alaska Native children, 34.7 percent of Asian children, 40.4 percent of Black or African American children, 42.4 percent of Hispanic/Latino children, 37.6 percent of Native Hawaiian or Other Pacific Islander children, 38.8 percent of White children, and 38.8 percent of the children associated with two or more racial/ethnic groups.
- A *separate class* was the second most prevalent educational environment for children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group, except American Indian or Alaska Native children. A smaller percentage of American Indian or Alaska Native children were reported in the category representing children who attended a *separate class* (15.7 percent) than the percentage reported in the category representing *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* (24.6 percent).

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

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

**Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B: Fall 2015**

Year	Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
2015	39,931	37,085	92.9

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

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

- In 2015, a total of 37,085, or 92.9 percent, of the 39,931 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

To what extent were 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 2015**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2015	55,215	52,193	94.5

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Personnel Collection,” 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 52,193, or 94.5 percent, of the 55,215 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under IDEA, Part B, were qualified.

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

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

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). The reauthorization allowed states the option of using the *developmental delay* category<sup>7</sup> for children and students ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 states; the District of Columbia (DC); the Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>8,9</sup> As there are some exceptions, such as the exhibits that present Part B data with data about residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. There are occasional references to “special education services” in this section, and this term is synonymous with services provided under *IDEA*, Part B.

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<sup>7</sup> States’ use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay*, see Appendix B.

<sup>8</sup> Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

<sup>9</sup> The four outlying areas and the three freely associated states do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

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

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

### Exhibit 19. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 2007 through fall 2016

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 6 through 21 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas <sup>a</sup>	In the 50 states, DC, and BIE schools		
2007	5,999,205	5,903,959	66,993,376	8.8
2008	5,889,849	5,789,806	67,243,169	8.6
2009	5,882,157	5,770,718	67,656,650	8.5
2010	5,822,808	5,705,466	67,788,496	8.4
2011	5,789,884	5,670,680	67,783,391	8.4
2012	5,823,844	5,699,640	67,543,992	8.4
2013	5,847,624	5,734,393	67,272,586	8.5
2014	5,944,241	5,825,505	67,039,493	8.7
2015	6,050,725	5,936,518	67,020,481	8.9
2016	6,048,882	5,937,838	65,620,036	9.0

<sup>a</sup>In 2012, data for the students served by the three freely associated states were included. In 2013, data for the students served by two freely associated states were included; data were not available for the Federated States of Micronesia. In 2014, 2015, and 2016, data for the students served by the three freely associated states were included.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2013, data for BIE schools and American Samoa were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

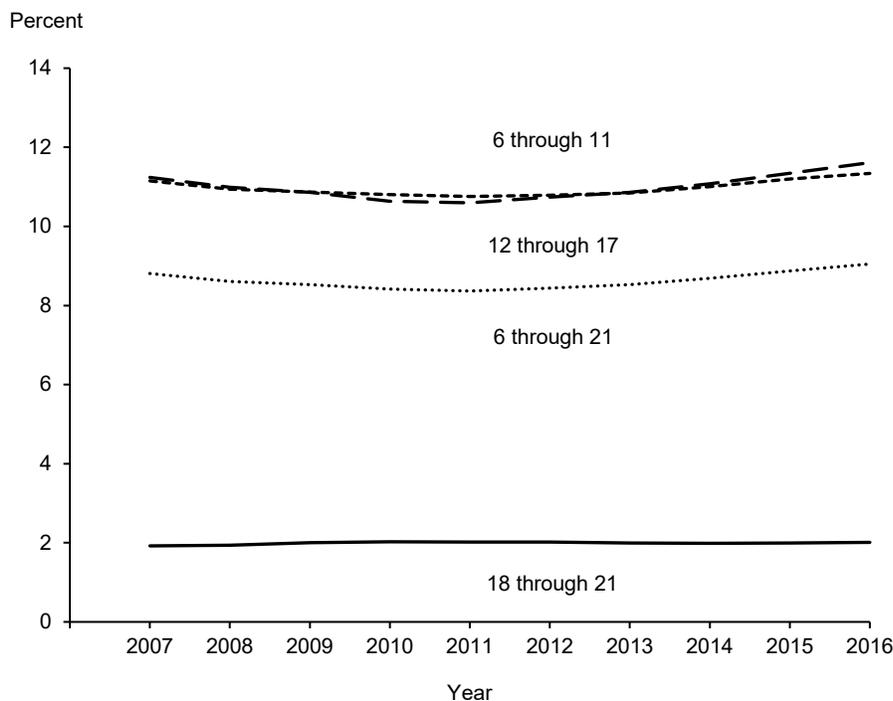
- In 2016, a total of 6,048,882 students ages 6 through 21 were served under *IDEA*, Part B, in the 49 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 5,937,838 were served in 49 states, the District of Columbia, and BIE schools. This number represented 9 percent of the resident population ages 6 through 21.
- In 2007, the total number of students ages 6 through 21 served under *IDEA*, Part B, in the 50 states, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas was 5,999,205. During 2008 and 2009, the number of students served was less than in the previous year. There was some fluctuation in the number of students served during the years 2010 through

2012. The number of students served increased during the years 2013 through 2015 and decreased in 2016.

- In 2007, 8.8 percent of the resident population ages 6 through 21 were served under Part B in the 50 states, the District of Columbia, and BIE schools. Between 2008 and 2010, the percentage of the population in these jurisdictions served gradually decreased to 8.4 percent. The percentage served remained at 8.4 percent until 2013, when it increased to 8.5 percent and continued to increase gradually to 9 percent in 2016.

*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 2007 through fall 2016**



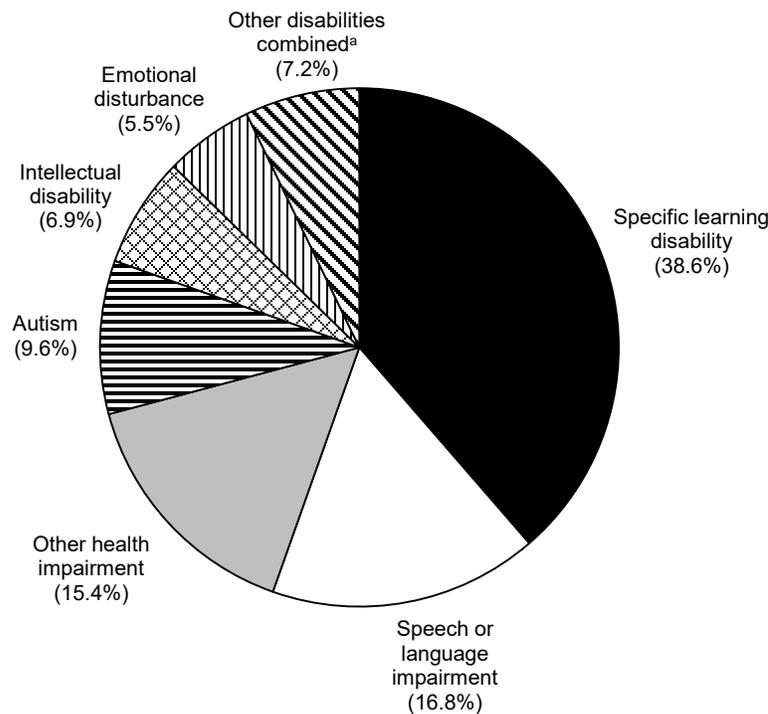
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in 2007 was 8.8 percent. Thereafter, the percentage gradually decreased, reaching a low of 8.4 percent in 2010. The percentage remained at 8.4 percent until 2013, when it increased to 8.5 percent. The percentage continued to increase gradually to 9 percent in 2016.
- Between 2007 and 2011, the percentage of the population ages 6 through 11 served under *IDEA*, Part B, decreased gradually from 11.2 percent to 10.6 percent. The percentage increased in each year thereafter and reached 11.6 percent in 2016.
- The percentage of the population ages 12 through 17 served under Part B decreased gradually from 11.1 percent to 10.8 percent between 2007 and 2010, where it stayed until 2014, when the percentage reached 11 percent. The percentage increased to 11.2 percent in 2015 and 11.3 percent in 2016.
- The percentage of the population ages 18 through 21 served under Part B was 1.9 percent in 2007 and 2008, and 2 percent in each year from 2009 through 2016.

*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 2016**



<sup>a</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (2.5 percent), *hearing impairment* (1.1 percent), *multiple disabilities* (2.1 percent), *orthopedic impairment* (0.6 percent), *traumatic brain injury* (0.4 percent), and *visual impairment* (0.4 percent).

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category by the total number of students ages 6 through 21 served under *IDEA*, Part B (6,048,882), then multiplying the result by 100.

- In 2016, the most prevalent disability category of students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disability* (specifically, 2,336,960, or 38.6 percent, of the 6,048,882 students ages 6 through 21 served under *IDEA*, Part B). The next most common disability category was *speech or language impairment* (16.8 percent), followed by *other health impairment* (15.4 percent), *autism* (9.6 percent), *intellectual disability* (6.9 percent), and *emotional disturbance* (5.5 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.2 percent of students ages 6 through 21 served under *IDEA*, Part B.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 2007 through fall 2016**

Disability <sup>a</sup>	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
All disabilities below	8.7	8.5	8.4	8.3	8.2	8.2	8.3	8.5	8.6	8.8
Autism	0.4	0.4	0.5	0.5	0.6	0.7	0.7	0.8	0.8	0.9
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.6	0.6	0.6	0.5	0.5	0.5	0.5	0.5	0.5
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disability	0.7	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairment	0.9	1.0	1.0	1.0	1.1	1.1	1.2	1.3	1.3	1.4
Specific learning disability	3.8	3.7	3.6	3.5	3.4	3.4	3.4	3.4	3.4	3.5
Speech or language impairment	1.7	1.6	1.6	1.6	1.5	1.5	1.5	1.5	1.5	1.5
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairment	#	#	#	#	#	#	#	#	#	#

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

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

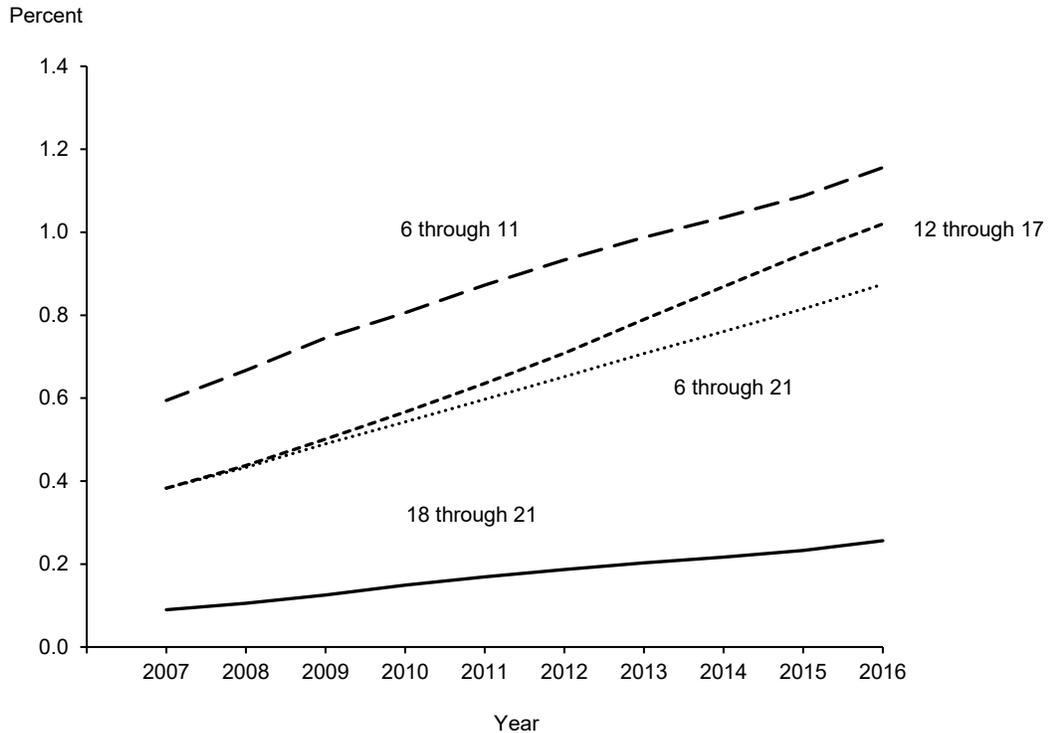
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2007–16. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016," 2007–16. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, reported under disability categories changed by two-tenths of a percentage point or less between 2007 and 2016 for all but three categories. The percentage of the population reported under *autism* increased by 0.5 of a percentage point. The percentage of the population reported under *other health impairment* increased by 0.5 of a percentage point. The percentage of the population reported under *specific learning disability* decreased by 0.3 of a percentage point.

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

**Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and age group: Fall 2007 through fall 2016**



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

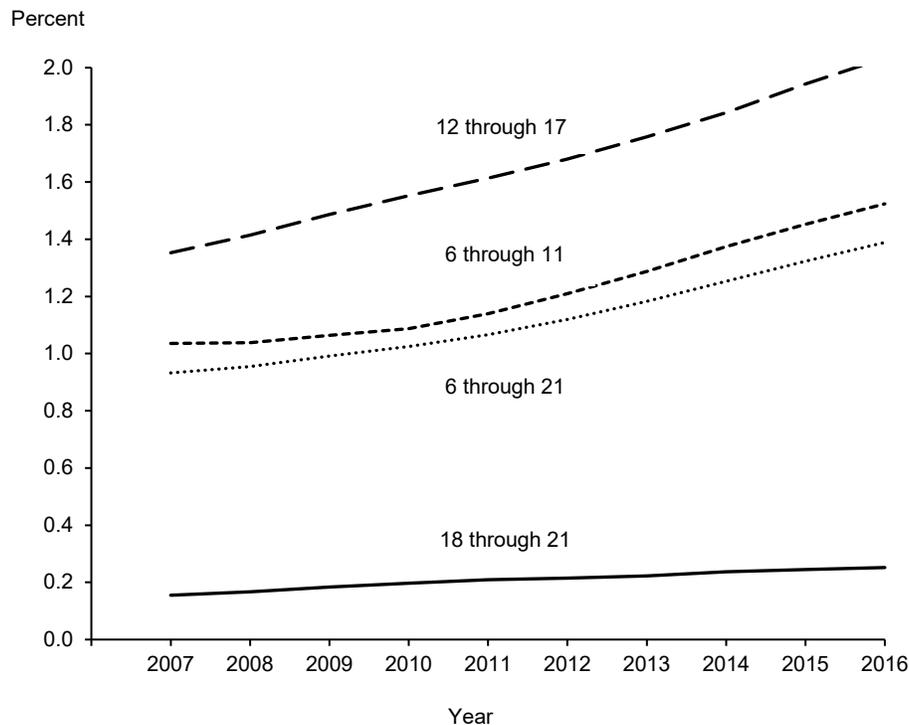
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Between 2007 and 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased gradually from 0.4 percent to 0.9 percent.
- Between 2007 and 2016, the percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *autism* all increased. Specifically, the percentages of these three age groups that were reported under the

category of *autism* were 94 percent, 166 percent, and 186 percent larger in 2016 than in 2007, respectively.

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

**Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and age group: Fall 2007 through fall 2016**



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

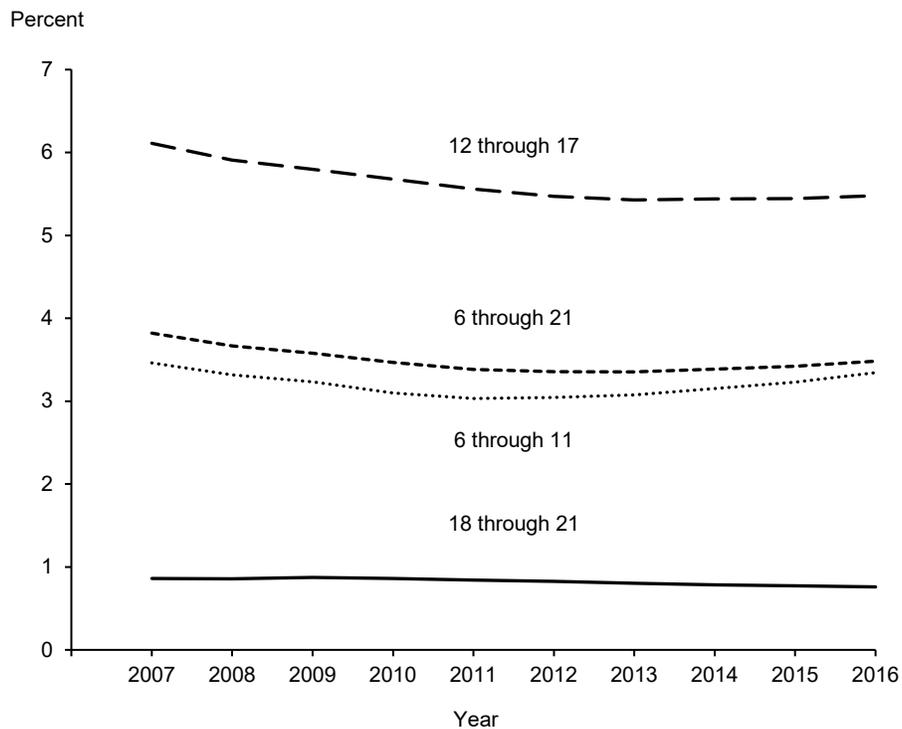
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2007 through 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairment* increased gradually from 0.9 percent to 1.4 percent.

- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *other health impairment* were 47 percent, 50 percent, and 63 percent larger in 2016 than in 2007, respectively.

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

**Exhibit 25. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disability*, by year and age group: Fall 2007 through fall 2016**



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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. These data are for the 50 states, DC, and BIE schools with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2007–16. These data are for the 50 states and DC with the following exceptions. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2007 through 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disability* decreased from 3.8 percent to 3.5 percent.
- The percentages of the populations ages 6 through 11, 12 through 17, and 18 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disability* were 3 percent, 10 percent, and 12 percent smaller in 2016 than in 2007, respectively.

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

**Exhibit 26. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for students ages 6 through 21 served under IDEA, Part B, by race/ethnicity: Fall 2016**

Race/ethnicity	Child count <sup>a</sup> in the 50 states and DC	Resident population ages 6 through 21 in the 50 states, DC, and BIE <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	5,937,838	65,620,036	9.0	†	†
American Indian or Alaska Native	83,474	559,086	14.9	9.0	1.7
Asian	142,416	3,311,911	4.3	9.3	0.5
Black or African American	1,100,897	9,178,432	12.0	8.6	1.4
Hispanic/Latino	1,481,868	15,791,939	9.4	8.9	1.0
Native Hawaiian or Other Pacific Islander	18,097	130,907	13.8	9.0	1.5
White	2,899,113	34,195,904	8.5	9.7	0.9
Two or more races	211,969	2,451,857	8.6	9.1	1.0

† Not applicable.

<sup>a</sup>Child count is the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 14 students served under Part B in one state; the total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this state was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

<sup>e</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

- In 2016, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander students ages 6 through 21 had risk ratios above 1 (i.e., 1.7, 1.4, and 1.5, respectively). This indicates that the students in each group were more likely to be served under Part B than were the students ages 6 through 21 in all other racial/ethnic groups combined.
- Asian and White students ages 6 through 21, with risk ratios of less than 1 (i.e., 0.5 and 0.9, respectively), were less likely to be served under Part B than were the students ages 6 through 21 in all other racial/ethnic groups combined.
- Hispanic/Latino students and students associated with two or more races, ages 6 through 21, each had a risk ratio of 1, indicating they were as likely to be served under Part B as students ages 6 through 21 in all other racial/ethnic groups combined.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 49 states, DC, and BIE schools. Data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2016,” 2016. These data are for 49 states, DC, and BIE schools. Data for Wisconsin were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 27. Risk ratio for students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2016**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	1.7	0.5	1.4	1.0	1.5	0.9	1.0
Autism	1.0	1.1	1.0	0.9	1.3	1.1	1.1
Deaf-blindness!	1.9	0.8	0.9	1.0	1.2	1.0	0.9
Developmental delay <sup>a</sup>	4.2	0.4	1.6	0.7	2.1	0.9	1.4
Emotional disturbance	1.6	0.2	2.0	0.6	1.2	1.0	1.3
Hearing impairment	1.4	1.1	1.0	1.4	2.7	0.7	0.8
Intellectual disability	1.6	0.5	2.2	1.0	1.8	0.7	0.8
Multiple disabilities	1.9	0.6	1.3	0.7	2.1	1.1	0.8
Orthopedic impairment	1.1	1.0	0.9	1.3	1.7	0.9	0.8
Other health impairment	1.3	0.3	1.4	0.7	1.3	1.2	1.1
Specific learning disability	1.9	0.3	1.5	1.4	1.8	0.7	0.8
Speech or language impairment	1.4	0.7	1.0	1.1	1.1	1.0	1.0
Traumatic brain injury	1.6	0.5	1.1	0.7	1.5	1.2	1.0
Visual impairment	1.6	0.9	1.1	1.0	1.7	1.0	0.8

! Interpret data with caution. There were 20 American Indian or Alaska Native students, 50 Asian students, 165 Black or African American students, 307 Hispanic/Latino students, 3 Native Hawaiian students, 672 White students, and 44 students associated with two or more races reported in the *deaf-blindness* category.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2016. These data are for 49 states, DC, and BIE schools. Data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2000 to July 1, 2016," 2016. These data are for 49 states, DC, and BIE schools. Data for Wisconsin were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, for all disabilities, American Indian or Alaska Native students, Black or African American students, and Native Hawaiian or Other Pacific Islander students ages 6 through 21 with risk ratios of 1.7, 1.4, and 1.5, respectively, were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined. Asian students and White students ages 6 through 21, with risk ratios of 0.5 and 0.9, respectively, were

less likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined. Hispanic/Latino students and students associated with two or more races, with risk ratios of 1, were about as likely to be served under *IDEA*, Part B, as were students ages 6 through 21 in all other racial/ethnic groups combined.

- With a risk ratio of 4.2, American Indian or Alaska Native students ages 6 through 21 were much more likely to be served under *IDEA*, Part B, for *developmental delay* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 6 through 21 was equal to 1 for *autism* and larger than 1 for each of the other disability categories.
- Asian students ages 6 through 21 were 1.1 times more likely to be served under *IDEA*, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 6 through 21 was equal to 1 for *orthopedic impairment* and less than 1 for each of the other disability categories.
- The risk ratios for Black or African American students ages 6 through 21 served under *IDEA*, Part B, were larger than 1 for the following disability categories: *developmental delay* (1.6), *emotional disturbance* (2.0), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.5), *traumatic brain injury* (1.1), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 6 through 21 was less than 1 for *deaf-blindness* (0.9) and *orthopedic impairment* (0.9) and equal to 1 for *autism*, *hearing impairment*, and *speech or language impairment*.
- With a risk ratio larger than 1, Hispanic/Latino students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *orthopedic impairment* (1.3), *specific learning disability* (1.4), and *speech or language impairment* (1.1). The risk ratio for Hispanic/Latino students ages 6 through 21 was equal to 1 for *deaf-blindness*, *intellectual disability*, and *visual impairment* and less than 1 for all other disability categories.
- Native Hawaiian or Other Pacific Islander students ages 6 through 21 were at least two times more likely to be served under *IDEA*, Part B, for *developmental delay* (2.1), *hearing impairment* (2.7), and *multiple disabilities* (2.1) than were students ages 6 through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 6 through 21 was larger than the risk ratio for the students ages 6 through 21 in all other racial/ethnic groups combined for every other disability category as well.
- With a risk ratio larger than 1, White students ages 6 through 21 were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2), and *traumatic brain injury* (1.2). The risk ratio for White students ages 6 through 21 was equal to 1 for *deaf-blindness*, *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories.
- With a risk ratio larger than 1, students ages 6 through 21 associated with two or more races were more likely to be served under *IDEA*, Part B, than were students ages 6 through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *developmental delay* (1.4), *emotional disturbance* (1.3), and *other health impairment* (1.1). The risk ratio for students ages 6 through 21 associated with two or more races was equal to 1 for

speech or language impairment and traumatic brain injury and less than 1 for all other disability categories.

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

**Exhibit 28. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2016**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	5.6	22.4	7.6	8.1	6.8	10.6	10.6
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay <sup>a</sup>	6.4	2.4	2.9	1.8	3.4	2.6	3.7
Emotional disturbance	5.5	2.3	7.5	3.7	4.0	5.9	7.6
Hearing impairment	0.9	2.6	0.8	1.3	2.2	1.0	1.0
Intellectual disability	6.6	7.2	9.8	6.6	6.7	6.0	5.6
Multiple disabilities	2.4	2.9	2.0	1.5	3.1	2.4	1.8
Orthopedic impairment	0.4	1.3	0.4	0.7	0.7	0.6	0.5
Other health impairment	12.3	9.2	15.1	11.7	11.2	17.9	17.1
Specific learning disability	44.8	24.4	40.4	46.4	50.8	34.5	34.2
Speech or language impairment	14.2	24.1	12.8	17.6	9.9	17.6	17.1
Traumatic brain injury	0.4	0.5	0.3	0.3	0.4	0.5	0.4
Visual impairment	0.4	0.8	0.3	0.4	0.8	0.4	0.4

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "IDEA Part B Child Count and Educational Environments Collection," 2016. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

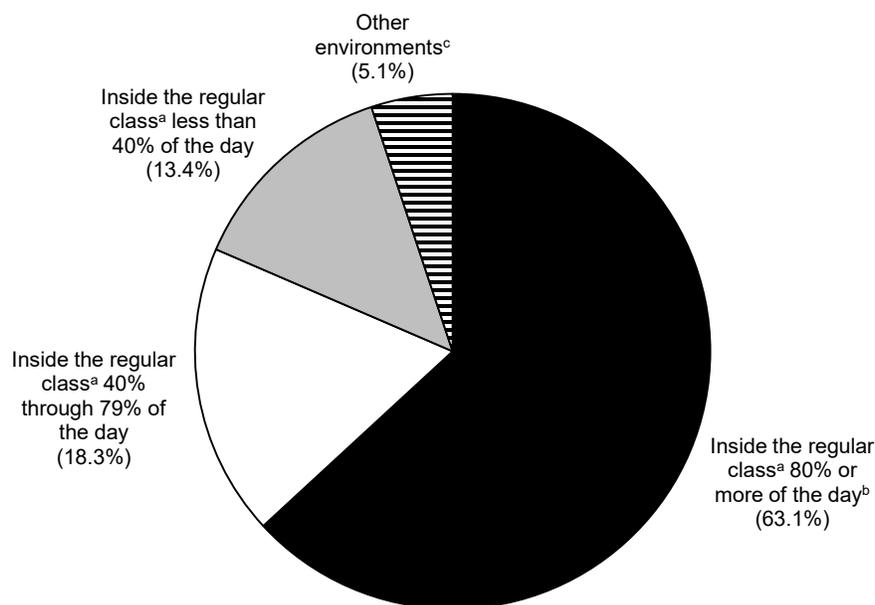
- For the students ages 6 through 21 served under IDEA, Part B, in 2016, *specific learning disability* was the most prevalent disability category for every racial/ethnic group. In particular, this disability category accounted for 44.8 percent of American Indian or Alaska Native students, 24.4 percent of Asian students, 40.4 percent of Black or African American students, 46.4 percent of Hispanic/Latino students, 50.8 percent of Native Hawaiian or Other Pacific Islander students, 34.5 percent of White students, and 34.2 percent of the students associated with two or more racial/ethnic groups.

- *Speech or language impairment* was the second or third most prevalent category for students ages 6 through 21 in every racial/ethnic group. The students served in this disability category accounted for 14.2 percent of American Indian or Alaska Native students, 24.1 percent of Asian students, 12.8 percent of Black or African American students, 17.6 percent of Hispanic/Latino students, 9.9 percent of Native Hawaiian or Other Pacific Islander students, 17.6 percent of White students, and 17.1 percent of the students associated with two or more racial/ethnic groups.

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

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

**Exhibit 29. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2016**



<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>“Other environments” consists of *separate school* (2.9 percent), *residential facility* (0.3 percent), *homebound/hospital environment* (0.4 percent), *correctional facilities* (0.2 percent), and *parentally placed in private schools* (1.4 percent).

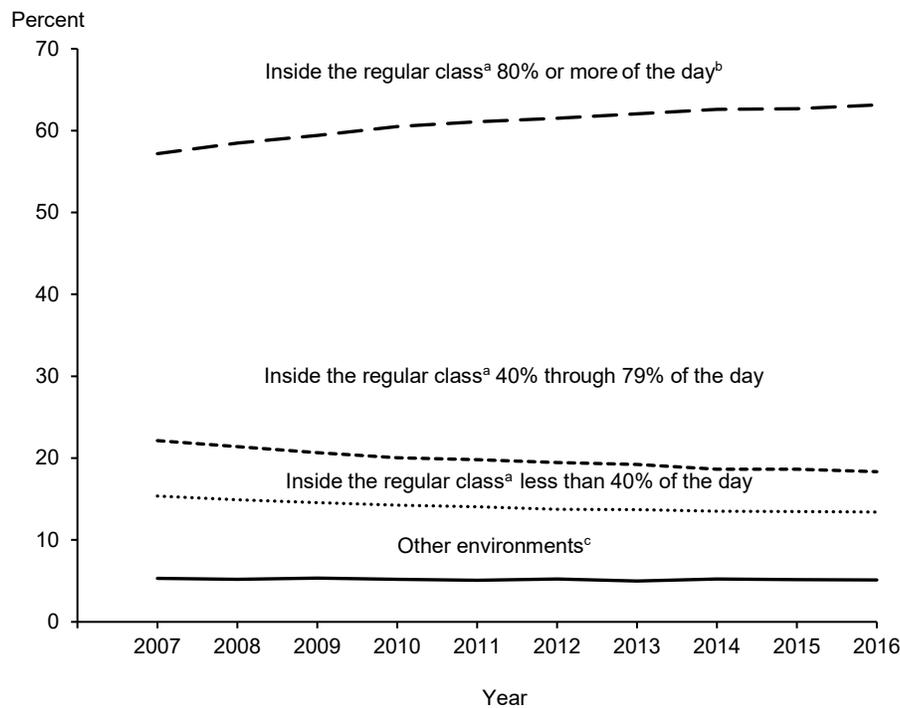
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments (6,048,882), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 5,740,172, or 94.9 percent, of the 6,048,882 students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day.
- The majority (63.1 percent) of 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 18.3 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated *inside regular class 40% through 79% of the day*, and 13.4 percent were educated *inside the regular class less than 40% of the day*.
- Only 5.1 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated outside of the regular classroom in “Other environments.”

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

**Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2007 through fall 2016**



<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

- From 2007 through 2016, 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 57.2 percent to 63.1 percent.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside regular class 40% through 79% of the day* decreased from 22.1 percent in 2007 to 18.6 percent in 2014. The percentage slightly increased to 18.7 percent in 2015 and then decreased to 18.3 percent in 2016.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class less than 40% of the day* decreased from 15.4 percent in 2007 to 13.4 percent in 2016.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” ranged from 5 percent to 5.3 percent during the years from 2007 to 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2007–16. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2007 and 2008, data for Vermont were not available. For 2010, data for Wyoming were not available. For 2011, data for BIE schools were not available. For 2012, data for the three freely associated states were included. For 2013, data for BIE schools and American Samoa were not available, but data for the Republic of Palau and the Republic of the Marshall Islands were available. For 2014, data for Wyoming and American Samoa were not available, but data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were available. For 2016, data for Wisconsin were not available, but data for the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were available. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How did educational environments differ by disability category?*

**Exhibit 31. Percentage of students ages 6 through 21 served under IDEA, Part B, within disability category, by educational environment: Fall 2016**

Disability	Percentage of day inside the regular class <sup>a</sup>			Other environments <sup>c</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day	
All disabilities	63.1	18.3	13.4	5.1
Autism	39.4	18.0	33.4	9.2
Deaf-blindness	23.0	12.2	36.7	28.0
Developmental delay <sup>d</sup>	64.5	18.9	15.2	1.5
Emotional disturbance	47.2	17.5	18.2	17.1
Hearing impairment	61.3	15.5	11.3	11.9
Intellectual disability	17.0	26.3	49.4	7.3
Multiple disabilities	13.7	16.8	45.5	24.0
Orthopedic impairment	52.6	15.4	23.5	8.5
Other health impairment	66.4	20.6	8.8	4.2
Specific learning disability	70.8	22.2	5.2	1.8
Speech or language impairment	87.0	5.1	4.2	3.7
Traumatic brain injury	50.8	21.6	19.8	7.8
Visual impairment	67.7	12.1	9.7	10.6

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

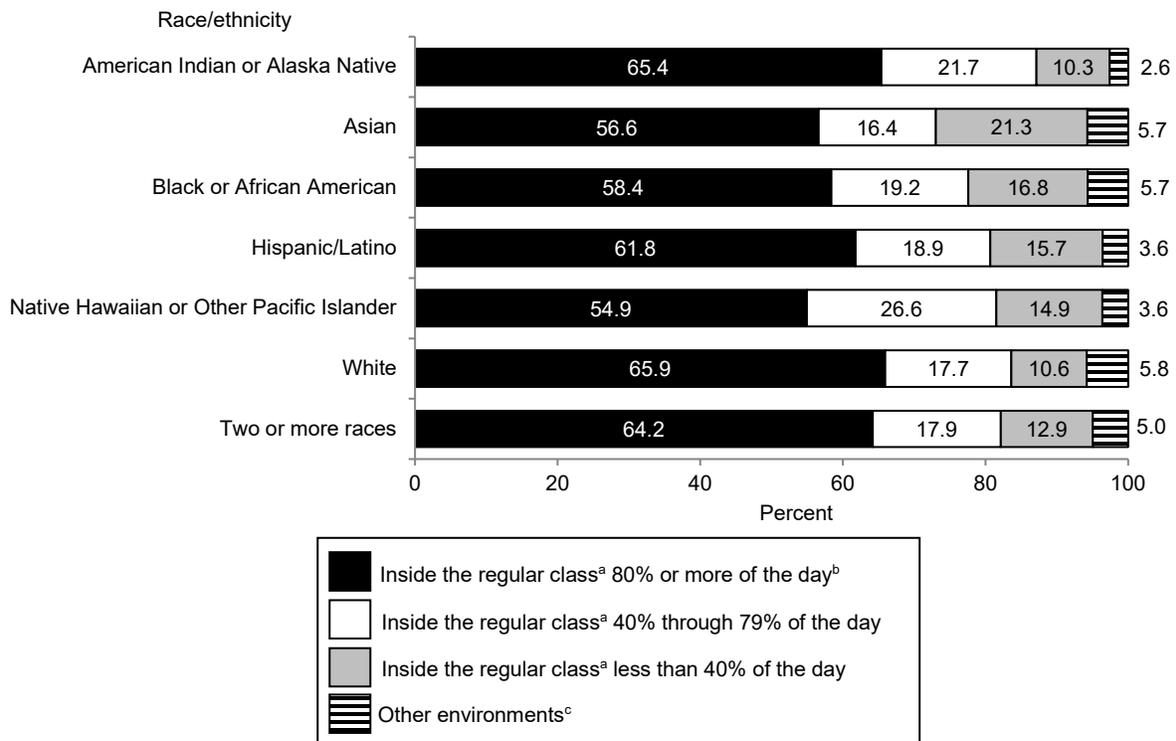
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, the percentage of students ages 6 through 21 served under *IDEA*, Part B, in each educational environment varied by disability category.
- More than 8 in 10 students reported under the category of *speech or language impairment* (87.0 percent) were educated *inside the regular class 80% or more of the day*. Only 17 percent of students reported under the category of *intellectual disability* and 13.7 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.

- Almost one-half of students reported under the category of *intellectual disability* (49.4 percent) and students reported under the category of *multiple disabilities* (45.5 percent) were educated *inside the regular class less than 40% of the day*.
- In 2016, larger percentages of students reported under the categories of *deaf-blindness* (28.0 percent) and *multiple disabilities* (24.0 percent) than students reported under other disability categories were educated in “Other environments.”

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

**Exhibit 32. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2016**



<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups. The percentages of students in the racial/ethnic groups who were educated *inside the regular class 80% or more of the day* ranged from 54.9 percent to 65.9 percent.
- The category *inside regular class 40% through 79% of the day* accounted for between 16.4 and 26.6 percent of the students within each racial/ethnic group.
- Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.3 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group.

## Part B Participation and Performance on State Assessments

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

### Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in state math assessments: School year 2015–16

Content area and student grade level	Participants <sup>a</sup>	Nonparticipants <sup>b</sup>	Total <sup>c</sup>
Math			
Grade 3 <sup>d</sup>	95.9	4.1	523,846
Grade 4 <sup>e</sup>	95.9	4.1	538,131
Grade 5 <sup>f</sup>	95.7	4.3	534,485
Grade 6	95.1	4.9	519,519
Grade 7 <sup>f</sup>	94.4	5.6	501,941
Grade 8	93.5	6.5	487,452
High school <sup>g</sup>	90.9	9.1	531,505

<sup>a</sup>Participants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

<sup>b</sup>Nonparticipants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

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

<sup>d</sup>No students in this grade were assessed in math, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>e</sup>No students in this grade were assessed in math, or data about them were suppressed, by American Samoa and the Republic of the Marshall Islands.

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

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by BIE schools.

- In school year 2015–16, between 90.9 and 95.9 percent of students served under *IDEA*, Part B, who did not have a medical exemption, in each of grades 3 through 8 and high school participated in a math assessment. Conversely, between 4.1 and 9.1 percent did not participate.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 34. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in state reading assessments: School year 2015–16**

Content area and student grade level	Participants <sup>a</sup>	Nonparticipants <sup>b</sup>	Total <sup>c</sup>
Reading <sup>d</sup>			
Grade 3 <sup>e</sup>	95.9	4.1	524,577
Grade 4 <sup>f</sup>	96.0	4.0	537,895
Grade 5 <sup>g</sup>	95.9	4.1	534,752
Grade 6	95.4	4.6	519,993
Grade 7 <sup>g</sup>	94.7	5.3	503,091
Grade 8	93.9	6.1	489,050
High school <sup>h</sup>	91.4	8.6	583,136

<sup>a</sup>Participants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

<sup>b</sup>Nonparticipants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

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

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

<sup>e</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>f</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of the Marshall Islands.

<sup>g</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by BIE schools.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2015–16, between 91.4 and 96 percent of students served under *IDEA*, Part B, who did not have a medical exemption, in each of grades 3 through 8 and high school participated in a reading assessment. Conversely, between 4 and 8.6 percent did not participate.

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

**Exhibit 35. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math assessments, by assessment type: School year 2015–16**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>		
	With accommodations	Without accommodations	Grade-level standards <sup>c</sup>	Modified standards <sup>d</sup>	Alternate standards <sup>e</sup>
Math <sup>f</sup>					
Grade 3 <sup>g</sup>	39.1	48.0	#	0.0	8.7
Grade 4 <sup>h</sup>	46.1	41.0	0.0	0.0	8.8
Grade 5 <sup>i</sup>	51.2	35.7	#	0.0	8.9
Grade 6	51.0	35.0	#	0.0	9.2
Grade 7 <sup>i</sup>	49.4	35.4	#	0.0	9.5
Grade 8	48.3	35.6	#	0.0	9.6
High school <sup>j</sup>	43.6	39.4	#	#	7.9

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

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

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

<sup>c</sup>*Alternate assessment based on grade-level 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 whom the IEP team determines cannot participate in all or part of the state assessments under paragraph (a)(1) of 34 Code of Federal Regulations (C.F.R.) section 200.6, even with appropriate accommodations. This assessment must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, since the 2007–08 school year, science, except as provided in 34 C.F.R. section 200.6(a)(2)(ii)(B).

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

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

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

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>h</sup>No students in this grade were assessed in math, or data about them were suppressed, by American Samoa and the Republic of the Marshall Islands.

<sup>i</sup>No students in this grade were assessed in math, or data about them were suppressed, by the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

<sup>j</sup>No students in this grade were assessed in math, or data about them were suppressed, by BIE schools.

- In school year 2015–16, between 39.1 and 51.2 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level achievement standards with accommodations* in math. Between 35 and 48 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 achievement standards without accommodations* in math.
- Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in math in school year 2015–16 took an *alternate assessment based on alternate achievement standards*.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 36. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state reading assessments, by assessment type: School year 2015–16**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>		
	With accommodations	Without accommodations	Grade-level standards <sup>c</sup>	Modified standards <sup>d</sup>	Alternate standards <sup>e</sup>
Reading <sup>f,g</sup>					
Grade 3 <sup>h</sup>	38.3	48.8	0.1	0.0	8.8
Grade 4 <sup>i</sup>	44.3	42.9	#	0.0	8.8
Grade 5 <sup>j</sup>	45.6	41.5	#	0.0	8.9
Grade 6	47.1	39.1	#	0.0	9.1
Grade 7 <sup>j</sup>	46.3	39.0	#	0.0	9.4
Grade 8	44.9	39.4	#	0.0	9.6
High school <sup>k</sup>	45.2	38.0	#	#	8.2

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

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

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

<sup>c</sup>Alternate assessment based on grade-level 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 whom the IEP team determines cannot participate in all or part of the state assessments under paragraph (a)(1) of 34 Code of Federal Regulations (C.F.R.) section 200.6, even with appropriate accommodations. This assessment must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, since the 2007–08 school year, science, except as provided in 34 C.F.R. section 200.6(a)(2)(ii)(B).

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

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

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

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

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>i</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of the Marshall Islands.

<sup>j</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

<sup>k</sup>No students in this grade were assessed in reading, or data about them were suppressed, by BIE schools.

- In school year 2015–16, between 38.3 and 47.1 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level achievement standards with accommodations* in reading. Between 38 and 48.8 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 achievement standards without accommodations* in reading.
- Nearly all students in each of grades 3 through 8 and high school who participated in some type of alternate assessment in reading in school year 2015–16 took an *alternate assessment based on alternate achievement standards*.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 37. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and median percentages of those students who were proficient, by assessment type: School year 2015–16**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>					
			Grade-level standards <sup>c</sup>		Modified standards <sup>d</sup>		Alternate standards <sup>e</sup>	
	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
<b>Math</b>								
Grade 3 <sup>f</sup>	49	24.8	0	—	0	—	50	42.1
Grade 4 <sup>g</sup>	47	19.2	0	—	0	—	49	41.2
Grade 5 <sup>h</sup>	48	13.5	0	—	0	—	51	44.5
Grade 6	47	10.7	0	—	0	—	50	37.7
Grade 7 <sup>h</sup>	47	9.3	0	—	0	—	51	42.4
Grade 8	46	7.4	0	—	0	—	51	41.2
High school <sup>i</sup>	43	8.1	0	—	0	—	46	40.1

— Median percentage cannot be calculated.

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

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

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

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

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

<sup>f</sup>No students in this grade were assessed in math, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by American Samoa and the Republic of the Marshall Islands.

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

<sup>i</sup>No students in this grade were assessed in math, or data about them were suppressed, by BIE schools.

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

- Of the 59 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states) for which non-suppressed data were available for school year 2015–16, between 43 and 49 administered a *regular assessment based on grade-level achievement standards* in math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these math tests ranged from 7.4 percent to 24.8 percent.
- No jurisdiction administered an *alternate assessment based on grade-level achievement standards* for math to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated.
- No jurisdiction administered an *alternate assessment based on modified achievement standards* for math to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated.
- Non-suppressed data were available for between 46 and 51 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these math tests ranged from 37.7 percent to 44.5 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit 38. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in reading and median percentages of those students who were proficient, by assessment type: School year 2015–16**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup>					
			Grade-level standards <sup>c</sup>		Modified standards <sup>d</sup>		Alternate standards <sup>e</sup>	
	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
<b>Reading<sup>f</sup></b>								
Grade 3 <sup>g</sup>	49	20.7	1	—	0	—	50	49.6
Grade 4 <sup>h</sup>	48	18.1	1	—	0	—	49	48.1
Grade 5 <sup>i</sup>	47	17.0	1	—	0	—	50	51.0
Grade 6	46	13.7	1	—	0	—	49	42.1
Grade 7 <sup>i</sup>	46	13.0	1	—	0	—	50	45.6
Grade 8	46	11.1	1	—	0	—	50	39.5
High school <sup>j</sup>	43	15.9	0	—	0	—	48	47.5

— Median percentage cannot be calculated.

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

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

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

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

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

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

<sup>g</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of Palau.

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia and the Republic of the Marshall Islands.

<sup>i</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

<sup>j</sup>No students in this grade were assessed in reading, or data about them were suppressed, by BIE schools.

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

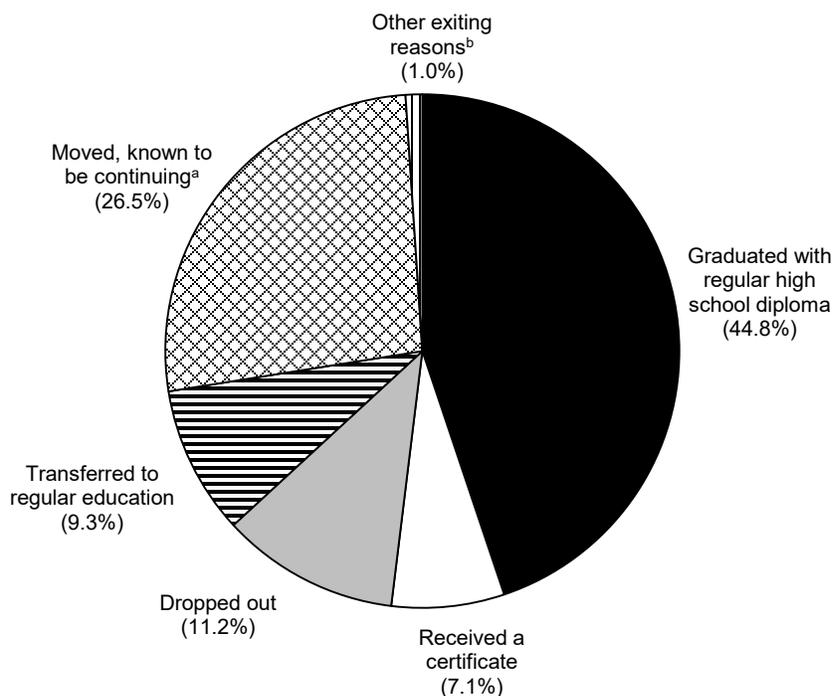
- Of the 59 jurisdictions (i.e., 49 states, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states) for which non-suppressed data were available for school year 2015–16, between 43 and 49 administered a *regular assessment based on grade-level achievement standards* in reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged from 11.1 percent to 20.7 percent.
- Non-suppressed data were available for only one jurisdiction that administered an *alternate assessment based on grade-level achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8, and for no jurisdictions in high school. Hence, medians could not be calculated.
- No jurisdiction administered an *alternate assessment based on modified achievement standards* for reading to any students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. Hence, medians could not be calculated.
- Non-suppressed data were available for between 48 and 50 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under *IDEA*, Part B, in each of grades 3 through 8 and high school. The median percentages of students served under *IDEA*, Part B, in each grade who were found to be proficient with these reading tests ranged from 39.5 percent to 51 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. These data are for 49 states, DC, PR, BIE schools, the four outlying areas, and the three freely associated states with the exceptions noted above. Data were not available for Alaska. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Part B Exiting

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

**Exhibit 39. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2015–16**



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

<sup>b</sup>“Other exiting reasons” includes *reached maximum age* for services (0.8 percent) and *died* (0.2 percent).

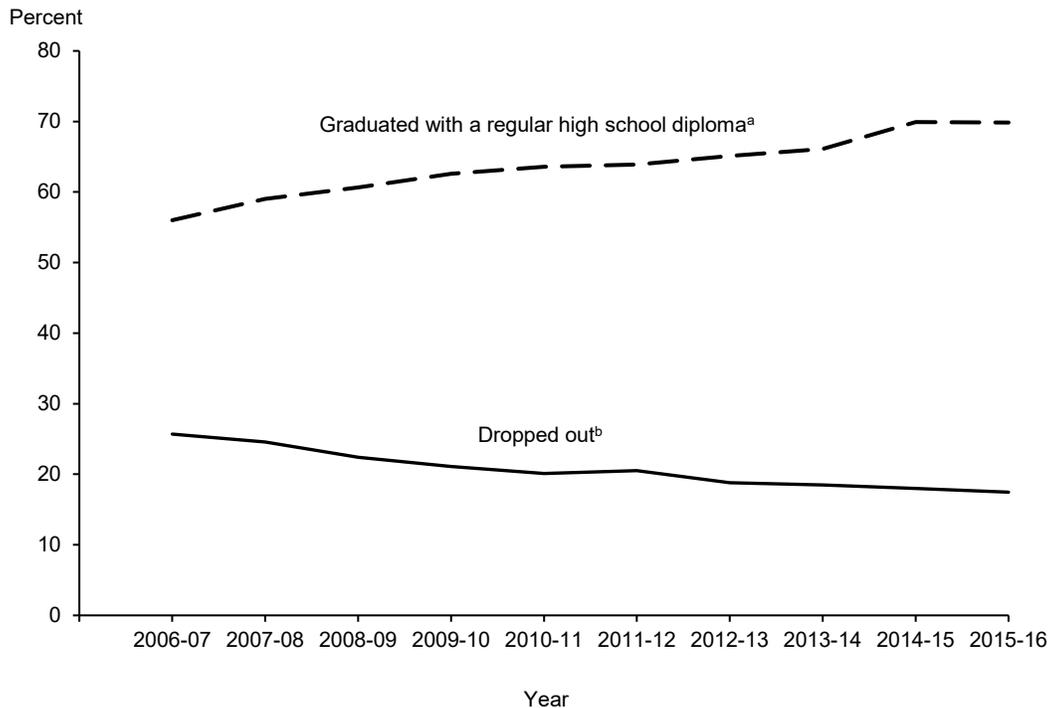
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in all the exit reason categories (600,427), 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, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2015–16. These data are for 49 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Illinois were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the seven exit reason categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2015–16 (specifically, 269,246, or 44.8 percent, of the 600,427 such students). This was followed by *moved, known to be continuing* in education (26.5 percent) and *dropped out* (11.2 percent).

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

**Exhibit 40. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: 2006–07 through 2015–16**



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

<sup>b</sup>*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below).

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 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating or dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. Data are from the reporting period between July 1 and June 30 of the referenced year.

- In 2015–16, a total of 69.9 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 17.5 percent *dropped out*.
- From 2006–07 through 2014–15, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 56 percent to 69.9 percent and remained at 69.9 percent in 2015–16.
- From 2006–07 through 2015–16, the percentage of students who exited special education and school by having *dropped out* decreased from 25.7 percent to 17.5 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2006–07 through 2015–16. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, with the following exceptions. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11 and 2012–13, data for BIE schools were not available. For 2011–12, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16, data for the three freely associated states were included and data for Illinois were not available. Data for 2006–07 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 41. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 2006–07 through 2015–16**

Disability	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
All disabilities	56.0	59.0	60.6	62.6	63.6	63.9	65.1	66.1	69.9	69.9
Autism	58.8	63.2	64.4	66.2	64.8	64.6	64.2	65.5	68.4	69.2
Deaf-blindness <sup>a</sup>	74.3	56.8	63.6	60.0	51.6	47.0	56.1	52.0	51.1	56.3
Emotional disturbance	42.7	45.6	47.4	49.9	52.3	51.1	53.8	54.7	57.6	57.0
Hearing impairment	67.0	69.7	71.7	71.8	73.1	73.4	72.1	74.2	80.3	80.5
Intellectual disability	37.6	37.6	38.7	40.7	39.9	40.3	42.7	40.8	42.4	42.2
Multiple disabilities	45.5	45.7	48.1	47.6	47.2	48.6	45.5	46.0	49.9	47.7
Orthopedic impairment	59.9	62.0	61.2	62.8	62.3	61.8	63.2	65.6	64.4	64.2
Other health impairment	62.4	66.5	67.3	69.2	70.0	69.9	71.1	72.1	74.7	74.3
Specific learning disability	60.7	64.2	65.5	67.4	68.4	68.8	70.1	70.8	75.5	75.4
Speech or language impairment	66.5	66.6	68.3	70.3	72.6	74.6	76.2	77.8	81.1	83.1
Traumatic brain injury	62.6	64.9	67.9	68.0	67.7	68.6	69.0	69.2	75.1	70.9
Visual impairment	69.7	77.1	75.0	77.9	78.6	77.1	76.8	78.2	82.1	82.9

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

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) section 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all seven categories of exiters, see exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating as required under IDEA and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under *ESEA*. Data are from the reporting period between July 1 and June 30 of the referenced year.

- From 2006–07 through 2015–16, the graduation percentage increased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students in each year. The graduation percentage increased by at least 10 percentage points for each disability category except *multiple disabilities* (2.2 percentage points), *orthopedic impairment* (4.3 percentage points), *intellectual disability* (4.6 percentage points), and *traumatic brain injury* (8.3 percentage points).
- In 2006–07, the disability category with the largest graduation percentage was *deaf-blindness*. In every year from 2007–08 through 2014–15, the disability category of *visual impairment* was associated with the largest graduation percentage. In 2015–16, the disability category of *speech or language impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2006–07 through 2015–16.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2006–07 through 2015–16. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, with the following exceptions. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11 and 2012–13, data for BIE schools were not available. For 2011–12, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16, data for the three freely associated states were included and data for Illinois were not available. Data for 2006–07 through 2009–10 were accessed spring 2012. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 42. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2006–07 through 2015–16**

Disability	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
All disabilities	25.7	24.6	22.4	21.1	20.1	20.5	18.8	18.5	18.0	17.5
Autism	7.2	7.0	6.2	6.6	6.3	7.3	7.1	7.3	7.5	6.6
Deaf-blindness <sup>a</sup>	8.2	9.5	9.1	13.3	15.1	14.5	14.6	12.8	14.8	8.5
Emotional disturbance	44.8	43.3	40.6	38.7	37.0	38.1	35.4	35.2	35.0	34.8
Hearing impairment	13.0	11.1	10.5	10.2	10.2	10.2	9.5	9.4	8.4	8.8
Intellectual disability	22.2	21.5	19.8	19.2	18.5	18.8	17.9	16.8	16.9	15.5
Multiple disabilities	19.1	17.6	14.9	13.9	13.1	15.8	15.2	14.2	14.7	11.9
Orthopedic impairment	13.3	13.1	13.6	12.4	11.5	11.4	10.7	11.0	9.8	9.2
Other health impairment	23.2	22.4	20.4	19.1	18.4	19.2	18.1	17.6	17.8	17.3
Specific learning disability	24.5	23.6	21.4	20.2	19.4	19.9	18.0	18.1	17.4	17.2
Speech or language impairment	20.7	20.5	18.8	17.0	16.0	15.6	14.5	13.4	13.3	13.0
Traumatic brain injury	15.4	14.6	13.2	12.5	11.4	12.3	11.1	12.2	10.8	11.4
Visual impairment	11.2	9.6	9.6	8.4	8.5	7.3	8.0	6.4	7.0	6.3

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

NOTE: *Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). 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 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out as required under *IDEA* and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*. Data are from the reporting period between July 1 and June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2006–07 through 2015–16. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, with the following exceptions. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. For 2008–09, data for Vermont were not available. For 2010–11, data for BIE schools were not available. For 2011–12, 2012–13, and 2013–14, data for the three freely associated states were included. For 2014–15, data for the three freely associated states were included, data for Illinois were suppressed, and data for Ohio were not available. For

- From 2006–07 through 2015–16, the dropout percentage decreased for students who exited *IDEA*, Part B, and school in all disability categories except *deaf-blindness*, which accounted for fewer than 200 students in each year. The dropout percentage decreases were 10 percentage points or less for each disability category.
- In each year from 2006–07 through 2015–16, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out. In fact, in each year, the dropout percentage was no less than 30 percent, which was substantially larger than the dropout percentage for any other disability category.

2015–16, the three freely associated states were included and data for Illinois were not available. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Special Education Teachers and Paraprofessionals Employed to Serve 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 43. 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 2015

Year	Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
2015	353,801	329,701	93.2

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 329,701, or 93.2 percent, of the 353,801 FTE *special education teachers* who provided special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified.

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

**Exhibit 44. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2015**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2015	433,032	407,090	94.0

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Personnel Collection,” 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015, a total of 407,090, or 94 percent, of the 433,032 FTE *special education paraprofessionals* who provided special education and related services for students ages 6 through 21 under IDEA, Part B, were qualified.

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

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

In 2015, the 50 states; the District of Columbia (DC); Bureau of Indian Education (BIE) schools; Puerto Rico (PR); the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were asked to report the numbers of full-time equivalent (FTE) 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 45. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, by personnel type: Fall 2015**

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage <sup>a</sup> FTE fully certified
Total	207,274	200,328	96.6
Audiologists	1,286	1,223	95.1
Counselors and Rehabilitation Counselors	16,577	16,310	98.4
Interpreters	6,517	5,748	88.2
Medical/Nursing Service Staff	16,232	15,616	96.2
Occupational Therapists	21,366	19,463	91.1
Orientation and Mobility Specialists	1,543	1,495	96.9
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	13,648	13,312	97.5
Physical Therapists	8,355	7,789	93.2
Psychologists	35,342	34,918	98.8
Social Workers	16,988	16,692	98.3
Speech-Language Pathologists	69,421	67,762	97.6

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

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

- In 2015, a total of 96.6 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- More than 95 percent of FTE related services personnel in 8 of the 11 categories were fully certified. The three exceptions were *physical therapists* (93.2 percent), *occupational therapists* (91.1 percent), and *interpreters* (88.2 percent).

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2015. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

For school year 2015–16, the 50 states, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states were asked to report information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons.

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

### **Exhibit 46. Numbers of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2015–16**

Type of disciplinary removal	Number served <sup>a</sup>	Number disciplined <sup>b</sup>	Number disciplined per 10,000 served <sup>c</sup>
Removed to an interim alternative educational setting <sup>d</sup>			
Removed unilaterally by school personnel <sup>e</sup> for drugs, weapons, or serious bodily injury <sup>f</sup>	6,436,509	8,196	13
Removed by hearing officer for likely injury <sup>g</sup>	6,436,509	498	1
Suspended or expelled >10 days during school year <sup>h</sup>			
Received out-of-school suspensions or expulsions <sup>i</sup>	6,458,426	48,626	75
Received in-school suspensions <sup>j</sup>	6,458,426	23,010	36

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

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

<sup>c</sup>Ratio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2015–16 school year, whereas the denominator is based on point-in-time data from fall 2015.

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

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

<sup>f</sup>Data for BIE schools, Illinois, Vermont, West Virginia, and Wyoming were not available for this disciplinary category.

<sup>g</sup>Data for BIE schools, Illinois, Vermont, West Virginia, and Wyoming were not available for this disciplinary category.

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

<sup>i</sup>Data for Illinois, Vermont, and West Virginia were not available for this disciplinary category.

<sup>j</sup>Data for Illinois, Vermont, and West Virginia were not available for this disciplinary category.

- During the 2015–16 school year, 8,196 children and students ages 3 through 21 served under *IDEA*, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury*. Given that 6,436,509 children and students ages 3 through 21 were served under Part B in 2015, in the states for which data were available, this type of action occurred with only 13 children and students for every 10,000 children and students who were served under Part B in 2015.
- Only 498 children and students ages 3 through 21 served under *IDEA*, Part B, or 1 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available experienced a *removal to an interim alternative educational setting based on a hearing officer finding that there is substantial likelihood of injury to the child or others* in school year 2015–16.
- There were 48,626 children and students ages 3 through 21 served under *IDEA*, Part B, or 75 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2015–16.
- There were 23,010 children and students ages 3 through 21 served under *IDEA*, Part B, or 36 for every 10,000 children and students served in 2015, in the jurisdictions for which data were available who received *in-school suspensions* for more than 10 cumulative days in school year 2015–16.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2015–16. These data are for 47 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Illinois, Vermont, and West Virginia were not available. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. These data are for 47 states, DC, PR, four outlying areas, and three freely associated states, with the exceptions noted above. Data for Illinois, Vermont, and West Virginia were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 47. Numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2015–16**

Disability	Removed to an interim alternative educational setting <sup>a</sup>		Suspended or expelled >10 days during school year <sup>b</sup>	
	Removed unilaterally by school personnel <sup>c</sup> for drugs, weapons, or serious bodily injury <sup>d</sup>	Removed by hearing officer for likely injury <sup>e</sup>	Received out-of-school suspensions or expulsions <sup>f</sup>	Received in-school suspensions <sup>g</sup>
All disabilities	13	1	75	36
Autism	3	#	15	8
Deaf-blindness	0	0	14	0
Developmental delay <sup>h</sup>	1	#	8	3
Emotional disturbance	42	4	365	114
Hearing impairment	5	#	25	14
Intellectual disability	9	#	62	33
Multiple disabilities	5	1	32	9
Orthopedic impairment	1	0	7	4
Other health impairment	20	1	137	68
Specific learning disability	19	1	84	46
Speech or language impairment	2	#	12	6
Traumatic brain injury	9	2	56	19
Visual impairment	3	0	14	11

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

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

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

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

<sup>d</sup>Data for BIE schools, Illinois, Vermont, West Virginia, and Wyoming were not available for this disciplinary category.

<sup>e</sup>Data for BIE schools, Illinois, Vermont, West Virginia, and Wyoming were not available for this disciplinary category.

<sup>f</sup>Data for Illinois, Vermont, and West Virginia were not available for this disciplinary category.

<sup>g</sup>Data for Illinois, Vermont, and West Virginia were not available for this disciplinary category.

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

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 42 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2015–16. The ratio for the children and students reported under each of the other disability categories was 20 or less per 10,000 children and students served.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2015, no more than 4 children and students were removed by a hearing officer for likely injury during school year 2015–16.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 365 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2015–16. The ratio for the children and students reported under each of the other disability categories was 137 or less per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, there were 114 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2015–16. The ratio for the children and students reported under each of the other disability categories was 68 or less 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 2015–16 school year, whereas the denominator is based on point-in-time data from fall 2015. The denominator for the disability category of *deaf-blindness* for each type of disciplinary action is fewer than 1,450 children and students ages 3 through 21 served under *IDEA*, Part B. The denominator for each of the other disability categories for each type of disciplinary action exceeded 25,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2015–16. These data are for 47 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Illinois, Vermont, and West Virginia were not available. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. These data are for 47 states, DC, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Illinois, Vermont, and West Virginia were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

To protect the interests of children and students served under *IDEA*, Part B, the law requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part B requirement by a school district, the state education agency (SEA), or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent or public agency may request a due process hearing<sup>10</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education (FAPE) to the child. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of *IDEA*, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

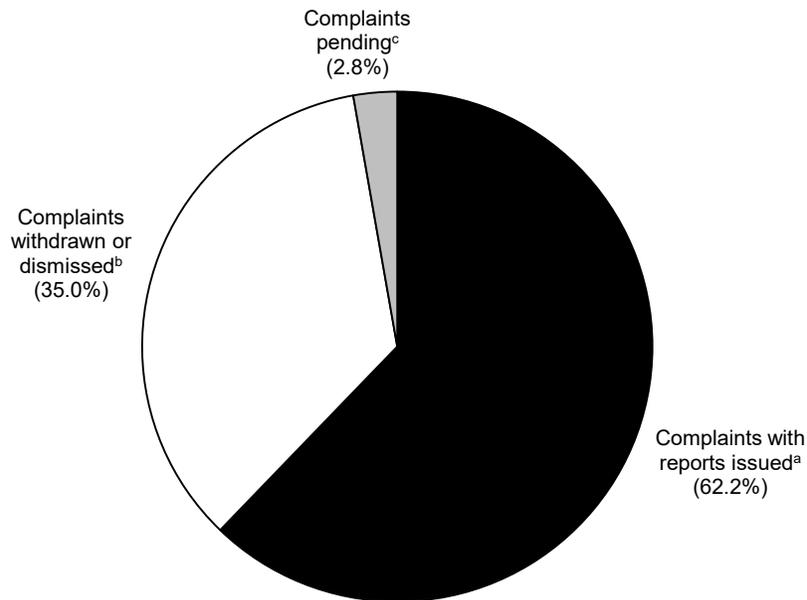
Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals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

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

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

**Exhibit 48. Percentage of *written, signed complaints* for children and students served under IDEA, Part B, by complaint status: 2015–16**



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

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

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

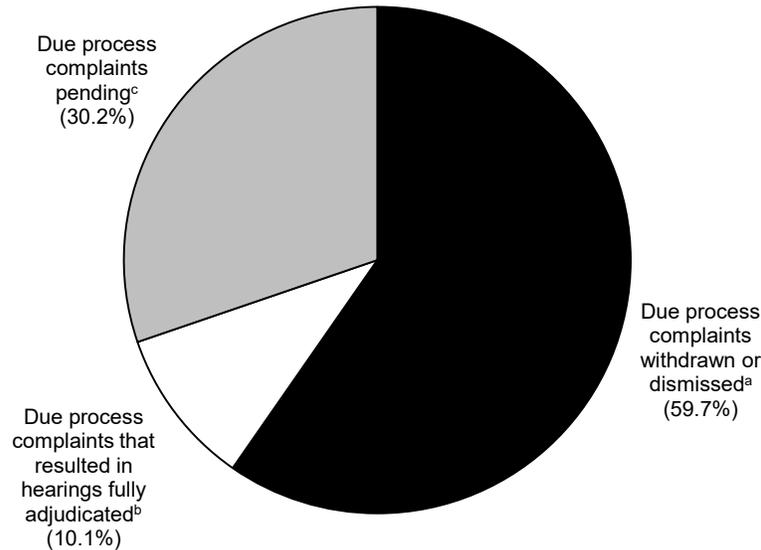
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA* or 34 Code of Federal Regulations (C.F.R.) section 300, including 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. Fifty states, DC, BIE schools, PR, and three outlying areas reported one or more complaints. Percentage was based on a total of 5,351 *written, signed complaints*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2015–16. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2015–16, a total of 5,351 *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 3,329 (62.2 percent) of the complaints, while 1,874 (35.0 percent) of the complaints were withdrawn or dismissed. A total of 148 (2.8 percent) of the complaints that were received during the 2015–16 reporting period were pending or unresolved by the end of the period.

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

**Exhibit 49. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2015–16**



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

<sup>b</sup>A *due process complaint* hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

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

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. States also report under the category “Decision within extended timeline” on the number of written decisions from a fully adjudicated hearing that were provided to the parties in the due process hearing more than 45 days after the expiration of the 30-day or adjusted resolution period, but within a specific time extension granted by the hearing officer at the request of either party. The data collection does not require states to report the specific period of time granted in these time extensions. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Fifty states, DC, PR, BIE schools, and one outlying area reported one or more *due process complaints*. Percentage was based on a total of 19,727 *due process complaints*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

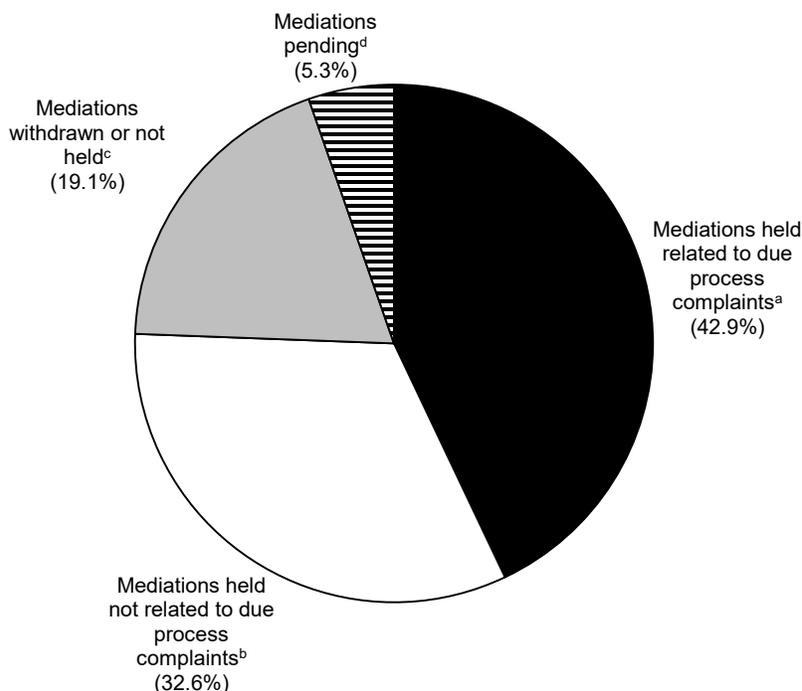
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2015–16. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 19,727 *due process complaints* were received during 2015–16 through the dispute resolution process for children and students served under *IDEA*, Part B.
- For 11,771 (59.7 percent) of the *due process complaints* received during the 2015–16 reporting period, a resolution was achieved without a hearing. For 1,990 (10.1 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 5,966

(30.2 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period.

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

**Exhibit 50. Percentage of *mediation requests* for children and students served under IDEA, Part B, by request status: 2015–16**



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

<sup>b</sup>A *mediation held not related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a *due process complaint* or did not include issues that were the subject of a *due process complaint*.

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

<sup>d</sup>A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Fifty states, DC, BIE schools, and PR reported one or more *mediation requests*. Percentage was based on a total of 9,025 *mediation requests*. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA Part B Dispute Resolution Survey*,” 2015–16. These data are for the 50 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2015–16, a total of 9,025 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B. For 3,876 (42.9 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,946 (32.6 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 482 requests (5.3 percent), a mediation session was still pending as of the end of the 2015–16 reporting period. The remaining 1,721 *mediation requests* (19.1 percent) were withdrawn or otherwise not to be held by the end of the reporting period.

## **Coordinated Early Intervening Services**

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

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

*How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2016 received coordinated early intervening services (CEIS) in the current or previous two school years?*

**Exhibit 51. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2016 who received coordinated early intervening services (CEIS) in school years 2013–14, 2014–15, or 2015–16: Fall 2016**

Year	Children and students served under Part B who received CEIS in school year(s) 2013–14, 2014–15, or 2015–16	
	Number	Percentage <sup>a</sup>
2016	95,125	1.4

<sup>a</sup>Percentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2016 who received CEIS anytime during school year(s) 2013–14, 2014–15, or 2015–16 by the number of children and students ages 3 through 21 served under Part B in 2016, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2016. These data are for 47 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Arizona were not available. Data for Nebraska and Wisconsin were excluded. Data were accessed fall 2017. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. These data are for 48 states, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data for Arizona were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 95,125, or 1.4 percent, of the 6,630,290 children and students ages 3 through 21 served under Part B in 2016 by the 47 states for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2013–14, 2014–15, or 2015–16, prior to being served under Part B.

## **Section II**

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



## Introduction

This section of the *40th Annual Report to Congress, 2018* addresses a set of questions developed by the U.S. Department of Education (Department) based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an examination of data elements addressing areas of particular interest.

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

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

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

## Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for BIE schools. Specifically, these exhibits include data for BIE schools in the measure presented for "all states." They cannot, however, display data specifically for BIE schools. The reason is that the resident population relevant for BIE schools, which have no distinct geographic boundaries, is dispersed throughout all of the states and counted as part of the resident populations of the individual states.
3. The four outlying areas and three freely associated states are not included in the exhibits in this section because data were frequently not available due to cell suppression or because data were not reported. For example, the U.S. Census' annual population estimates exclude residents of these jurisdictions even though the most recent decennial census (collected in 2010) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with federal law. Under *IDEA* section 618(b)(1), the data collected by the Department under *IDEA* section 618(a) must be publicly reported by each state in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 Code of Federal Regulations (C.F.R.) section 99.31(a)(3), subject to the requirements of section 99.35 of the *Family Educational Rights and Privacy Act (FERPA)* regulations, authorized representatives of the secretary may have access to personally identifiable information from students' education records in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. However, under 34 C.F.R. 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. Such officials may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements in 34 C.F.R. section 99.33(b). It is the policy of the Department to be consistent with the provisions of *IDEA* and *FERPA* privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. The 2003–04 data presented in the *28th Annual Report to Congress, 2006* were the first data in these reports to which the Office of Special Education Programs (OSEP) applied its cell suppression policy.

## 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 2016, and how did the percentages change between 2008 and 2016?*

**Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2016**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
All states	2.8	3.1	11.7
Alabama	1.6	1.9	17.1
Alaska	1.9	2.6	41.9
Arizona	2.0	2.1	4.6
Arkansas	2.4	1.5	-37.3
California	2.6	2.9	11.0
Colorado	2.3	3.0	29.8
Connecticut	3.8	4.4	15.0
Delaware	2.5	3.3	33.3
District of Columbia	1.5	3.0	97.6
Florida	2.0	2.1	6.7
Georgia	1.3	2.1	56.1
Hawaii	6.9	3.1	-55.0
Idaho	2.6	2.7	4.1
Illinois	3.7	3.4	-7.9
Indiana	3.7	4.1	10.1
Iowa	2.9	2.5	-14.9
Kansas	2.8	4.2	50.2
Kentucky	2.9	2.9	-0.4
Louisiana	2.1	2.6	26.0
Maine	2.3	2.4	4.7
Maryland	3.3	3.7	10.6
Massachusetts	6.7	9.4	39.9
Michigan	2.7	2.9	4.0
Minnesota	2.1	2.7	27.2
Mississippi	1.6	1.7	6.1
Missouri	1.6	2.9	79.4
Montana	2.0	2.3	18.3
Nebraska	1.8	2.3	28.1
Nevada	1.8	3.0	69.2
New Hampshire	3.3	5.2	58.7
New Jersey	3.0	4.4	44.3
New Mexico	5.0	7.4	47.3
New York	4.4	4.4	-1.7

See notes at end of exhibit.

**Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2008 and fall 2016—Continued**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
North Carolina	2.4	2.9	17.5
North Dakota	3.6	3.7	2.7
Ohio	3.4	2.4	-28.0
Oklahoma	1.9	1.6	-11.5
Oregon	1.8	2.7	52.6
Pennsylvania	3.8	4.9	26.2
Puerto Rico	3.5	3.1	-11.5
Rhode Island	5.0	6.1	22.0
South Carolina	2.4	2.5	4.0
South Dakota	3.2	3.3	0.2
Tennessee	1.8	2.3	32.2
Texas	2.3	2.1	-9.3
Utah	2.0	2.8	41.4
Vermont	4.0	5.2	30.7
Virginia	2.1	3.2	54.9
Washington	1.9	2.8	48.4
West Virginia	4.2	5.5	31.6
Wisconsin	2.8	2.8	0.2
Wyoming	4.6	5.5	18.5

<sup>a</sup>Percent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2008 and 2016. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2016—RESIDENT,” 2008 and 2016. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, 3.1 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C. The percentages served in the 52 individual states ranged from 1.5 percent to 9.4 percent. The percentage was less than 2 percent in the following four states: Alabama (1.9 percent), Mississippi (1.7 percent), Oklahoma (1.6 percent), and Arkansas (1.5 percent). The percentage was larger than 5 percent in the following seven states: Massachusetts (9.4 percent), New Mexico (7.4 percent), Rhode Island (6.1 percent), West Virginia (5.5 percent), Wyoming (5.5 percent), New Hampshire (5.2 percent), and Vermont (5.2 percent).
- In 2008, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All states” were served under *IDEA*, Part C.

- For 42 of the 52 states, the percentage of the population served increased between 2008 and 2016. For 24 of those states, the increase represented a percent change of more than 20 percent. The percent change increase exceeded 50 percent in the following eight states: the District of Columbia (97.6 percent), Missouri (79.4 percent), Nevada (69.2 percent), New Hampshire (58.7 percent), Georgia (56.1 percent), Virginia (54.9 percent), Oregon (52.6 percent), and Kansas (50.2 percent). Only in New Hampshire and Kansas was the percentage of the population served in 2008 (i.e., 3.3 percent and 2.8 percent, respectively) greater than or equal to the percentage of the population served for “All states” (2.8 percent).
- For 10 of the 52 states, the percentage of the population served decreased between 2008 and 2016. The decrease represented a percent change of less than 20 percent in each of the states except Ohio, Arkansas, and Hawaii, where the percentage served decreased by 28 percent, 37.3 percent, and 55 percent, respectively. In Ohio, the percentage of the population served in 2008 was larger (3.4 percent) than the percentage served for “All states” (2.8 percent), while the percentage served in 2016 (2.4 percent) was smaller than the percentage of the population served for “All states” (3.1 percent). In Arkansas, the percentage of the population served in 2008 was slightly smaller (2.4 percent) than the population served for “All states” (2.8 percent), while the percentage of the population served in 2016 was less than half (1.5 percent) of the population served for “All states” (3.1 percent). In Hawaii, the percentage of the population served in 2008 was more than double (6.9 percent) the percentage served for “All states” (2.8 percent), while in 2016 the percentage of the population served was the same as the percentage served for “All states” (3.1 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 2016?*

**Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2016**

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	2.9	2.5	2.7	3.1	4.6	3.3	2.6
Alabama	0.6	1.5	1.9	1.3	4.7	1.9	2.2
Alaska	4.3	1.3	1.3	1.8	3.6	2.6	2.1
Arizona	2.4	1.6	2.0	1.8	3.2	2.5	1.4
Arkansas	0.3	1.1	1.6	0.9	2.0	1.6	1.4
California	2.6	2.4	3.3	3.3	1.3	2.8	1.4
Colorado	1.6	3.0	2.5	2.5	4.7	3.4	1.7
Connecticut	0.0	2.9	3.8	5.6	47.4	4.2	2.4
Delaware	x	4.0	3.6	2.4	x	3.5	2.9
District of Columbia	x	1.2	3.1	2.5	x	3.1	3.2
Florida	2.2	1.5	2.2	2.5	1.8	2.0	1.6
Georgia	3.4	1.7	2.1	0.3	1.8	2.2	7.3
Hawaii	x	4.4	x	1.8	4.1	2.5	3.2
Idaho	3.3	2.4	2.7	2.0	3.2	2.9	3.0
Illinois	1.5	2.2	3.0	3.9	4.6	3.5	2.0
Indiana	2.4	2.8	3.6	3.8	6.5	4.2	5.1
Iowa	x	2.3	2.5	2.8	x	2.4	3.3
Kansas	3.4	3.6	4.0	4.2	8.7	4.3	3.9
Kentucky	2.1	2.8	2.1	2.9	7.4	3.0	3.5
Louisiana	0.7	2.0	3.1	1.7	0.0	2.4	3.2
Maine	x	2.1	2.8	x	0.0	2.5	2.5
Maryland	1.5	3.4	3.4	3.6	7.8	4.0	3.9
Massachusetts	8.1	7.5	8.8	11.2	11.3	9.2	8.0
Michigan	4.0	1.5	2.9	2.3	8.7	3.1	1.7
Minnesota	5.4	2.0	2.7	2.6	5.8	2.8	2.4
Mississippi	1.6	1.7	1.8	1.0	7.7	1.8	1.2
Missouri	1.0	2.3	3.3	2.4	5.2	2.9	2.2
Montana	3.8	x	1.4	1.8	x	2.3	1.6
Nebraska	3.9	1.9	1.8	2.0	3.6	2.5	1.5
Nevada	2.7	2.4	2.7	2.9	2.0	3.2	2.8
New Hampshire	—	—	—	—	—	—	—
New Jersey	5.5	3.1	3.2	5.0	17.0	4.5	5.2
New Mexico	5.1	x	7.3	8.3	x	6.7	3.9
New York	2.5	2.9	3.1	3.9	72.6	5.5	1.3
North Carolina	2.4	2.1	3.2	2.8	3.5	2.9	1.5

See notes at end of exhibit.

**Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by state: Fall 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	4.7	x	1.9	1.8	x	3.5	10.3
Ohio	3.3	2.3	2.2	2.4	7.4	2.5	2.5
Oklahoma	1.0	1.5	1.3	1.7	4.8	1.8	1.5
Oregon	1.6	2.2	2.0	2.7	1.1	3.0	1.6
Pennsylvania	3.3	3.5	4.6	4.7	3.6	4.8	7.9
Rhode Island	5.0	3.4	6.1	5.9	0.0	6.5	4.3
South Carolina	2.3	2.2	2.5	2.6	5.3	2.5	2.4
South Dakota	4.2	x	3.0	2.5	x	3.2	2.6
Tennessee	2.2	2.3	2.0	1.9	6.5	2.5	2.4
Texas	1.1	1.1	1.5	2.2	5.6	2.4	0.5
Utah	2.9	2.1	1.8	3.3	2.5	2.8	1.8
Vermont	6.1	5.8	6.1	5.1	42.9	5.2	5.4
Virginia	1.3	2.8	3.0	2.6	4.9	3.3	5.0
Washington	3.1	2.4	2.8	2.9	3.4	2.8	2.4
West Virginia	x	4.9	4.5	2.2	x	5.7	5.6
Wisconsin	3.0	1.6	3.3	3.7	4.4	2.7	2.4
Wyoming	8.3	2.9	x	4.9	x	5.5	6.9

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 infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by the state on the state-designated data collection date by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the racial/ethnic group by all states on their state-designated data collection dates by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all states, then multiplying the result by 100. Data on race/ethnicity were suppressed for 178 infants and toddlers served under Part C in 11 states. The total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these states was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2016. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2016. Data for Puerto Rico were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander and White, compared to the other racial/ethnic groups, were served under *IDEA*, Part C, in the 50 states (“All states”) for which data were available. Specifically, 4.6 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 3.3 percent of the resident population who were White were served under Part C. In contrast, the percentage of the resident population birth through age 2 who were Asian who were served under Part C in “All states” was less than the percentage of each of the other racial/ethnic groups that were served under *IDEA*, Part C, in “All states.” Specifically, 2.5 percent of those who were Asian were served under Part C.

- In 2016, 2.9 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All states.” The percentages ranged from 0 percent to 8.3 percent in the 44 individual states for which non-suppressed data were available. The percentage was more than 5 percent in the following six states: Wyoming (8.3 percent), Massachusetts (8.1 percent), Vermont (6.1 percent), New Jersey (5.5 percent), Minnesota (5.4 percent), and New Mexico (5.1 percent). In contrast, the percentage was less than 1 percent in the following four states: Louisiana (0.7 percent), Alabama (0.6 percent), Arkansas (0.3 percent), and Connecticut (0.0 percent).
- In 2016, 2.5 percent of the resident population birth through age 2 who were Asian were served under Part C in “All states.” The percentages ranged from 1.1 percent to 7.5 percent in the 46 individual states for which non-suppressed data were available. The percentage was 4 percent or more in the following five states: Massachusetts (7.5 percent), Vermont (5.8 percent), West Virginia (4.9 percent), Hawaii (4.4 percent), and Delaware (4.0 percent). In contrast, the percentage was less than 2 percent for 13 states.
- In 2016, 2.7 percent of the resident population birth through age 2 who were Black or African American were served under Part C in “All states.” The percentages ranged from 1.3 to 8.8 percent in the 48 individual states for which non-suppressed data were available. In the following four states, the percentage was more than 5 percent: Massachusetts (8.8 percent), New Mexico (7.3 percent), Rhode Island (6.1 percent), and Vermont (6.1 percent). In contrast, the percentage was less than 2 percent for 10 states.
- In 2016, 3.1 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C in “All states.” The percentages ranged from 0.3 to 11.2 percent in the 49 individual states for which non-suppressed data were available. The percentage was 5 percent or more in the following six states: Massachusetts (11.2 percent), New Mexico (8.3 percent), Rhode Island (5.9 percent), Connecticut (5.6 percent), Vermont (5.1 percent), and New Jersey (5.0 percent). In contrast, the percentage was 1 percent or less in the following three states: Mississippi (1.0 percent), Arkansas (0.9 percent), and Georgia (0.3 percent).
- In 2016, 4.6 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C in “All states.” The percentages ranged from 0 to 72.6 percent in the 41 states for which non-suppressed data were available. The percentage was larger than 40 percent in the following three states: New York (72.6 percent), Connecticut (47.4 percent), and Vermont (42.9 percent). In contrast, the percentage served in Louisiana, Maine, and Rhode Island was 0 percent.
- In 2016, 3.3 percent of the resident population birth through age 2 who were White were served under Part C in “All states.” The percentages ranged from 1.6 to 9.2 percent in the 50 individual states for which data were available. The percentage was larger than 5 percent in the following seven states: Massachusetts (9.2 percent), New Mexico (6.7 percent), Rhode Island (6.5 percent), West Virginia (5.7 percent), New York (5.5 percent), Wyoming (5.5 percent), and Vermont (5.2 percent). In contrast, the percentage was less than 2 percent in the following four states: Alabama (1.9 percent), Mississippi (1.8 percent), Oklahoma (1.8 percent), and Arkansas (1.6 percent).
- In 2016, 2.6 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C in “All states.” The percentages ranged from 0.5 to 10.3 percent in the 50 individual states for which data were available. The percentage was 6 percent or more in the following five states: North Dakota (10.3 percent), Massachusetts (8.0 percent), Pennsylvania (7.9 percent), Georgia (7.3 percent), and Wyoming (6.9 percent). In contrast, the percentage was less than 2 percent in 15 states.

**Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by state: 2015–16**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All states	5.5	4.9	5.5	6.0	7.8	6.4	4.9
Alabama	1.2	3.4	3.8	2.9	5.6	3.9	4.0
Alaska	9.9	2.1	3.8	3.5	6.1	5.3	4.3
Arizona	4.3	3.3	4.2	3.3	6.9	4.8	2.6
Arkansas	x	1.2	1.9	1.1	x	2.0	1.6
California	3.9	4.2	5.6	5.5	2.1	4.7	1.9
Colorado	3.9	6.3	5.6	5.8	7.9	6.9	2.6
Connecticut <sup>11</sup>	1.9	5.9	7.7	11.1	121.1	8.3	4.5
Delaware	x	6.2	8.1	5.4	x	8.3	5.8
District of Columbia	15.0	3.5	6.0	5.3	33.3	5.4	1.2
Florida	4.7	3.3	4.6	5.0	4.2	3.9	3.4
Georgia	4.6	3.7	4.3	0.6	4.1	4.6	14.4
Hawaii	x	8.9	x	3.7	7.4	6.1	7.3
Idaho	7.0	4.6	4.4	3.9	5.8	5.9	5.9
Illinois	3.9	5.4	7.6	10.0	9.1	9.1	5.8
Indiana	3.9	5.8	6.7	6.9	10.5	7.6	8.8
Iowa	10.0	4.9	6.4	4.8	12.3	5.5	9.0
Kansas	4.8	6.3	8.3	8.5	14.6	8.4	8.3
Kentucky	4.2	5.5	4.8	5.7	8.3	6.0	7.1
Louisiana	0.8	2.9	5.9	3.3	0.0	4.5	5.3
Maine	4.1	x	1.6	x	0.0	5.4	0.0
Maryland	4.0	6.6	6.1	6.6	14.8	7.3	7.2
Massachusetts	12.6	14.6	19.1	21.7	23.3	17.7	15.4
Michigan	8.2	3.2	5.6	4.4	21.2	6.0	3.3
Minnesota	10.0	3.8	5.1	5.3	9.0	4.8	4.6
Mississippi	2.1	3.2	3.0	1.3	7.7	3.0	1.9
Missouri	1.5	4.8	5.3	4.4	8.2	4.9	4.0
Montana	4.7	x	1.4	2.3	x	2.9	2.1
Nebraska	4.2	1.7	1.5	2.0	4.8	2.8	1.2
Nevada	5.7	4.5	5.7	5.2	5.2	6.2	5.0
New Hampshire	4.8	7.1	9.9	6.0	27.3	9.6	13.3
New Jersey	13.4	6.5	6.4	9.4	35.8	8.5	10.3
New Mexico	10.9	9.5	14.4	15.7	12.8	12.6	8.0
New York <sup>11</sup>	6.6	5.9	6.4	7.7	101.6	10.3	2.4
North Carolina	4.2	4.0	6.0	5.4	6.5	5.5	2.8
North Dakota	9.4	3.4	4.4	3.9	8.8	7.4	16.2
Ohio	7.8	4.3	4.7	5.0	16.8	5.2	5.1
Oklahoma	1.8	3.1	3.0	3.5	8.4	3.5	2.8

See notes at end of exhibit.

**Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by state: 2015–16—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Oregon	3.1	4.7	7.0	6.5	3.3	6.3	3.3
Pennsylvania	7.8	6.8	9.4	8.6	4.7	8.8	12.6
Rhode Island	x	6.9	13.7	13.9	x	13.9	9.9
South Carolina	4.0	4.4	4.7	4.9	8.3	4.5	4.3
South Dakota	8.0	6.0	5.5	4.4	13.6	5.8	6.1
Tennessee	5.3	4.7	4.2	3.7	13.4	4.8	4.4
Texas	2.6	2.6	3.1	4.6	11.0	5.1	1.1
Utah	7.0	4.7	4.5	6.6	5.1	5.9	3.6
Vermont	x	5.2	3.3	5.7	x	5.8	5.5
Virginia	2.5	5.4	5.6	5.0	9.0	6.2	9.1
Washington	6.4	5.0	5.7	5.9	6.0	5.5	4.3
West Virginia	6.5	12.8	10.3	5.5	70.0	11.2	6.6
Wisconsin	6.5	3.7	7.4	7.7	13.3	5.8	5.5
Wyoming	14.6	5.8	7.5	8.5	15.0	9.9	11.7

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

NOTE: Percentage for each state was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period by the state by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group during the 12-month reporting period by all states by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2016. 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, 2016,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander and White, compared to other racial/ethnic groups, were served under *IDEA*, Part C, during the 12-month reporting period in the 51 states (“All states”). Specifically, 7.8 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 6.4 percent of the resident population who were White were served under Part C. In contrast, a smaller percentage of the resident population of infants and toddlers who were Asian or who were reported under two or more racial/ethnic groups was served under *IDEA*, Part C, in “All states,” compared to the other racial/ethnic groups. Specifically, 4.9 percent of those who were Asian and 4.9 percent who were associated with two or more racial/ethnic groups were served under Part C.
- In 2015–16, 5.5 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0.8 percent to 15 percent in the 46 individual states for which non-suppressed data were available. The percentage was larger than 10 percent or more in the following five states: the District of Columbia (15.0 percent), Wyoming (14.6 percent), New Jersey (13.4 percent), Massachusetts (12.6 percent), and New Mexico (10.9 percent). In contrast, less than

2 percent were served in the following five states: Connecticut (1.9 percent), Oklahoma (1.8 percent), Missouri (1.5 percent), Alabama (1.2 percent), and Louisiana (0.8 percent).

- In 2015–16, 4.9 percent of the resident population birth through age 2 who were Asian were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 1.2 percent to 14.6 percent in the 49 individual states for which non-suppressed data were available. The percentage was more than 8 percent in the following four states: Massachusetts (14.6 percent), West Virginia (12.8 percent), New Mexico (9.5 percent), and Hawaii (8.9 percent). In contrast, less than 2 percent were served in Nebraska (1.7 percent) and Arkansas (1.2 percent).
- In 2015–16, 5.5 percent of the resident population birth through age 2 who were Black or African American were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 1.4 to 19.1 percent in the 50 individual states for which non-suppressed data were available. In the following four states, the percentage was more than 10 percent: Massachusetts (19.1 percent), New Mexico (14.4 percent), Rhode Island (13.7 percent), and West Virginia (10.3 percent). In contrast, the percentage was less than 2 percent in the following four states: Arkansas (1.9 percent), Maine (1.6 percent), Nebraska (1.5 percent), and Montana (1.4 percent).
- In 2015–16, 6 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C during the 12-month reporting period in “All states.” The percentage ranged from 0.6 percent to 21.7 percent in the 50 individual states for which non-suppressed data were available. The percentage was larger than 10 percent in the following four states: Massachusetts (21.7 percent), New Mexico (15.7 percent), Rhode Island (13.9 percent), and Connecticut (11.1 percent). In contrast, the percentage was less than 2 percent in the following three states: Mississippi (1.3 percent), Arkansas (1.1 percent), and Georgia (0.6 percent).
- In 2015–16, 7.8 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0 to 70 percent in the 46 states for which non-suppressed data were available.<sup>11</sup> The percentage was larger than 20 percent in six states, including three states in which more than 30 percent were served: West Virginia (70.0 percent), New Jersey (35.8 percent), and the District of Columbia (33.3 percent). In contrast, the percentage was less than 5 percent in eight states, including the following two states in which the percentage was zero: Louisiana and Maine.
- In 2015–16, 6.4 percent of the resident population birth through age 2 who were White were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 2 to 17.7 percent in the 51 individual states. The percentage was larger than 10 percent in the following five states: Massachusetts (17.7 percent), Rhode Island (13.9 percent), New Mexico (12.6 percent), West Virginia (11.2 percent), and New York (10.3 percent). In contrast, the percentage was less than 3 percent in the following three states: Montana (2.9 percent), Nebraska (2.8 percent), and Arkansas (2.0 percent).

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<sup>11</sup> The percentages calculated for Connecticut and New York are anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in Connecticut was only 38 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (46 infants and toddlers). The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was only 368 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (374 infants and toddlers).

- In 2015–16, 4.9 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C during the 12-month reporting period in “All states.” The percentages ranged from 0 to 16.2 percent in the 51 individual states. The percentage was larger than 10 percent in the following seven states: North Dakota (16.2 percent), Massachusetts (15.4 percent), Georgia (14.4 percent), New Hampshire (13.3 percent), Pennsylvania (12.6 percent), Wyoming (11.7 percent), and New Jersey (10.3 percent). In contrast, the percentage was less than 2 percent in the following seven states: California (1.9 percent), Mississippi (1.9 percent), Arkansas (1.6 percent), the District of Columbia (1.2 percent), Nebraska (1.2 percent), Texas (1.1 percent), and Maine (0.0 percent).

## Part C Primary Early Intervention Service Settings

*How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service settings in 2016, and how did the distributions change between 2008 and 2016?*

**Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2016**

State	2008			2016		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
All states	86.1	5.7	8.1	88.9	7.8	3.3
Alabama	78.7	9.4	11.8	92.3	7.6	0.1
Alaska	88.5	7.3	4.2	88.5	11.1	0.5
Arizona	75.5	0.5	24.0	97.5	0.1	2.4
Arkansas	17.4	24.2	58.4	41.6	42.3	16.1
California	82.3	3.9	13.7	82.8	8.6	8.7
Colorado	97.0	1.8	1.2	97.4	2.3	0.4
Connecticut	95.1	4.6	0.3	97.5	2.4	#
Delaware	78.9	11.0	10.1	88.1	8.1	3.8
District of Columbia	38.5	43.4	18.1	67.0	33.0	0.0
Florida	52.7	8.2	39.1	77.9	20.5	1.6
Georgia	98.5	0.4	1.1	92.2	7.5	0.3
Hawaii	91.6	2.8	5.6	86.4	4.5	9.2
Idaho	94.0	2.7	3.3	91.2	8.7	0.1
Illinois	88.1	4.2	7.8	92.4	6.4	1.3
Indiana	93.6	4.9	1.5	93.2	6.0	0.7
Iowa	96.1	2.5	1.5	96.5	2.5	0.9
Kansas	95.5	3.0	1.5	97.5	2.4	0.1
Kentucky	87.7	11.8	0.5	96.8	2.7	0.5
Louisiana	96.7	3.1	0.2	96.5	3.2	0.3
Maine	72.4	18.0	9.6	92.2	6.2	1.6
Maryland	83.9	8.4	7.7	83.3	14.5	2.2
Massachusetts	88.0	10.4	1.6	76.9	22.9	0.2
Michigan	85.3	8.0	6.7	92.1	4.3	3.5
Minnesota	91.2	3.3	5.5	94.6	3.1	2.3
Mississippi	85.0	6.2	8.8	76.8	13.0	10.3
Missouri	92.7	5.4	2.0	93.7	5.7	0.6
Montana	91.8	7.1	1.1	98.6	0.7	0.7
Nebraska	85.7	7.2	7.0	94.5	4.5	1.0
Nevada	97.8	1.9	0.2	97.1	1.5	1.4
New Hampshire	95.5	0.9	3.6	91.5	6.4	2.1
New Jersey	92.5	6.2	1.2	90.6	9.3	0.1
New Mexico	76.8	21.4	1.9	84.7	13.4	1.9
New York	90.1	2.5	7.4	88.4	4.4	7.3
North Carolina	90.2	8.8	1.0	92.6	6.9	0.5

See notes at end of exhibit.

**Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2008 and fall 2016—Continued**

State	2008			2016		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
North Dakota	98.4	1.0	0.6	100.0	0.0	0.0
Ohio	86.6	3.6	9.8	95.0	3.1	1.9
Oklahoma	95.1	2.9	2.0	95.4	1.9	2.7
Oregon	90.3	2.9	6.8	93.2	3.8	3.0
Pennsylvania	97.6	2.0	0.4	93.2	1.4	5.4
Puerto Rico	85.1	x	x	82.1	17.9	0.0
Rhode Island	84.4	6.6	9.0	97.4	1.6	1.1
South Carolina	83.2	0.8	16.1	91.5	5.9	2.7
South Dakota	80.8	18.4	0.8	79.4	20.6	0.0
Tennessee	72.9	17.1	10.0	77.9	6.7	15.3
Texas	94.5	5.1	0.4	95.4	3.9	0.7
Utah	67.4	3.2	29.3	87.4	8.2	4.4
Vermont	85.0	12.7	2.4	88.6	8.6	2.8
Virginia	75.4	4.4	20.3	87.8	8.5	3.8
Washington	66.8	16.0	17.3	81.5	14.1	4.5
West Virginia	97.6	2.4	0.0	94.2	5.7	0.1
Wisconsin	90.8	3.9	5.3	92.7	6.9	0.4
Wyoming	77.2	x	x	77.7	20.6	1.8

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

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

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

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

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

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state who were reported in the primary service setting on the state-designated data collection date for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state on the state-designated data collection date for the year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states who were reported in the primary service setting on their state-designated data collection dates for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states on their state-designated data collection dates for the year, then multiplying the result by 100. Percentage for "All states" for 2008 includes suppressed data. The sum of row percentages for a year may not total 100 because of rounding.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: "IDEA Part C Child Count and Settings Collection," 2008 and 2016. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting by "All states" in 2016 were 88.9 percent, 7.8 percent, and 3.3 percent, respectively. In 2008, the values were 86.1 percent, 5.7 percent, and 8.1 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, by 32 states in 2016. In addition, more than 50 percent of infants and toddlers in every state except Arkansas were served in a *home*. In Arkansas, *home* was the primary setting for only 41.6 percent of infants and toddlers, while a *community-based setting* was the primary setting for 42.3 percent of the infants and toddlers.
- In 2008, *home* was the primary setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, by 24 states. In addition, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home*. In the District of Columbia, a *community-based setting* was the most prevalent primary setting, accounting for 43.4 percent of the infants and toddlers served. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 58.4 percent of the infants and toddlers served.

## Part C Exiting

*How did the states compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status in 2015–16?*

**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2015–16**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	16.1	36.4	3.4	5.3	3.4	11.2	0.3	4.1	12.4	7.5
Alabama	11.4	36.7	0.0	2.6	3.6	6.1	0.6	4.0	23.8	11.2
Alaska	10.7	40.7	0.0	2.1	4.1	5.4	0.5	8.4	16.3	11.8
Arizona	3.4	47.6	0.0	5.3	3.9	9.3	0.6	4.9	15.3	9.7
Arkansas	10.2	35.4	0.0	17.8	4.7	14.2	0.0	1.8	12.4	3.5
California	45.1	1.8	0.0	8.2	0.0	37.9	0.2	1.2	0.5	5.1
Colorado	14.6	40.9	0.0	7.7	4.9	9.9	0.3	6.1	10.4	5.3
Connecticut	7.1	48.2	0.0	8.2	4.0	6.9	0.1	4.2	14.3	7.0
Delaware	10.7	45.9	0.0	2.3	3.1	3.1	0.8	4.9	17.3	11.9
District of Columbia	24.6	9.1	19.7	3.3	5.9	1.4	0.5	12.0	13.5	10.1
Florida	5.8	46.9	0.0	3.1	2.1	19.0	0.5	4.7	8.6	9.3
Georgia	0.4	48.4	0.0	5.7	4.7	14.7	0.4	3.2	11.0	11.5
Hawaii	9.6	30.0	0.0	4.3	6.1	18.2	0.3	9.0	15.3	7.2
Idaho	10.7	30.5	0.0	6.6	6.3	10.5	0.3	6.9	18.1	10.2
Illinois	16.0	44.6	0.0	8.0	0.5	12.5	0.2	2.9	8.5	6.8
Indiana	22.5	31.0	0.0	4.6	5.8	12.8	0.3	2.7	18.7	1.5
Iowa	11.7	32.3	0.0	20.7	2.0	0.6	0.5	3.9	21.6	6.7
Kansas	15.5	47.4	0.0	3.3	3.7	5.9	0.2	6.9	10.8	6.2
Kentucky	14.3	53.0	0.0	8.6	10.1	2.8	0.3	4.6	1.4	5.0
Louisiana	17.7	39.4	0.0	4.6	2.0	10.9	1.0	5.0	10.3	9.1
Maine	9.8	53.8	0.0	0.0	5.3	2.7	0.1	4.3	14.5	9.5

See notes at end of exhibit.

**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2015–16—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	25.6	16.6	31.0	1.1	0.6	2.9	0.3	3.8	11.0	7.2
Massachusetts	18.4	40.3	0.0	7.7	1.2	0.0	0.1	4.2	15.8	12.4
Michigan	15.9	38.1	0.0	2.7	6.6	4.2	0.2	6.8	12.8	12.7
Minnesota	8.1	54.5	0.0	7.6	10.6	0.7	0.3	3.0	13.5	1.7
Mississippi	13.9	35.3	0.0	3.5	4.8	15.3	0.4	4.7	14.5	7.6
Missouri	4.7	55.0	0.0	5.8	8.0	4.4	0.6	5.5	12.5	3.3
Montana	11.2	30.2	0.0	6.0	3.6	8.8	0.5	7.9	21.5	10.4
Nebraska	9.5	21.2	48.5	0.7	1.2	0.0	0.6	4.1	8.5	5.9
Nevada	7.5	40.5	0.0	1.9	1.1	14.2	0.4	7.6	16.2	10.7
New Hampshire	20.9	40.5	0.0	5.2	3.4	7.0	0.1	5.3	10.2	7.3
New Jersey	12.2	38.5	0.0	11.1	3.3	14.3	0.1	3.1	12.4	5.0
New Mexico	12.1	28.5	0.0	6.1	5.3	7.9	0.2	9.2	16.8	13.8
New York	10.2	37.2	26.3	1.1	2.6	12.2	0.1	2.8	5.4	2.1
North Carolina	7.8	34.5	0.0	4.0	5.0	19.2	0.5	4.8	13.6	10.7
North Dakota	0.0	36.6	0.0	15.6	5.8	15.1	0.9	10.8	10.7	4.6
Ohio	17.1	41.7	0.0	5.4	5.1	5.8	0.2	2.5	12.3	9.8
Oklahoma	14.5	34.4	0.0	3.2	1.3	15.4	0.2	3.9	13.5	13.4
Oregon	6.7	56.8	0.0	0.2	7.1	0.8	0.3	6.2	13.6	8.4
Pennsylvania	28.7	40.1	0.0	2.1	2.4	9.1	0.2	2.9	8.5	5.8
Puerto Rico	33.4	24.7	0.0	#	0.0	23.4	0.2	4.6	6.6	7.1
Rhode Island	24.1	30.2	0.0	6.0	4.5	6.2	0.1	3.6	13.5	11.9
South Carolina	9.2	41.6	0.0	9.7	8.8	8.7	0.6	4.4	10.0	6.9
South Dakota	15.7	45.8	0.0	13.4	6.5	2.0	0.4	6.3	3.0	6.9
Tennessee	7.9	35.4	0.0	5.0	3.0	17.9	0.4	4.1	18.1	8.2
Texas	16.1	29.9	0.0	4.9	1.9	10.6	0.3	3.7	22.2	10.4
Utah	3.7	44.8	0.0	2.0	7.1	9.4	0.3	4.4	24.7	3.7

See notes at end of exhibit.

**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2015–16—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>a</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Vermont	19.3	52.8	0.0	3.4	6.6	0.6	0.1	4.1	5.9	7.2
Virginia	18.9	26.7	0.0	7.2	9.9	6.2	0.4	6.3	15.9	8.7
Washington	6.8	40.7	0.0	9.0	4.2	5.8	0.2	6.2	19.4	7.8
West Virginia	18.9	26.5	0.0	5.3	3.5	17.0	0.1	5.0	17.4	6.3
Wisconsin	18.8	39.6	0.0	4.0	2.4	11.9	0.4	2.0	13.9	7.0
Wyoming	21.0	40.7	0.0	5.2	6.9	1.0	0.1	11.4	7.8	5.9

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Exiting Collection,” 2015–16. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 36.4 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 47 of the 52 states. In the following six states, this reason accounted for the majority of exits: Oregon (56.8 percent), Missouri (55.0 percent), Minnesota (54.5 percent), Maine (53.8 percent), Kentucky (53.0 percent), and Vermont (52.8 percent).
- The category of *no longer eligible for Part C prior to reaching age 3* accounted for the second largest percentage of exits for “All states,” but it represented only 16.1 percent of the exits. This category accounted for the largest percentage of exits only in the following three states: California (45.1 percent), Puerto Rico (33.4 percent), and the District of Columbia (24.6 percent).
- In Nebraska and Maryland, the most prevalent Part C exit status, accounting for 48.5 percent and 31 percent of the exits, respectively, was *Part B eligible, continuing in Part C*.

## Part C Dispute Resolution

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

*How did the states compare with regard to the following ratios in 2015–16:*

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

**Exhibit 57. Number of *written, signed complaints; due process complaints; and mediation requests* for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2015–16**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
All states	0.3	0.3	0.4
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	1.3	0.0	0.0
Arkansas	0.0	0.0	0.0
California	0.6	1.3	0.8
Colorado	0.0	0.0	0.0
Connecticut	1.1	0.2	0.0
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.2	0.0	0.0
Georgia	0.2	0.0	0.0
Hawaii	1.1	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	1.3	0.1	0.1
Indiana	0.3	0.1	0.1
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.0	0.0	0.0
Louisiana	3.2	0.0	0.0
Maine	0.0	0.0	0.0
Maryland	0.3	0.1	0.1
Massachusetts	0.1	0.1	0.0
Michigan	0.0	0.0	0.0
Minnesota	0.4	0.0	0.0
Mississippi	1.0	0.0	0.0
Missouri	0.0	0.0	0.0
Montana	2.8	0.0	1.4
Nebraska	1.2	0.0	0.0
Nevada	0.9	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.1	0.1	0.3
New Mexico	0.0	0.0	0.0
New York	0.7	1.3	2.7
North Carolina	0.1	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.0	0.2	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.3
Pennsylvania	0.2	0.0	0.0
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

**Exhibit 57. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by state: 2015–16—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
Rhode Island	0.0	0.0	0.0
South Carolina	0.0	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.0	0.0	0.0
Texas	0.1	0.0	#
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.1	0.0	0.0
Washington	0.0	0.0	0.0
West Virginia	0.6	0.0	0.0
Wisconsin	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0

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

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization that alleges a violation of a requirement of Part C of *IDEA*. The total number of *written, signed complaints* in 2015–16 was 125.

<sup>b</sup>A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or early intervention setting of a child with a disability or to the provision of early intervention services to such child. The total number of *due process complaints* in 2015–16 was 97.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2015–16 was 126.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state, then multiplying the result by 1,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2015, and June 30, 2016, whereas the denominator is based on point-in-time data from fall 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: “*IDEA* Part C Dispute Resolution Survey,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, there were 0.3 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” The ratios were zero in 29 states and larger than 1 per 1,000 infants and toddlers served in only the following seven states: Louisiana (3.2 per 1,000 infants and toddlers), Montana (2.8 per 1,000 infants and toddlers), Arizona (1.3 per 1,000 infants and toddlers), Illinois (1.3 per 1,000 infants and toddlers), Nebraska (1.2 per 1,000 infants and toddlers), Connecticut (1.1 per 1,000 infants and toddlers), and Hawaii (1.1 per 1,000 infants and toddlers).
- In 2015–16, there were 0.3 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” The ratios were zero in 43 states and larger than 1 per 1,000 infants and toddlers served in only the following two states: California (1.3 per 1,000 infants and toddlers) and New York (1.3 per 1,000 infants and toddlers).

- In 2015–16, there were 0.4 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states.” The ratios were zero in 43 states and larger than 1 per 1,000 infants and toddlers served in only the following two states: New York (2.7 per 1,000 infants and toddlers) and Montana (1.4 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 2016, and how did the percentages change between 2008 and 2016?*

**Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2016**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
All states	5.8	6.4	10.4
Alabama	3.9	4.4	11.5
Alaska	6.6	6.8	3.0
Arizona	5.1	5.9	16.0
Arkansas	10.6	11.7	10.6
BIE schools	—	—	—
California	4.7	5.4	15.2
Colorado	5.5	6.6	20.2
Connecticut	6.1	8.0	29.7
Delaware	6.7	7.3	8.7
District of Columbia	3.1	6.6	111.0
Florida	5.3	6.0	13.7
Georgia	3.9	4.6	17.1
Hawaii	5.0	4.5	-9.0
Idaho	5.6	5.2	-7.7
Illinois	7.2	8.0	10.5
Indiana	7.2	7.1	-1.0
Iowa	5.1	5.6	9.9
Kansas	8.3	9.6	15.5
Kentucky	11.9	10.7	-10.0
Louisiana	5.3	5.4	3.5
Maine	8.5	8.9	4.4
Maryland	5.6	6.2	11.2
Massachusetts	7.3	8.0	9.1
Michigan	6.5	6.1	-5.3
Minnesota	6.8	7.8	15.8
Mississippi	7.2	7.4	2.3
Missouri	6.6	7.9	18.8
Montana	5.4	4.5	-16.6
Nebraska	5.8	—	—
Nevada	5.5	7.9	43.5
New Hampshire	6.5	8.9	37.8
New Jersey	4.5	6.0	32.7
New Mexico	7.7	5.5	-28.8

See notes at end of exhibit.

**Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2008 and fall 2016—Continued**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
New York	9.0	9.5	6.0
North Carolina	5.0	5.3	4.2
North Dakota	6.6	6.5	-2.0
Ohio	5.3	5.5	4.7
Oklahoma	4.9	5.9	19.2
Oregon	6.5	7.7	18.5
Pennsylvania	6.7	7.9	18.0
Puerto Rico	5.7	14.3	152.6
Rhode Island	8.1	9.1	12.8
South Carolina	6.2	5.4	-12.0
South Dakota	8.2	7.5	-8.3
Tennessee	5.1	5.5	8.6
Texas	3.3	3.9	15.8
Utah	5.6	6.9	24.5
Vermont	—	10.2	—
Virginia	5.7	5.7	0.2
Washington	5.6	5.8	4.2
West Virginia	9.4	8.7	-7.8
Wisconsin	7.0	—	—
Wyoming	14.0	14.6	3.8

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2016. Data for Nebraska and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2008 and 2016. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for Nebraska and Wisconsin were excluded. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, 6.4 percent of children ages 3 through 5 in the resident population in the 50 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages served in the individual states ranged from 3.9 percent to 14.6 percent. Values of 10 percent or more were observed in the following five states: Wyoming (14.6 percent), Puerto Rico (14.3 percent), Arkansas (11.7 percent), Kentucky (10.7 percent), and Vermont (10.2 percent). In contrast, the percentage was no more than 5 percent in the following five states: Georgia (4.6 percent), Hawaii (4.5 percent), Montana (4.5 percent), Alabama (4.4 percent), and Texas (3.9 percent).

- In 2008, 5.8 percent of children ages 3 through 5 in the resident population in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.
- In 38 of the 49 states for which data were available for both 2008 and 2016, the percentage of the resident population served under *IDEA*, Part B, increased between the two years. The increase represented a percent change of 40 percent or more in only the following three states: Puerto Rico (152.6 percent), the District of Columbia (111.0 percent), and Nevada (43.5 percent). In 2008, the percentage of the population served was smaller than the percentage served for “All states” (5.8 percent) in all three states (i.e., 5.7 percent, 3.1 percent, and 5.5 percent, respectively). These states served a larger percentage of the population than the percentage served for “All states” (6.3 percent) in 2016. Specifically, Puerto Rico served 14.3 percent, Nevada served 7.9 percent, and the District of Columbia served 6.6 percent of the resident population in 2016.
- In 11 of the 49 states for which data were available for both 2008 and 2016, the percentage of the population served decreased between the two years. The decrease represented a percent change greater than 10 percent in only the following three states: New Mexico (-28.8 percent), Montana (-16.6 percent), and South Carolina (-12.0 percent). In 2008, the percentage of the population served was larger than the percentage served for “All states” (5.8 percent) in New Mexico (7.7 percent) and South Carolina (6.2 percent), while the percentage of the population served in 2016 was smaller than the percentage served in “All states” (6.3 percent) in these two states (i.e., 5.5 percent and 5.4 percent, respectively). In 2008, the percentage of the population served in Montana (5.4 percent) was slightly smaller than the percentage served in “All states” (5.8 percent), while in 2016 the percentage of the population served in Montana (4.5 percent) was much smaller than the percentage served in “All states” (6.3 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 2016?*

**Exhibit 59. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2016**

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 <sup>a</sup>	8.4	5.0	6.2	5.9	7.5	6.8	5.7
Alabama	4.8	4.9	4.4	3.0	6.9	4.8	1.8
Alaska	8.0	4.5	6.3	5.1	11.5	6.2	9.5
Arizona	5.6	5.2	5.0	5.9	7.9	6.3	4.5
Arkansas	5.1	7.0	17.4	8.9	10.0	11.2	5.6
BIE schools	—	—	—	—	—	—	—
California	6.3	4.4	5.3	5.8	3.3	4.9	6.4
Colorado	6.7	6.1	6.1	7.3	8.2	6.4	5.7
Connecticut	2.7	7.0	8.1	9.5	16.9	7.5	5.9
Delaware	4.4	5.7	6.9	8.5	18.5	7.5	4.8
District of Columbia	x	3.8	8.7	6.2	x	3.1	2.2
Florida	6.8	4.9	6.7	6.1	11.4	5.7	4.9
Georgia	4.8	4.0	4.7	4.2	7.6	4.8	4.1
Hawaii	x	4.8	x	3.8	9.4	4.8	3.2
Idaho	6.6	6.7	4.2	4.8	0.0	5.3	3.7
Illinois	20.0	6.5	6.5	8.0	20.0	8.4	9.7
Indiana	5.6	4.5	5.7	6.8	15.4	7.4	8.0
Iowa	6.1	4.0	6.6	5.1	6.0	5.6	6.4
Kansas	12.9	6.8	8.1	8.8	12.5	10.2	8.8
Kentucky	5.6	5.9	9.2	9.1	4.7	11.2	9.4
Louisiana	4.4	4.0	6.3	3.5	20.0	5.3	3.9
Maine	13.3	7.6	11.3	5.2	15.4	9.0	6.9
Maryland	7.2	5.9	6.7	6.2	12.1	6.2	4.6
Massachusetts	8.4	6.9	8.2	9.1	8.0	7.8	6.8
Michigan	7.9	4.9	5.4	5.7	16.7	6.5	5.5
Minnesota	11.6	5.9	7.2	9.2	11.5	7.8	9.0
Mississippi	1.8	7.8	7.5	3.2	12.5	7.8	6.0
Missouri	3.6	7.1	6.8	6.1	6.1	8.4	6.7
Montana	6.0	7.2	6.1	3.4	9.4	4.5	3.6
Nebraska	—	—	—	—	—	—	—
Nevada	8.5	4.7	8.4	7.7	11.4	8.7	7.1
New Hampshire	x	8.6	8.6	8.9	x	9.0	6.5
New Jersey	7.9	5.6	5.4	6.4	17.8	6.2	4.4
New Mexico	5.3	3.3	4.6	5.2	14.6	6.6	3.2
New York	18.2	5.7	8.8	9.2	18.3	10.9	5.6

See notes at end of exhibit.

**Exhibit 59. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	10.0	3.6	5.9	4.9	6.6	5.2	4.0
North Dakota	7.2	5.4	5.2	5.6	17.4	6.6	4.9
Ohio	3.1	4.4	4.1	4.1	6.6	6.0	5.5
Oklahoma	11.7	3.6	4.1	3.8	4.0	5.9	6.1
Oregon	5.2	5.5	7.2	8.5	8.3	7.8	5.6
Pennsylvania	7.1	5.7	8.7	7.6	9.6	7.9	8.5
Rhode Island	13.7	6.1	8.5	8.1	14.3	10.1	6.4
South Carolina	4.9	5.0	6.1	5.1	2.6	5.2	5.6
South Dakota	11.3	x	4.7	3.7	x	7.5	7.2
Tennessee	5.2	5.5	5.3	3.8	7.7	6.1	3.2
Texas	9.0	3.7	3.6	4.0	5.0	3.8	3.3
Utah	10.6	5.7	5.7	5.8	8.9	7.4	3.1
Vermont	5.8	7.5	10.4	4.3	0.0	10.9	2.2
Virginia	8.9	5.2	5.8	5.6	6.8	5.8	5.1
Washington	5.7	4.0	5.2	6.7	4.0	5.7	6.3
West Virginia	6.7	2.4	7.7	5.8	30.8	9.0	6.2
Wisconsin	—	—	—	—	—	—	—
Wyoming	20.4	5.0	9.1	11.1	0.0	15.1	19.8

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Child count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 104 children served under Part B in four states. The total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these states was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data for Nebraska and Wisconsin were not available. Data for Puerto Rico were excluded. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2016. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for Puerto Rico were not available. Data for Wisconsin and Nebraska were excluded. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a larger percentage of the resident population ages 3 through 5 who were American Indian or Alaska Native, compared to the percentages of the resident populations of the other racial/ethnic groups, was served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, 8.4 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, only 5 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.

- In 2016, 8.4 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All states.” The percentages ranged from 1.8 to 20.4 percent in the 46 individual states for which non-suppressed data were available. The percentage was more than 15 percent in the following three states: Wyoming (20.4 percent), Illinois (20.0 percent), and New York (18.2 percent). In contrast, the percentage was less than 4 percent in the following four states: Missouri (3.6 percent), Ohio (3.1 percent), Connecticut (2.7 percent), and Mississippi (1.8 percent).
- In 2016, 5 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All states.” The percentages ranged from 2.4 to 8.6 percent in the 48 individual states for which non-suppressed data were available. The percentage was 7 percent or more in the following eight states: New Hampshire (8.6 percent), Mississippi (7.8 percent), Maine (7.6 percent), Vermont (7.5 percent), Montana (7.2 percent), Missouri (7.1 percent), Arkansas (7.0 percent), and Connecticut (7.0 percent). In contrast, the percentage was less than 4 percent in the following six states: the District of Columbia (3.8 percent), Texas (3.7 percent), North Carolina (3.6 percent), Oklahoma (3.6 percent), New Mexico (3.3 percent), and West Virginia (2.4 percent).
- In 2016, 6.2 percent of the resident population ages 3 through 5 who were Black or African American were served under Part B in “All states.” The percentages ranged from 3.6 to 17.4 percent in the 48 individual states for which non-suppressed data were available. In the following three states, the percentage was more than 10 percent: Arkansas (17.4 percent), Maine (11.3 percent), and Vermont (10.4 percent). In contrast, the percentage was less than 5 percent in the following eight states: Georgia (4.7 percent), South Dakota (4.7 percent), New Mexico (4.6 percent), Alabama (4.4 percent), Idaho (4.2 percent), Ohio (4.1 percent), Oklahoma (4.1 percent), and Texas (3.6 percent).
- In 2016, 5.9 percent of the resident population ages 3 through 5 who were Hispanic/Latino were served under Part B in “All states.” The percentages ranged from 3 to 11.1 percent in the 49 individual states for which data were available. In the following six states, the percentage was 9 percent or more: Wyoming (11.1 percent), Connecticut (9.5 percent), Minnesota (9.2 percent), New York (9.2 percent), Kentucky (9.1 percent), and Massachusetts (9.1 percent). In contrast, the percentage was less than 4 percent in the following eight states: Hawaii (3.8 percent), Oklahoma (3.8 percent), Tennessee (3.8 percent), South Dakota (3.7 percent), Louisiana (3.5 percent), Montana (3.4 percent), Mississippi (3.2 percent), and Alabama (3.0 percent).
- In 2016, 7.5 percent of the resident population ages 3 through 5 who were Native Hawaiian or Other Pacific Islander were served under Part B in “All states.” The percentages ranged from 0 to 30.8 percent in the 46 states for which non-suppressed data were available. The percentage was 17 percent or more in the following seven states: West Virginia (30.8 percent), Illinois (20.0 percent), Louisiana (20.0 percent), Delaware (18.5 percent), New York (18.3 percent), New Jersey (17.8 percent), and North Dakota (17.4 percent). In contrast, the percentage was less than 5 percent in the following eight states: Kentucky (4.7 percent), Oklahoma (4.0 percent), Washington (4.0 percent), California (3.3 percent), South Carolina (2.6 percent), Idaho (0.0 percent), Vermont (0.0 percent), and Wyoming (0.0 percent).
- In 2016, 6.8 percent of the resident population ages 3 through 5 who were White were served under Part B in “All states.” The percentages ranged from 3.1 percent to 15.1 percent in the 49 individual states. The percentage was more than 10 percent in the following seven states: Wyoming (15.1 percent), Arkansas (11.2 percent), Kentucky (11.2 percent), New York (10.9 percent), Vermont (10.9 percent), Kansas (10.2 percent), and Rhode Island (10.1 percent).

In contrast, the percentage was less than 5 percent in the following seven states: California (4.9 percent), Alabama (4.8 percent), Georgia (4.8 percent), Hawaii (4.8 percent), Montana (4.5 percent), Texas (3.8 percent), and the District of Columbia (3.1 percent).

- In 2016, 5.7 percent of the resident population ages 3 through 5 who were associated with two or more racial/ethnic groups were served under Part B in “All states.” The percentages ranged from 1.8 percent to 19.8 percent in the 49 individual states. In the following eight states, the percentage was 8 percent or more: Wyoming (19.8 percent), Illinois (9.7 percent), Alaska (9.5 percent), Kentucky (9.4 percent), Minnesota (9.0 percent), Kansas (8.8 percent), Pennsylvania (8.5 percent), and Indiana (8.0 percent). In contrast, the percentage was less than 3 percent in the following three states: the District of Columbia (2.2 percent), Vermont (2.2 percent), and Alabama (1.8 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 2016?*

**Exhibit 60. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2016**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All states	39.9	17.0	5.4	4.5	22.8	2.4	#	1.8	6.2
Alabama	45.0	31.9	5.9	3.0	2.8	0.6	0.2	1.4	9.3
Alaska	21.2	20.9	1.6	1.9	49.3	0.1	0.0	1.8	3.1
Arizona	43.0	2.5	8.3	0.9	41.8	0.4	0.0	0.2	2.8
Arkansas	26.7	40.1	0.1	0.4	1.1	28.7	0.1	0.2	2.6
BIE schools	91.7	0.4	6.7	0.8	0.0	0.4	0.0	0.0	0.0
California	38.2	8.4	7.0	4.3	27.4	2.4	#	3.1	9.1
Colorado	83.6	9.0	2.9	0.6	2.3	1.1	#	0.1	0.3
Connecticut	69.8	6.6	2.8	0.3	15.5	0.9	#	0.2	3.8
Delaware	45.5	11.1	2.0	3.2	27.3	7.5	0.0	0.7	2.7
District of Columbia	44.2	34.9	1.1	1.7	15.5	1.0	0.1	0.0	1.4
Florida	27.9	4.9	8.9	5.6	47.5	2.3	#	0.4	2.7
Georgia	40.4	20.3	2.6	4.5	25.5	0.4	0.0	1.9	4.5
Hawaii	18.2	6.2	9.3	40.3	24.0	0.3	0.2	0.3	1.1
Idaho	20.3	10.3	8.4	3.4	45.3	5.9	0.1	0.1	6.3
Illinois	37.6	22.7	2.4	3.4	25.0	1.7	#	0.3	6.9
Indiana	33.6	10.0	4.5	3.7	31.4	2.3	#	0.5	14.0
Iowa	30.8	44.4	2.7	7.1	6.3	0.1	#	0.7	7.9
Kansas	30.7	20.2	7.1	5.5	34.8	0.2	0.0	1.4	0.3
Kentucky	62.9	22.2	4.5	4.0	3.5	0.5	#	0.2	2.1
Louisiana	20.7	50.3	0.5	17.1	3.7	0.1	#	4.1	3.4
Maine	68.6	2.2	6.1	6.0	4.5	8.4	0.0	0.1	4.1

See notes at end of exhibit.

**Exhibit 60. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2016—  
Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Maryland	55.4	7.0	5.1	4.8	16.7	1.9	#	0.4	8.6
Massachusetts	43.3	14.8	10.4	5.3	15.6	1.2	0.0	#	9.5
Michigan	26.3	13.5	3.6	4.0	37.1	1.6	#	1.6	12.2
Minnesota	39.0	14.9	19.2	7.8	14.6	0.5	0.0	2.5	1.6
Mississippi	55.3	10.0	7.2	2.0	14.0	2.8	0.1	1.2	7.4
Missouri	41.5	20.8	2.1	4.5	23.3	1.3	0.0	0.6	6.0
Montana	33.4	9.2	9.9	2.0	27.3	0.5	0.0	0.6	17.0
Nebraska	—	—	—	—	—	—	—	—	—
Nevada	32.6	11.3	0.8	1.9	47.3	0.3	0.0	0.5	5.4
New Hampshire	41.4	16.7	17.3	9.4	13.0	0.1	0.1	#	2.0
New Jersey	38.2	5.6	6.6	9.7	34.5	4.7	0.1	0.3	0.2
New Mexico	38.8	5.3	2.8	2.4	37.0	6.8	0.0	0.4	6.6
New York	41.1	24.3	2.3	2.6	16.8	5.9	#	5.7	1.2
North Carolina	33.9	28.1	2.0	3.5	20.6	1.1	0.1	1.8	9.0
North Dakota	22.0	31.1	2.6	4.1	30.8	1.9	0.1	1.4	6.0
Ohio	66.1	3.6	2.2	0.9	19.6	2.2	#	1.9	3.5
Oklahoma	32.4	42.7	1.7	2.6	14.6	0.3	0.2	0.4	5.2
Oregon	37.1	20.4	8.1	7.6	19.3	0.5	#	4.6	2.3
Pennsylvania	51.2	5.2	12.7	4.1	13.9	1.3	#	6.2	5.2
Puerto Rico	73.0	0.0	5.5	0.0	0.0	0.2	0.0	0.2	21.2
Rhode Island	48.3	12.8	0.1	0.1	13.8	1.0	0.0	0.7	23.2
South Carolina	42.4	13.2	7.3	3.4	24.8	0.5	0.0	1.2	7.2
South Dakota	19.5	50.8	4.5	4.8	13.0	0.6	0.1	1.0	5.6
Tennessee	21.8	30.3	2.4	3.6	33.4	0.7	#	0.4	7.4
Texas	31.1	31.2	1.7	7.7	16.9	0.1	#	0.7	10.6

See notes at end of exhibit.

**Exhibit 60. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2016—  
Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Utah	20.5	11.9	16.7	5.8	36.4	2.0	#	0.2	6.5
Vermont	68.5	9.4	7.3	1.3	0.8	0.2	0.0	4.8	7.7
Virginia	28.2	20.9	3.9	10.6	26.8	0.1	#	2.9	6.5
Washington	20.2	20.7	4.6	3.2	39.1	1.8	#	0.3	10.0
West Virginia	31.9	49.5	0.9	2.3	7.2	0.2	0.1	0.9	7.0
Wisconsin	—	—	—	—	—	—	—	—	—
Wyoming	50.4	4.4	14.8	1.1	8.5	16.8	0.0	1.4	2.6

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2016.

Data for Nebraska and Wisconsin were not available. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children ages 3 to 5 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available. Specifically, the percentage associated with this category for “All states” was 39.9 percent. The category that accounted for the second largest percentage of students in “All states” was *separate class*, which accounted for 22.8 percent of the children.
- In 33 individual states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children than any other category. In 12 of those states, this category accounted for a majority of the children. The percentage was more than 80 percent in two states: BIE schools (91.7 percent) and Colorado (83.6 percent).
- In nine states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children than any other category. The percentage of children accounted for by a *separate class* was less than 50 percent in all of these states. However, the percentage was more than 45 percent in the following four states: Alaska (49.3 percent), Florida (47.5 percent), Nevada (47.3 percent), and Idaho (45.3 percent).
- In eight states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children than any other category. The percentage represented a majority of the children in two states: South Dakota (50.8 percent) and Louisiana (50.3 percent).
- The category of *children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for more children than any other category in Hawaii (40.3 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 2016?

**Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2016**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All states	43.8	16.5	5.5	3.6	22.4	2.0	#	1.8	4.3
Alabama	35.6	42.3	3.8	9.6	1.9	0.0	0.0	1.0	5.8
Alaska	39.7	12.3	0.0	1.4	46.6	0.0	0.0	0.0	0.0
Arizona	81.4	0.0	18.5	0.0	0.1	0.0	0.0	0.0	0.0
Arkansas	35.1	14.1	0.0	0.0	0.2	49.6	0.0	0.0	1.1
BIE schools	75.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
California	36.6	7.9	6.9	3.8	29.3	3.1	0.0	3.9	8.5
Colorado	76.2	16.3	4.0	0.3	2.5	0.5	0.0	0.1	0.2
Connecticut	89.4	2.9	0.0	0.0	7.5	0.2	0.0	0.0	0.0
Delaware	89.0	0.0	2.5	0.8	7.6	0.0	0.0	0.0	0.0
District of Columbia	45.3	40.0	0.0	1.5	12.1	0.0	0.0	0.0	1.1
Florida	25.0	5.1	10.0	7.1	49.8	1.3	#	0.2	1.5
Georgia	49.2	31.8	2.2	5.6	10.4	0.0	0.0	0.1	0.7
Hawaii	21.7	16.7	8.3	16.7	35.0	0.0	1.7	0.0	0.0
Idaho	34.2	20.5	11.0	4.1	26.0	1.4	0.0	0.0	2.7
Illinois	53.6	13.4	1.8	1.3	26.2	0.9	0.0	0.1	2.7
Indiana	66.8	4.8	1.5	0.6	22.4	0.3	0.0	0.0	3.6
Iowa	28.6	63.3	1.4	3.4	3.4	0.0	0.0	0.0	0.0
Kansas	41.7	24.0	4.9	4.2	24.9	0.0	0.0	0.4	0.0
Kentucky	67.0	22.2	3.6	4.1	3.1	0.0	0.0	0.0	0.0
Louisiana	—	—	—	—	—	—	—	—	—
Maine	55.4	2.5	5.0	8.3	21.5	5.8	0.0	0.0	1.7

See notes at end of exhibit.

**Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2016—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Maryland	60.0	4.6	1.3	2.2	24.1	1.1	0.0	1.1	5.6
Massachusetts	43.5	13.2	15.2	2.0	23.3	0.4	0.0	0.0	2.3
Michigan	36.9	17.0	2.8	2.4	28.5	0.5	0.0	0.7	11.1
Minnesota	55.6	14.9	8.1	2.9	14.9	0.5	0.0	2.8	0.3
Mississippi	51.9	9.6	19.2	3.8	11.5	0.0	0.0	1.9	1.9
Missouri	86.0	11.6	0.5	0.0	1.4	0.0	0.0	0.0	0.5
Montana	50.0	7.1	0.0	0.0	21.4	0.0	0.0	0.0	21.4
Nebraska	—	—	—	—	—	—	—	—	—
Nevada	50.0	13.6	0.7	2.7	31.0	0.3	0.0	0.0	1.6
New Hampshire	16.7	20.8	6.3	10.4	43.8	0.0	0.0	0.0	2.1
New Jersey	64.0	5.6	10.0	4.3	14.8	0.6	0.1	0.2	0.4
New Mexico	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
New York	56.7	30.3	0.1	0.4	7.1	5.4	0.0	0.0	0.0
North Carolina	45.1	25.6	2.5	2.1	21.9	0.4	0.0	0.2	2.2
North Dakota	43.8	43.8	0.0	0.0	12.5	0.0	0.0	0.0	0.0
Ohio	76.9	3.5	1.7	0.3	16.4	0.3	0.0	0.3	0.3
Oklahoma	29.0	38.8	1.4	2.7	25.0	0.2	0.0	0.6	2.3
Oregon	43.4	14.5	7.5	5.7	19.6	0.9	0.0	5.6	2.9
Pennsylvania	49.0	4.8	7.3	2.3	19.4	1.3	0.0	9.5	6.3
Puerto Rico <sup>d</sup>	—	—	—	—	—	—	—	—	—
Rhode Island	69.2	7.7	0.0	0.0	15.4	0.0	0.0	0.0	7.7
South Carolina	37.8	12.1	8.1	5.6	28.0	0.6	0.0	1.4	6.4
South Dakota	33.3	33.3	11.1	0.0	11.1	11.1	0.0	0.0	0.0
Tennessee	62.5	25.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0
Texas	41.1	43.1	1.5	4.2	3.2	#	0.0	0.3	6.5

See notes at end of exhibit.

**Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2016—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Utah	37.4	35.2	9.3	1.5	15.6	0.4	0.0	0.0	0.7
Vermont	88.9	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	41.9	34.8	1.4	14.7	5.4	0.0	0.0	0.5	1.3
Washington	27.0	39.1	5.0	2.2	23.7	0.6	0.0	0.1	2.2
West Virginia	42.9	57.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	—	—	—	—	—	—	—	—	—
Wyoming	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children ages 3 to 5 who were limited English proficient (LEP) served under *IDEA*, Part B, in the 49 states (“All states”) that reported some children who were LEP and for which data were available. Specifically, the percentage associated with this category for “All states” was 43.8 percent. The category that accounted for the second largest percentage of children in “All states” was *separate class*, which accounted for 22.4 percent of the children.
- In 36 individual states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were LEP than any other category. In 21 of those states, the category accounted for a majority of the children who were LEP. The percentage was larger than 90 percent in New Mexico (100.0 percent) and Wyoming (100.0 percent).
- In eight states, the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children who were LEP than any other category. The category accounted for a majority of the children in Iowa (63.3 percent) and West Virginia (57.1 percent).
- In four states, the educational environment category representing children who attended a *separate class* accounted for a larger percentage of children who were LEP than any other category. A *separate class* accounted for less than 50 percent of the children who were LEP in all of these states. However, a *separate class* accounted for more than 40 percent in the following three states: Florida (49.8 percent), Alaska (46.6 percent), and New Hampshire (43.8 percent).
- The educational environment category representing children who attended a *separate school* accounted for a larger percentage of children who were LEP than any other category in Arkansas (49.6 percent).

## Part B Personnel

How did the states compare with regard to the following ratios in 2015:

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 62. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2015

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
All states	5.2	4.9	0.4
Alabama	4.5	4.2	0.3
Alaska	3.9	3.0	0.9
Arizona	4.9	4.7	0.3
Arkansas	4.5	4.0	0.5
BIE schools	8.8	8.8	0.0
California	3.4	3.2	0.2
Colorado	3.3	2.9	0.3
Connecticut	5.3	5.2	#
Delaware	1.6	1.1	0.5
District of Columbia	3.4	0.3	3.0
Florida	19.0	17.2	1.8
Georgia	5.2	4.6	0.6
Hawaii	10.1	9.7	0.5
Idaho	3.5	3.4	#
Illinois	3.6	3.6	#
Indiana	0.7	#	0.7
Iowa	8.8	8.8	0.0
Kansas	4.6	4.6	0.0
Kentucky	2.6	2.6	#
Louisiana	5.5	5.1	0.4
Maine	1.6	1.6	0.0
Maryland	5.9	5.4	0.5
Massachusetts	6.0	5.7	0.3

See notes at end of exhibit.

**Exhibit 62. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2015—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
Michigan	3.5	3.5	0.0
Minnesota	4.9	4.6	0.3
Mississippi	1.2	1.2	0.0
Missouri	6.8	6.7	0.2
Montana	3.6	3.5	0.1
Nebraska	3.6	3.4	0.2
Nevada	5.9	4.3	1.7
New Hampshire	5.8	5.8	0.0
New Jersey	8.6	6.0	2.7
New Mexico	9.0	8.9	0.2
New York	4.5	4.4	0.1
North Carolina	5.3	5.2	0.1
North Dakota	4.8	4.8	0.0
Ohio	5.8	5.7	0.1
Oklahoma	4.6	4.5	0.1
Oregon	1.6	1.4	0.1
Pennsylvania	3.5	3.5	#
Puerto Rico	5.1	4.0	1.2
Rhode Island	5.4	5.2	0.2
South Carolina	7.2	7.0	0.2
South Dakota	5.4	5.0	0.4
Tennessee	4.2	3.9	0.4
Texas	5.4	5.3	0.1
Utah	3.1	2.7	0.3
Vermont	7.2	6.7	0.5
Virginia	3.9	3.9	0.0
Washington	4.0	3.9	0.1
West Virginia	6.2	5.5	0.7
Wisconsin	3.7	3.6	0.1
Wyoming	3.2	2.5	0.7

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

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 United States Code (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 2015, there were 5.2 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, per 100 children ages 3 through 5 served under *IDEA*, Part B, in the 53 states (“All states”). Ratios of 8 or more FTE *special education teachers* per 100 children were observed in the following six states: Florida (19.0 FTEs per 100 children), Hawaii (10.1 FTEs per 100 children), New Mexico (9.0 FTEs per 100 children), BIE schools (8.8 FTEs per 100 children), Iowa (8.8 FTEs per 100 children), and New Jersey (8.6 FTEs per 100 children). In contrast, the following five states had ratios smaller than 2 FTEs per 100 children: Delaware (1.6 FTEs per 100 children), Maine (1.6 FTEs per 100 children), Oregon (1.6 FTEs per 100 children), Mississippi (1.2 FTEs per 100 children), and Indiana (0.7 FTEs per 100 children).
- In 2015, there were 4.9 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, in the 53 states (“All states”). A ratio of 8 or more FTE highly qualified *special education teachers* were observed in the following five states: Florida (17.2 FTEs per 100 children), Hawaii (9.7 FTEs per 100 children), New Mexico (8.9 FTEs per 100 children), BIE schools (8.8 FTEs per 100 children), and Iowa (8.8 FTEs per 100 children). In contrast, a ratio smaller than 1 FTE highly qualified *special education teacher* per 100 children was found for the following two states: Indiana (less than 5 FTEs per 1,000 children) and the District of Columbia (0.3 FTEs per 100 children).
- In 2015, there were 0.4 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, in the 53 states (“All states”). The ratio was smaller than 1 FTE per 100 children for all but the following five states: the District of Columbia (3.0 FTEs per 100 children), New Jersey (2.7 FTEs per 100 children), Florida (1.8 FTEs per 100 children), Nevada (1.7 FTEs per 100 children), and Puerto Rico (1.2 FTEs per 100 children).

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2015. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## 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 2016, and how did the percentages change between 2008 and 2016?*

**Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2016**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
All states	8.6	9.1	5.5
Alabama	7.2	7.9	9.4
Alaska	9.6	10.3	7.2
Arizona	7.8	8.1	4.1
Arkansas	8.3	9.0	9.3
California	7.1	8.1	14.5
Colorado	6.8	7.4	8.9
Connecticut	7.9	9.3	16.9
Delaware	8.8	10.3	16.8
District of Columbia	9.3	10.0	8.2
Florida	9.5	9.1	-3.4
Georgia	7.5	8.4	12.5
Hawaii	6.6	6.4	-3.6
Idaho	6.6	7.2	9.3
Illinois	9.9	9.6	-2.6
Indiana	10.7	10.7	0.4
Iowa	9.2	8.6	-6.8
Kansas	8.7	9.4	7.9
Kentucky	9.5	9.2	-3.7
Louisiana	7.5	7.5	-1.2
Maine	11.1	12.3	11.0
Maryland	7.4	7.7	3.8
Massachusetts	11.0	11.3	2.2
Michigan	9.2	8.6	-6.2
Minnesota	9.2	10.0	9.1
Mississippi	8.1	9.0	11.7
Missouri	9.0	8.8	-2.3
Montana	7.6	7.9	4.3
Nebraska	9.8	10.2	3.9
Nevada	7.4	8.2	10.2
New Hampshire	9.6	9.8	2.4
New Jersey	11.3	12.1	6.9
New Mexico	8.6	10.6	22.4
New York	9.3	11.5	22.9

See notes at end of exhibit.

**Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2008 and fall 2016—Continued**

State	2008	2016	Percent change between 2008 and 2016 <sup>a</sup>
North Carolina	8.3	8.5	2.8
North Dakota	8.1	7.8	-4.5
Ohio	9.5	9.9	4.5
Oklahoma	10.5	11.7	11.2
Oregon	8.9	9.6	6.9
Pennsylvania	9.9	11.1	12.3
Puerto Rico	10.7	15.1	41.5
Rhode Island	10.6	9.6	-9.6
South Carolina	9.2	9.3	1.5
South Dakota	8.5	9.4	10.4
Tennessee	7.9	8.6	8.8
Texas	7.1	6.7	-5.4
Utah	8.0	8.9	10.8
Vermont	—	10.1	—
Virginia	8.9	8.8	-0.9
Washington	7.9	8.6	9.2
West Virginia	11.3	11.9	5.3
Wisconsin	8.9	—	—
Wyoming	9.9	9.8	-0.5

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percent change was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2016. 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, 2016,” 2008 and 2016. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, 9.1 percent of the resident population ages 6 through 21 in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B. The percentages served in the individual states ranged from 6.4 percent to 15.1 percent. In the following eight states, the percentage was larger than 11 percent: Puerto Rico (15.1 percent), Maine (12.3 percent), New Jersey (12.1 percent), West Virginia (11.9 percent), Oklahoma (11.7 percent), New York (11.5 percent), Massachusetts (11.3 percent), and Pennsylvania (11.1 percent). In two states, less than 7 percent of the resident population was served: Texas (6.7 percent) and Hawaii (6.4 percent).
- In 2008, 8.6 percent of the resident population ages 6 through 21 in the 51 states (“All states”) for which data were available were served under *IDEA*, Part B.

- In 37 of the 50 individual states for which data were available for both 2008 and 2016, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased between the two years. The increase represented a percent change of more than 15 percent in the following five states: Puerto Rico (41.5 percent), New York (22.9 percent), New Mexico (22.4 percent), Connecticut (16.9 percent), and Delaware (16.8 percent). Of these five states, only Connecticut served a smaller percentage of the population (7.9 percent) than “All states” (8.6 percent) in 2008 but a larger percentage of the population (9.3 percent) than “All states” (9.1 percent) in 2016. The other four states served a percentage of the population greater than or equal to “All states” at both time points.
- In 13 of the 50 individual states for which data were available for both 2008 and 2016, the percentage of the population ages 6 through 21 served decreased between the two years. The decrease represented a percent change of more than 5 percent in only the following four states: Rhode Island (-9.6 percent), Iowa (-6.8 percent), Michigan (-6.2 percent), and Texas (-5.4 percent). In 2008, the percentage of the population served in Iowa (9.2 percent) and Michigan (9.2 percent) was larger than the percentage served in “All states” (8.6 percent), while the percentage of the population served in 2016 was smaller in Iowa (8.6 percent) and Michigan (8.6 percent) than the percentage served in “All states” (9.1 percent). The percentage of the population served in Texas in 2008 (7.1 percent) and 2016 (6.7 percent) was smaller than the percentage served in “All states” at both points in time. The percentage of the population served in Rhode Island in 2008 (10.6 percent) and 2016 (9.6 percent) was larger than the percentage served in “All states” at both points in time.

*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 2016?*

**Exhibit 64. Percentage of the population ages 6 through 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2016**

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 <sup>a</sup>	14.9	4.3	12.0	9.4	13.8	8.5	8.6
Alabama	11.7	3.2	9.9	7.0	9.7	7.2	6.0
Alaska	16.5	5.9	10.9	8.1	13.7	8.7	10.9
Arizona	10.0	3.5	11.3	8.4	12.2	7.6	6.6
Arkansas	8.4	4.7	11.6	8.6	9.6	8.6	6.9
BIE schools	—	—	—	—	—	—	—
California	15.5	4.2	13.2	8.9	9.4	7.5	6.4
Colorado	12.3	4.1	10.3	9.1	9.3	6.4	7.4
Connecticut	12.2	4.2	13.7	12.2	19.9	7.9	7.4
Delaware	17.9	4.0	14.9	11.2	31.3	8.3	7.1
District of Columbia	x	1.9	14.8	10.3	x	1.8	2.8
Florida	12.1	4.3	11.6	9.2	15.4	8.2	9.6
Georgia	7.8	3.6	9.9	8.7	10.7	7.5	9.4
Hawaii	14.6	4.6	7.2	5.8	21.5	5.6	2.3
Idaho	14.7	6.7	11.1	8.2	0.0	6.8	6.9
Illinois	25.7	4.2	13.2	10.1	31.6	8.7	11.4
Indiana	14.9	3.7	13.7	10.1	13.7	10.4	15.7
Iowa	17.3	3.6	17.8	11.1	13.3	7.8	11.5
Kansas	12.9	4.7	13.3	9.5	13.8	9.0	11.1
Kentucky	7.9	4.1	11.2	8.6	8.8	9.1	9.2
Louisiana	7.2	3.1	9.9	5.1	9.4	6.1	6.1
Maine	20.8	5.6	14.5	10.9	36.3	12.5	8.8
Maryland	10.7	3.5	10.2	8.5	19.5	6.3	6.6
Massachusetts	16.8	4.8	14.3	15.8	24.0	10.5	11.4
Michigan	12.6	3.4	11.7	8.3	25.4	8.2	8.1
Minnesota	20.7	6.8	15.3	12.7	14.5	9.1	12.1
Mississippi	3.3	4.2	10.2	5.4	9.4	8.4	7.7
Missouri	11.0	4.3	12.1	7.4	7.4	8.5	7.8
Montana	13.0	5.2	13.1	7.9	24.1	7.4	6.6
Nebraska	19.5	5.8	16.4	11.9	14.8	9.2	12.8
Nevada	13.9	3.1	12.5	8.0	11.5	7.9	8.2
New Hampshire	18.6	4.1	12.4	10.9	20.8	10.0	7.7
New Jersey	9.5	5.3	15.2	12.5	50.4	12.5	6.6
New Mexico	11.6	4.3	14.7	11.0	22.5	9.3	7.9
New York	23.3	5.5	16.0	15.3	46.0	9.3	7.9

See notes at end of exhibit.

**Exhibit 64. Percentage of the population ages 6 through 21 served under IDEA, Part B, for each racial/ethnic group, by state: Fall 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	10.9	3.7	11.5	8.9	8.9	7.3	10.0
North Dakota	12.0	2.9	11.0	9.3	20.0	7.3	5.9
Ohio	8.7	3.7	13.7	9.3	13.4	9.3	11.9
Oklahoma	18.7	4.2	15.2	10.6	11.3	10.5	11.6
Oregon	15.5	4.4	13.6	11.0	10.2	9.1	10.1
Pennsylvania	15.1	4.4	14.9	12.3	15.7	10.4	13.8
Rhode Island	23.8	4.0	12.4	12.0	15.3	8.6	9.9
South Carolina	9.4	4.1	12.5	8.6	11.8	7.7	10.4
South Dakota	11.9	5.8	13.2	10.7	10.8	8.8	9.5
Tennessee	8.9	4.2	10.7	7.9	9.3	8.3	5.4
Texas	10.2	3.2	9.0	7.1	9.5	5.8	6.6
Utah	16.3	4.3	15.1	10.6	9.4	8.5	6.8
Vermont	16.8	3.6	16.1	5.0	55.3	10.4	5.1
Virginia	10.7	4.6	12.0	10.7	15.0	7.6	9.0
Washington	12.5	4.2	11.7	10.7	8.0	8.1	9.3
West Virginia	9.2	3.8	13.5	6.7	10.8	12.2	8.9
Wisconsin	—	—	—	—	—	—	—
Wyoming	16.6	5.2	11.0	9.0	13.1	9.5	16.4

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Child count is the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 14 students served under Part B in one state. The total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this state was estimated by distributing the unallocated count for each state equally to the race/ethnicity categories that were suppressed.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data for Puerto Rico were excluded. Data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. “Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016,” 2016. Data for Puerto Rico were not available. Data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population ages 6 through 21 who were American Indian or Alaska Native and who were Native Hawaiian or Other Pacific Islander than of the resident populations of the other racial/ethnic groups were served under *IDEA*, Part B, in the 50 states (“All states”) for which data were available. Specifically, 14.9 percent of the resident population who were American Indian or Alaska Native and 13.8 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In contrast, only

4.3 percent of the resident population who were Asian in “All states” were served under *IDEA*, Part B.

- In 2016, 14.9 percent of the resident population ages 6 through 21 who were American Indian or Alaska Native were served under Part B in the 49 states (“All states”) for which non-suppressed data were available. The percentages ranged from 3.3 to 25.7 percent in the individual states. In the following five states, the percentage was larger than 20 percent: Illinois (25.7 percent), Rhode Island (23.8 percent), New York (23.3 percent), Maine (20.8 percent), and Minnesota (20.7 percent). In contrast, the percentage was less than 8 percent in the following four states: Kentucky (7.9 percent), Georgia (7.8 percent), Louisiana (7.2 percent), and Mississippi (3.3 percent).
- In 2016, 4.3 percent of the resident population ages 6 through 21 who were Asian were served under Part B in the 50 states (“All states”) for which data were available. The percentages ranged from 1.9 to 6.8 percent in the individual states. The percentage was larger than 6 percent in Minnesota (6.8 percent) and Idaho (6.7 percent). In contrast, the percentage was less than 3 percent in North Dakota (2.9 percent) and the District of Columbia (1.9 percent).
- In 2016, 12 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in the 50 states (“All states”) for which data were available. The percentages ranged from 7.2 to 17.8 percent in the individual states. In the following eight states, the percentage was larger than 15 percent: Iowa (17.8 percent), Nebraska (16.4 percent), Vermont (16.1 percent), New York (16.0 percent), Minnesota (15.3 percent), New Jersey (15.2 percent), Oklahoma (15.2 percent), and Utah (15.1 percent). In contrast, the percentage was less than 10 percent in the following five states: Alabama (9.9 percent), Georgia (9.9 percent), Louisiana (9.9 percent), Texas (9.0 percent), and Hawaii (7.2 percent).
- In 2016, 9.4 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in the 50 states (“All states”) for which data were available. The percentages ranged from 5 to 15.8 percent in the individual states. In the following six states, the percentage was more than 12 percent: Massachusetts (15.8 percent), New York (15.3 percent), Minnesota (12.7 percent), New Jersey (12.5 percent), Pennsylvania (12.3 percent), and Connecticut (12.2 percent). In contrast, the percentage was less than 6 percent in the following four states: Hawaii (5.8 percent), Mississippi (5.4 percent), Louisiana (5.1 percent), and Vermont (5.0 percent).
- In 2016, 13.8 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 49 states (“All states”) for which non-suppressed data were available. The percentages ranged from 0 to 55.3 percent in the individual states. The percentage was more than 30 percent in the following six states: Vermont (55.3 percent), New Jersey (50.4 percent), New York (46.0 percent), Maine (36.3 percent), Illinois (31.6 percent), and Delaware (31.3 percent). In contrast, the percentage was less than 9 percent in the following five states: North Carolina (8.9 percent), Kentucky (8.8 percent), Washington (8.0 percent), Missouri (7.4 percent), and Idaho (0.0 percent).
- In 2016, 8.5 percent of the resident population ages 6 through 21 who were White were served under Part B in the 50 states (“All states”) for which data were available. The percentages ranged from 1.8 to 12.5 percent in the individual states. The percentage was 12 percent or more in the following three states: Maine (12.5 percent), New Jersey (12.5 percent), and West Virginia (12.2 percent). In contrast, the percentage was less than 6 percent in Texas (5.8 percent), Hawaii (5.6 percent), and the District of Columbia (1.8 percent).

- In 2016, 8.6 percent of the resident population ages 6 through 21 who were associated with two or more races were served under Part B in the 50 states (“All states”) for which data were available. The percentages ranged from 2.3 to 16.4 percent in the individual states. In the following five states, the percentage was 12 percent or more: Wyoming (16.4 percent), Indiana (15.7 percent), Pennsylvania (13.8 percent), Nebraska (12.8 percent), and Minnesota (12.1 percent). In contrast, the percentage was 6 percent or less in the following six states: Alabama (6.0 percent), North Dakota (5.9 percent), Tennessee (5.4 percent), Vermont (5.1 percent), the District of Columbia (2.8 percent), and Hawaii (2.3 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of autism in 2016, and how did the percentages change between 2008 and 2016?

**Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2008 and fall 2016**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
All states	5.0	9.6	4.6	92.5
Alabama	3.9	8.3	4.4	112.4
Alaska	3.7	8.0	4.4	119.7
Arizona	4.7	9.5	4.8	100.3
Arkansas	4.0	7.6	3.7	93.1
BIE schools	1.1	3.7	2.6	244.9
California	7.0	12.8	5.8	83.6
Colorado	3.3	7.5	4.2	125.8
Connecticut	7.3	11.9	4.7	64.4
Delaware	4.3	7.9	3.6	82.7
District of Columbia	3.1	7.5	4.4	144.3
Florida	3.6	9.8	6.2	174.1
Georgia	5.3	9.3	3.9	73.2
Hawaii	5.5	8.7	3.2	57.4
Idaho	6.0	10.0	4.0	67.6
Illinois	4.3	8.6	4.4	102.2
Indiana	5.9	9.5	3.5	59.2
Iowa	1.1	1.1	#	-0.5
Kansas	3.4	6.4	3.0	89.4
Kentucky	3.1	7.2	4.1	129.9
Louisiana	3.3	6.6	3.3	101.7
Maine	6.1	9.5	3.4	55.3
Maryland	7.4	11.0	3.6	48.7
Massachusetts	5.2	10.8	5.6	109.1
Michigan	5.8	9.6	3.9	67.3
Minnesota	10.5	14.6	4.1	38.7
Mississippi	2.4	7.3	4.9	204.5
Missouri	4.7	9.7	5.0	104.6
Montana	2.8	4.6	1.8	64.4
Nebraska	3.7	7.6	3.9	105.9
Nevada	5.6	11.9	6.3	114.1
New Hampshire	4.5	10.0	5.5	123.0
New Jersey	4.4	8.6	4.2	95.0
New Mexico	2.4	5.9	3.5	144.7
New York	4.5	7.8	3.3	73.8
North Carolina	5.1	9.4	4.3	85.4
North Dakota	4.0	8.5	4.5	110.2
Ohio	4.7	9.0	4.3	92.2

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 *autism*, by year and state: Fall 2008 and fall 2016—Continued**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
Oklahoma	2.5	5.6	3.1	124.6
Oregon	9.3	11.9	2.6	27.7
Pennsylvania	5.2	10.5	5.3	102.1
Puerto Rico	1.4	4.4	3.0	209.2
Rhode Island	5.4	10.7	5.3	99.4
South Carolina	2.9	7.5	4.7	163.1
South Dakota	3.8	6.8	2.9	76.9
Tennessee	3.8	7.9	4.1	109.0
Texas	5.5	12.0	6.5	119.5
Utah	4.8	7.9	3.1	64.1
Vermont	—	8.0	—	—
Virginia	5.3	11.8	6.5	123.6
Washington	5.6	9.9	4.3	76.6
West Virginia	2.5	5.3	2.8	110.9
Wisconsin	5.7	—	—	—
Wyoming	3.6	7.2	3.6	101.4

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2016. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 9.6 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *autism*. The percentages ranged from 1.1 to 14.6 percent in the individual states. Eleven percent or more of the students served in the following eight states were reported under the category of *autism*: Minnesota (14.6 percent), California (12.8 percent), Texas (12.0 percent), Connecticut (11.9 percent), Nevada (11.9 percent), Oregon (11.9 percent), Virginia (11.8 percent), and Maryland (11.0 percent). In contrast, less than 6 percent of the students served in the following seven states were reported under the category of *autism*: New Mexico (5.9 percent), Oklahoma (5.6 percent), West Virginia (5.3 percent), Montana (4.6 percent), Puerto Rico (4.4 percent), BIE schools (3.7 percent), and Iowa (1.1 percent).
- In 2008, a total of 5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *autism*.

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *autism* was larger in 2016 than in 2008 in 50 of the 51 states for which data for both time periods were available. The sole exception was Iowa; however, only 0.5 percent fewer students were reported under the category of *autism* in 2016 than were reported in 2008.
- The percent change for 47 of the 50 states in which a larger percentage of the students ages 6 through 21 served under *IDEA*, Part B, were reported under the category of *autism* in 2016 than in 2008 exceeded 50 percent. A percent change increase of more than 150 percent was found in the following five states: BIE schools (244.9 percent), Puerto Rico (209.2 percent), Mississippi (204.5 percent), Florida (174.1 percent), and South Carolina (163.1 percent). All five states reported a smaller percentage of students under the category of *autism* than the percentage reported for “All states” (5.0 percent) in 2008. Specifically, BIE schools served 1.1 percent, Puerto Rico served 1.4 percent, Mississippi served 2.4 percent, Florida served 3.6 percent, and South Carolina served 2.9 percent of the population in 2008. In 2016, only Florida reported a larger percentage of students under the category of *autism* (9.8 percent) than the percentage reported for “All states” (9.6 percent). BIE schools, Puerto Rico, Mississippi, and South Carolina still reported a smaller percentage of students under the category of *autism* in 2016 (i.e., 3.7 percent, 4.4 percent, 7.3 percent, and 7.5 percent, respectively).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairment in 2016, and how did the percentages change between 2008 and 2016?

**Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and state: Fall 2008 and fall 2016**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
All states	11.0	15.5	4.4	40.3
Alabama	8.2	14.3	6.1	73.6
Alaska	11.9	15.5	3.6	30.2
Arizona	6.7	9.5	2.8	41.7
Arkansas	15.3	19.8	4.5	29.7
BIE schools	6.1	9.6	3.5	57.0
California	7.8	12.8	5.0	65.0
Colorado	—	11.8	—	—
Connecticut	18.5	21.9	3.4	18.2
Delaware	12.5	13.6	1.1	9.2
District of Columbia	4.9	17.5	12.5	253.1
Florida	6.7	11.1	4.5	66.7
Georgia	15.6	16.5	0.8	5.3
Hawaii	15.1	17.5	2.4	15.8
Idaho	10.9	21.2	10.2	93.6
Illinois	9.0	13.6	4.6	50.5
Indiana	7.5	14.4	6.9	91.7
Iowa	0.1	0.1	#	-3.2
Kansas	12.5	12.5	#	-0.1
Kentucky	17.6	17.0	-0.6	-3.5
Louisiana	12.3	14.5	2.2	18.1
Maine	18.6	21.5	3.0	16.0
Maryland	16.3	19.4	3.1	18.8
Massachusetts	7.5	14.2	6.7	89.9
Michigan	9.0	13.9	5.0	55.1
Minnesota	14.2	16.7	2.6	18.1
Mississippi	10.4	19.5	9.1	87.4
Missouri	14.5	21.6	7.1	48.5
Montana	10.8	13.2	2.4	22.2
Nebraska	13.1	14.5	1.4	10.8
Nevada	7.3	10.5	3.1	43.1
New Hampshire	17.7	20.3	2.6	14.7
New Jersey	13.5	21.0	7.5	55.3
New Mexico	7.9	9.5	1.6	19.6
New York	13.6	16.8	3.2	23.6
North Carolina	17.3	19.4	2.1	12.1
North Dakota	12.5	15.8	3.3	26.3
Ohio	10.7	17.1	6.4	59.7

See notes at end of exhibit.

**Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairment*, by year and state: Fall 2008 and fall 2016—Continued**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
Oklahoma	10.7	16.4	5.7	52.7
Oregon	13.0	17.7	4.7	35.9
Pennsylvania	7.1	15.0	7.9	111.4
Puerto Rico	6.5	21.4	14.9	229.9
Rhode Island	17.1	17.5	0.3	2.0
South Carolina	9.7	14.7	5.0	52.2
South Dakota	10.4	14.9	4.5	43.2
Tennessee	11.0	14.5	3.5	31.8
Texas	12.7	14.3	1.6	12.2
Utah	6.9	10.0	3.1	44.5
Vermont	—	19.2	—	—
Virginia	18.1	21.9	3.8	20.7
Washington	19.5	20.6	1.1	5.9
West Virginia	11.9	16.1	4.2	35.2
Wisconsin	14.1	—	—	—
Wyoming	14.3	16.4	2.1	14.6

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2016. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, 15.5 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *other health impairment*. The percentages ranged from 0.1 to 21.9 percent in the individual states. More than 20 percent of the students served in the following nine states were reported under the category of *other health impairment*: Connecticut (21.9 percent), Virginia (21.9 percent), Missouri (21.6 percent), Maine (21.5 percent), Puerto Rico (21.4 percent), Idaho (21.2 percent), New Jersey (21.0 percent), Washington (20.6 percent), and New Hampshire (20.3 percent). In contrast, 10 percent or less of the students served in the following five states were reported under the category of *other health impairment*: Utah (10.0 percent), BIE schools (9.6 percent), Arizona (9.5 percent), New Mexico (9.5 percent), and Iowa (0.1 percent).

- In 2008, 11 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairment*.
- In 47 of the 50 states for which data were available for both years, the percentage of students reported under the category of *other health impairment* was smaller in 2008 than in 2016. The percentage of students served in 2008 was larger than the percentage of students served in 2016 in Iowa, Kansas, and Kentucky; however, the difference was less than 1 percentage point.
- Percent changes of more than 30 percent were observed for 26 of the states for which an increase was found between 2008 and 2016. Included among these states were the following three in which the increase was larger than 100 percent: the District of Columbia (253.1 percent), Puerto Rico (229.9 percent), and Pennsylvania (111.4 percent). Only Pennsylvania reported serving a smaller percentage of students in the category of *other health impairment* than “All states” in both 2008 and 2016. In 2008, the District of Columbia and Puerto Rico both reported serving a smaller percentage of students in the category of *other health impairment* (i.e., 4.9 percent and 6.5 percent, respectively) than was reported for “All states” (11.0 percent), while in 2016, the District of Columbia and Puerto Rico both reported serving a larger percentage of students in the category of *other health impairment* (i.e., 17.5 percent and 21.4 percent, respectively) than was reported for “All states” (15.5 percent).

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disability in 2016, and how did the percentages change between 2008 and 2016?

**Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disability*, by year and state: Fall 2008 and fall 2016**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
All states	42.9	38.6	-4.3	-9.9
Alabama	50.0	42.4	-7.6	-15.2
Alaska	47.4	43.2	-4.2	-8.8
Arizona	50.4	45.2	-5.2	-10.4
Arkansas	37.5	33.1	-4.4	-11.6
BIE schools	55.5	51.6	-3.9	-7.0
California	47.8	43.9	-3.9	-8.1
Colorado	41.5	46.4	4.9	11.9
Connecticut	35.9	37.4	1.5	4.2
Delaware	53.8	48.5	-5.3	-9.8
District of Columbia	45.7	36.5	-9.2	-20.1
Florida	47.4	41.6	-5.8	-12.2
Georgia	31.3	38.1	6.7	21.4
Hawaii	47.7	46.1	-1.6	-3.3
Idaho	37.1	24.9	-12.2	-32.9
Illinois	46.2	39.8	-6.4	-13.8
Indiana	37.7	35.1	-2.5	-6.7
Iowa	60.3	60.4	0.1	0.1
Kansas	41.6	40.4	-1.2	-2.8
Kentucky	15.4	19.6	4.1	26.6
Louisiana	33.0	34.3	1.3	4.0
Maine	33.2	32.8	-0.4	-1.2
Maryland	36.5	32.9	-3.6	-9.8
Massachusetts	39.3	27.3	-11.9	-30.4
Michigan	41.1	34.4	-6.6	-16.2
Minnesota	28.9	27.1	-1.8	-6.2
Mississippi	39.6	26.1	-13.6	-34.2
Missouri	34.0	27.4	-6.7	-19.6
Montana	47.5	32.5	-15.0	-31.5
Nebraska	34.6	35.8	1.2	3.4
Nevada	57.5	50.3	-7.3	-12.6
New Hampshire	44.0	36.4	-7.5	-17.1
New Jersey	40.5	34.8	-5.7	-14.1
New Mexico	45.3	49.8	4.5	9.9
New York	41.9	37.8	-4.1	-9.8
North Carolina	37.1	40.8	3.7	10.1
North Dakota	36.1	34.9	-1.2	-3.3
Ohio	42.4	40.9	-1.5	-3.5

See notes at end of exhibit.

**Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disability*, by year and state: Fall 2008 and fall 2016—Continued**

State	2008 percent	2016 percent	Change between 2008 and 2016 <sup>a</sup>	Percent change between 2008 and 2016 <sup>b</sup>
Oklahoma	47.9	38.9	-9.0	-18.8
Oregon	39.3	34.2	-5.1	-12.9
Pennsylvania	52.0	42.7	-9.3	-17.9
Puerto Rico	59.2	46.2	-13.0	-21.9
Rhode Island	41.7	36.7	-5.0	-12.0
South Carolina	48.6	44.9	-3.7	-7.7
South Dakota	41.3	38.8	-2.5	-6.1
Tennessee	41.1	36.3	-4.7	-11.5
Texas	47.6	36.4	-11.2	-23.5
Utah	49.2	47.4	-1.8	-3.7
Vermont	—	31.4	—	—
Virginia	39.3	36.4	-2.9	-7.3
Washington	39.6	37.4	-2.2	-5.6
West Virginia	32.9	34.5	1.5	4.6
Wisconsin	35.0	—	—	—
Wyoming	38.1	34.9	-3.2	-8.5

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008 and 2016 was calculated for each state and “All states” by subtracting the percentage for 2008 from the percentage for 2016, dividing the difference by the percentage for 2008, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2008 and 2016. Data for 2008 were accessed spring 2012. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 38.6 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *specific learning disability*. The percentages of students reported under the category of *specific learning disability* by the individual states ranged from 19.6 percent to 60.4 percent. The percentages for the following three states were larger than 50 percent: Iowa (60.4 percent), BIE schools (51.6 percent), and Nevada (50.3 percent). In contrast, the percentages for the following six states were less than 30 percent: Missouri (27.4 percent), Massachusetts (27.3 percent), Minnesota (27.1 percent), Mississippi (26.1 percent), Idaho (24.9 percent), and Kentucky (19.6 percent).
- In 2008, 42.9 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *specific learning disability*.

- The percentage of students reported under the category of *specific learning disability* was larger in 2008 than in 2016 in 41 of the 51 states for which data were available for both time periods. For all 10 of the states in which the percentage in 2008 was smaller than the percentage in 2016, the difference was less than 7 percentage points. Moreover, the difference represented a percentage increase of less than 10 percent in each state except the following three states: Kentucky (26.6 percent), Georgia (21.4 percent), and Colorado (11.9 percent).
- While the percentage of students reported under the category of *specific learning disability* decreased in 41 states between 2008 and 2016, the difference between the percentage reported in 2008 and the percentage reported in 2016 was less than 10 percentage points for all but the following six states: Montana (-15.0 percentage points), Mississippi (-13.6 percentage points), Puerto Rico (-13.0 percentage points), Idaho (-12.2 percentage points), Massachusetts (-11.9 percentage points), and Texas (-11.2 percentage points). Moreover, the decrease for all six of these states represented a percent change larger than 20 percent: Mississippi (-34.2 percent), Idaho (-32.9 percent), Montana (-31.5 percent), Massachusetts (-30.4 percent), Texas (-23.5 percent), and Puerto Rico (-21.9 percent).

## Part B Educational Environments

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment in 2016?*

**Exhibit 68. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2016**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>e</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All states	63.1	18.3	13.4	2.9	0.3	0.4	0.2	1.4
Alabama	83.5	6.3	7.2	1.3	0.8	0.3	0.1	0.4
Alaska	63.7	24.1	9.1	2.3	0.4	0.2	0.3	#
Arizona	65.8	17.1	14.7	1.7	0.1	0.3	0.2	0.2
Arkansas	53.1	30.4	13.4	0.8	0.9	0.5	0.2	0.7
BIE schools	74.3	19.7	5.4	0.1	0.3	0.1	0.0	0.0
California	54.9	20.1	20.7	3.1	0.1	0.3	0.2	0.5
Colorado	73.6	17.2	6.4	1.8	0.3	0.2	0.2	0.4
Connecticut	67.3	18.2	5.5	7.3	0.4	0.3	0.2	0.7
Delaware	65.7	13.7	15.0	4.5	0.3	0.7	0.1	#
District of Columbia	56.5	18.3	15.2	8.9	0.4	0.1	0.4	0.1
Florida	72.6	8.6	13.5	2.8	0.2	0.7	0.6	0.9
Georgia	64.3	18.4	15.1	1.4	0.3	0.2	#	0.3
Hawaii	37.3	40.9	20.4	0.7	0.2	0.3	0.1	0.2
Idaho	60.8	27.4	9.5	1.3	0.2	0.1	0.5	0.2
Illinois	52.5	26.4	13.4	5.6	0.4	0.1	#	1.3
Indiana	72.6	11.4	9.8	0.8	0.4	0.6	0.2	4.0
Iowa	66.1	22.5	8.4	1.1	0.4	#	0.4	1.0
Kansas	68.9	19.9	7.4	1.9	0.3	0.1	0.2	1.3
Kentucky	73.8	15.3	8.3	0.6	0.3	0.8	0.1	0.7
Louisiana	60.7	23.1	14.7	0.4	0.1	0.8	0.2	#
Maine	56.6	29.0	10.9	2.5	0.6	0.1	0.1	0.2
Maryland	69.7	10.0	12.0	6.5	0.1	0.2	0.3	1.1
Massachusetts	62.8	15.6	13.8	6.1	0.7	0.2	0.1	0.7
Michigan	66.9	15.2	10.9	4.6	0.1	0.2	0.5	1.6
Minnesota	60.7	23.4	10.1	3.8	0.1	0.3	0.1	1.6
Mississippi	63.0	18.7	15.1	0.8	0.5	0.6	#	1.3
Missouri	57.4	28.2	8.6	3.1	#	0.6	0.4	1.9
Montana	47.7	38.0	12.3	0.5	0.4	0.2	0.1	0.9
Nebraska	76.7	11.2	6.7	1.6	0.3	0.2	0.1	3.2
Nevada	63.6	20.0	14.6	1.2	#	0.2	0.2	0.1
New Hampshire	71.7	16.0	8.8	2.4	0.5	#	#	0.6
New Jersey	45.1	28.4	14.4	6.7	0.2	0.3	0.1	4.8
New Mexico	49.8	30.0	18.6	0.5	0.2	0.2	0.1	0.5
New York	58.3	11.5	19.6	5.4	0.4	0.3	0.2	4.4

See notes at end of exhibit.

**Exhibit 68. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2016—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>e</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	66.8	17.0	14.0	1.0	0.2	0.6	0.1	0.3
North Dakota	73.2	17.4	5.7	0.6	0.9	0.1	0.1	2.0
Ohio	62.7	17.2	11.8	2.9	0.1	0.5	0.2	4.5
Oklahoma	70.9	19.8	8.3	#	0.3	0.4	0.1	0.2
Oregon	73.5	14.5	9.9	0.8	0.1	0.3	0.3	0.7
Pennsylvania	62.4	23.2	9.0	4.3	0.4	0.2	0.1	0.3
Puerto Rico	76.3	8.2	8.6	1.5	#	0.8	0.1	4.5
Rhode Island	69.7	10.6	12.8	4.7	0.4	0.1	0.2	1.4
South Carolina	61.6	20.1	15.8	0.5	0.2	0.8	0.3	0.6
South Dakota	70.4	20.5	5.4	0.9	1.0	0.1	0.1	1.5
Tennessee	70.2	15.5	11.5	0.9	0.3	0.6	0.1	1.0
Texas	68.4	15.4	14.8	0.6	#	0.5	0.1	0.2
Utah	61.6	25.0	10.7	2.4	0.1	0.2	0.1	0.0
Vermont	76.8	11.3	5.2	4.9	1.1	0.1	0.1	0.6
Virginia	64.0	19.9	10.9	3.2	0.4	0.7	0.3	0.6
Washington	55.2	30.2	13.1	0.6	0.1	0.1	0.1	0.4
West Virginia	64.6	25.2	7.7	0.2	0.4	1.0	0.2	0.8
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	66.9	24.7	6.1	0.6	1.1	0.1	#	0.5

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 63.1 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In 51 of the 52 individual states, a larger percentage of students was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category. Moreover, in 48 of these states, a majority of such students were educated *inside the regular class 80% or more of the day*. In four of those states, this category accounted for more than 75 percent of such students. The states were: Alabama (83.5 percent), Vermont (76.8 percent), Nebraska (76.7 percent), and Puerto Rico (76.3 percent). In each of the three other states in which a larger percentage of students was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category, the percentage was larger than 45 percent: New Mexico (49.8 percent), Montana (47.7 percent), and New Jersey (45.1 percent).
- In Hawaii, the most prevalent category was *inside regular class 40% through 79% of the day*, which accounted for 40.9 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 2016?

**Exhibit 69. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2016**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All states	59.1	22.3	16.6	1.6	#	0.2	0.1	0.2
Alabama	79.3	9.3	10.3	0.6	#	0.3	0.0	0.2
Alaska	61.7	29.3	7.0	1.4	0.2	0.0	0.3	0.0
Arizona	75.3	16.6	7.9	0.2	0.0	#	0.0	0.0
Arkansas	54.5	30.4	14.0	0.3	0.1	0.3	#	0.3
BIE schools	71.0	23.6	5.1	0.1	0.3	0.0	0.0	0.0
California	51.3	22.8	23.3	2.0	#	0.2	0.2	0.1
Colorado	73.5	19.5	6.3	0.4	#	0.2	#	0.1
Connecticut	69.5	22.4	4.4	3.0	#	0.2	#	0.4
Delaware	67.0	16.0	16.0	0.7	0.0	0.3	0.0	0.0
District of Columbia	70.2	14.5	10.8	4.3	0.1	0.0	0.1	0.0
Florida	76.2	13.4	9.2	0.4	0.1	0.4	0.1	0.1
Georgia	59.3	27.7	12.6	0.3	#	#	0.0	0.0
Hawaii	22.8	46.3	29.0	1.6	0.2	0.0	0.1	0.0
Idaho	52.2	39.2	7.7	0.7	#	#	0.1	0.0
Illinois	48.3	32.4	15.7	3.3	0.1	#	#	0.1
Indiana	68.7	14.2	13.0	0.7	0.3	0.4	#	2.7
Iowa	64.9	27.2	6.8	0.7	0.1	#	0.1	0.3
Kansas	75.6	21.1	2.7	0.1	0.0	0.0	0.0	0.6
Kentucky	67.6	21.6	10.0	0.4	0.2	0.3	#	#
Louisiana	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maine	52.4	33.1	12.0	2.4	0.0	0.1	0.0	0.0
Maryland	75.9	11.6	10.3	1.9	#	0.1	#	0.2
Massachusetts	58.2	18.5	19.6	3.0	0.1	0.1	0.1	0.4
Michigan	70.4	16.8	10.0	1.9	#	0.1	0.1	0.7
Minnesota	57.6	29.2	11.2	1.4	0.0	0.2	0.0	0.5
Mississippi	64.3	18.8	16.2	0.2	0.1	0.3	0.0	0.1
Missouri	62.2	28.3	8.2	0.7	0.0	0.2	#	0.3
Montana	46.5	41.4	11.8	0.0	0.2	0.2	0.0	0.0
Nebraska	86.1	10.5	1.7	0.4	#	0.2	0.0	1.1
Nevada	57.6	24.5	16.8	0.8	0.0	0.2	0.1	#
New Hampshire	63.3	20.0	15.0	1.2	0.0	0.0	0.0	0.5
New Jersey	44.7	31.4	21.7	1.6	0.1	0.1	0.1	0.3
New Mexico	42.5	34.7	22.4	0.1	#	0.1	#	0.1
New York	51.1	11.8	31.6	5.3	#	0.1	#	0.1
North Carolina	62.4	21.8	14.8	0.8	0.1	0.2	#	#
North Dakota	64.8	28.8	4.8	0.8	0.3	0.3	0.3	0.0

See notes at end of exhibit.

**Exhibit 69. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2016—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
Ohio	60.0	25.6	11.7	1.0	#	0.2	#	1.6
Oklahoma	61.1	28.7	9.8	0.0	0.1	0.2	0.1	#
Oregon	75.1	16.9	7.7	0.2	#	0.1	0.0	0.1
Pennsylvania	50.4	34.7	13.0	1.6	0.1	0.1	#	0.1
Puerto Rico	72.9	10.2	15.2	1.5	0.0	0.2	0.0	0.0
Rhode Island	77.9	9.7	10.9	1.4	0.0	0.0	0.1	0.1
South Carolina	61.6	22.0	15.2	0.5	0.1	0.3	0.1	0.2
South Dakota	64.3	25.9	8.4	0.3	0.2	0.0	0.2	0.8
Tennessee	69.4	19.1	10.1	0.5	0.0	0.3	0.1	0.5
Texas	73.3	17.8	8.4	0.1	#	0.3	#	#
Utah	53.3	34.1	11.3	1.3	0.0	0.1	#	0.0
Vermont	77.7	13.1	4.0	4.0	0.6	0.0	0.0	0.6
Virginia	55.3	30.5	12.1	1.7	0.1	0.3	#	0.1
Washington	52.3	37.5	10.0	0.1	0.0	#	0.1	#
West Virginia	69.1	26.7	3.8	0.0	0.0	0.0	0.0	0.4
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	59.7	32.0	7.0	0.4	0.6	0.2	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient (LEP) and reported in the educational environment by the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, who were LEP by the state, then multiplying the result by 100.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a total of 59.1 percent of the students ages 6 through 21 who were limited English proficient (LEP) 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*.
- In 50 individual states, the educational environment category of *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 6 through 21 who were LEP and served under *IDEA*, Part B. In 46 of those states, this educational environment accounted for a majority of such students. In the following nine states, more than 75 percent of such students were in this environment: Nebraska (86.1 percent), Alabama (79.3 percent), Rhode Island (77.9 percent), Vermont (77.7 percent), Florida (76.2 percent), Maryland (75.9 percent), Kansas (75.6 percent), Arizona (75.3 percent), and Oregon (75.1 percent).
- In Hawaii, the most prevalent category was *inside regular class 40% through 79% of the day*, which accounted for 46.3 percent of such students.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of emotional disturbance, by educational environment in 2016?

**Exhibit 70. 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 2016**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All states	47.2	17.5	18.2	13.0	1.4	1.0	1.2	0.4
Alabama	69.4	8.4	6.1	7.2	7.1	1.4	0.4	0.0
Alaska	47.4	21.3	12.4	14.5	1.8	0.0	2.7	0.0
Arizona	42.1	15.4	26.7	12.9	0.8	0.6	1.4	#
Arkansas	32.2	31.9	19.1	5.2	5.6	4.1	1.6	0.2
BIE schools	69.7	20.8	8.0	0.8	0.4	0.4	0.0	0.0
California	30.9	17.4	28.3	18.9	1.9	0.8	1.5	0.2
Colorado	55.0	17.3	13.3	10.8	1.6	0.6	1.3	0.1
Connecticut	39.3	14.4	11.0	30.7	1.8	1.4	1.3	0.1
Delaware	40.0	12.0	24.4	16.9	2.5	3.2	1.1	0.1
District of Columbia	39.5	14.4	23.9	16.9	2.6	0.1	2.6	0.0
Florida	43.0	11.7	28.9	10.3	0.2	0.2	5.2	0.4
Georgia	52.9	17.2	15.7	11.9	1.7	0.5	0.1	#
Hawaii	33.7	35.5	24.7	2.4	1.7	0.9	1.0	0.0
Idaho	49.7	24.4	12.6	9.1	0.6	0.1	3.5	0.0
Illinois	33.3	21.0	15.7	26.4	2.7	0.3	0.2	0.2
Indiana	58.7	13.5	17.6	3.6	1.8	2.3	1.2	1.3
Iowa	66.2	22.5	8.4	1.1	0.4	#	0.4	1.0
Kansas	49.6	20.0	14.9	12.7	0.8	0.2	1.6	0.2
Kentucky	57.0	18.6	15.4	3.0	2.2	3.0	0.8	0.0
Louisiana	46.2	25.8	22.8	1.0	0.8	1.9	1.5	0.0
Maine	45.8	21.3	19.3	10.1	2.4	0.5	0.5	0.0
Maryland	46.7	10.7	18.5	21.7	0.1	0.7	1.6	#
Massachusetts	44.7	11.5	17.6	23.5	1.5	0.4	0.6	0.3
Michigan	55.5	16.5	14.2	9.3	0.5	0.4	3.1	0.6
Minnesota	53.6	22.7	12.0	10.3	#	0.5	0.6	0.3
Mississippi	55.1	25.9	11.5	3.5	2.0	1.9	0.1	0.0
Missouri	44.4	28.0	11.7	11.4	#	2.2	1.8	0.5
Montana	46.5	29.4	19.2	2.1	1.2	1.0	0.4	0.2
Nebraska	64.0	12.1	12.2	8.6	1.6	0.4	0.4	0.7
Nevada	48.1	21.7	22.8	5.6	0.1	0.3	1.2	0.2
New Hampshire	56.1	18.1	13.5	9.6	2.2	0.0	0.1	0.4
New Jersey	32.1	22.8	16.2	24.5	1.5	1.8	0.8	0.3
New Mexico	38.7	22.3	35.0	0.8	1.0	0.5	1.7	0.1
New York	32.2	11.0	29.4	20.6	2.8	1.3	1.1	1.5
North Carolina	49.8	21.8	21.1	2.8	0.3	3.3	0.8	#

See notes at end of exhibit.

**Exhibit 70. 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 2016—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Dakota	66.2	15.2	10.2	3.0	3.7	0.8	0.7	0.2
Ohio	41.9	16.1	20.6	15.4	0.8	2.2	1.2	1.7
Oklahoma	57.6	22.2	14.7	0.1	2.0	2.5	1.0	0.0
Oregon	58.1	17.4	17.2	4.7	0.1	1.0	1.4	0.1
Pennsylvania	47.8	20.2	12.5	16.7	1.8	0.2	0.8	0.1
Puerto Rico	71.0	5.1	18.0	1.1	0.1	1.7	0.4	2.5
Rhode Island	43.8	9.4	21.0	21.0	2.8	0.3	1.4	0.3
South Carolina	38.4	25.3	25.7	1.3	1.4	5.2	2.7	0.0
South Dakota	65.9	21.3	9.1	1.2	1.9	0.0	0.1	0.3
Tennessee	52.1	17.9	18.5	7.2	2.7	1.3	0.3	0.2
Texas	67.5	15.2	14.2	1.6	0.1	0.8	0.6	#
Utah	46.0	24.9	24.0	2.9	0.4	1.0	0.8	0.0
Vermont	59.1	10.6	8.5	16.8	4.5	#	0.3	0.2
Virginia	48.5	18.3	9.1	17.5	2.4	2.2	1.6	0.4
Washington	43.0	29.1	20.3	5.4	0.7	0.1	1.2	0.1
West Virginia	48.3	31.3	13.2	0.2	1.5	3.6	1.9	0.0
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	53.3	22.8	9.1	5.1	8.9	0.4	0.4	0.2

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, *inside the regular class 80% or more of the day* accounted for a larger percentage (47.2 percent) of the students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available than any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 51 of the individual states. The percentage exceeded 50 percent in 21 states, including one state in which the percentage exceeded 70 percent: Puerto Rico (71.0 percent).
- The educational environment category of *inside regular class 40% through 79% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in Hawaii (35.5 percent).

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, reported under the category of intellectual disability, by educational environment in 2016?

**Exhibit 71. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disability*, by educational environment and state: Fall 2016**

State	Inside the regular class <sup>a</sup>			Separate school <sup>e</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All states	17.0	26.3	49.4	6.0	0.3	0.5	0.1	0.4
Alabama	42.1	21.9	31.7	3.0	0.9	0.3	#	0.1
Alaska	15.9	31.9	40.6	10.9	0.3	0.0	0.3	0.0
Arizona	8.0	16.5	72.6	2.3	#	0.5	0.1	0.1
Arkansas	11.4	40.6	44.5	1.2	1.7	0.5	0.1	0.1
BIE schools	22.4	44.2	31.9	0.3	1.2	0.0	0.0	0.0
California	6.3	17.3	66.6	9.0	0.1	0.6	0.1	0.1
Colorado	12.9	50.9	33.7	1.8	0.2	0.2	0.1	0.2
Connecticut	26.3	48.1	17.3	7.8	0.2	0.3	#	0.0
Delaware	10.6	19.8	56.9	11.0	0.7	0.8	0.2	0.0
District of Columbia	9.1	18.8	47.7	23.2	0.4	0.0	0.7	0.0
Florida	11.5	9.5	64.3	12.9	#	0.6	0.4	0.8
Georgia	17.4	19.9	59.9	1.5	0.5	0.7	#	0.1
Hawaii	9.0	30.5	59.9	0.2	0.1	0.2	0.1	0.1
Idaho	15.2	43.4	39.3	1.7	#	0.1	0.2	#
Illinois	4.2	28.3	51.3	15.3	0.5	0.2	#	0.2
Indiana	29.6	26.6	40.6	0.7	0.4	0.6	0.2	1.3
Iowa	66.1	22.5	8.4	1.1	0.4	#	0.4	1.0
Kansas	12.8	43.6	38.1	4.4	0.4	0.1	0.2	0.4
Kentucky	43.8	33.4	20.8	0.5	0.3	1.0	#	0.2
Louisiana	17.7	32.1	48.4	0.2	0.3	1.0	0.2	0.0
Maine	8.7	36.8	51.2	2.2	1.0	0.1	0.0	0.0
Maryland	16.2	21.6	54.3	7.2	0.1	0.2	0.3	0.2
Massachusetts	12.7	18.9	58.7	7.2	1.1	0.1	0.1	1.2
Michigan	15.3	22.6	44.0	17.0	0.1	0.1	0.5	0.5
Minnesota	8.3	37.1	45.0	8.5	0.1	0.4	0.1	0.5
Mississippi	11.7	20.6	66.0	0.6	0.7	0.4	0.0	0.1
Missouri	8.2	48.0	34.6	7.9	0.0	0.8	0.3	0.2
Montana	4.1	48.8	45.2	0.0	0.5	0.0	0.2	1.2
Nebraska	28.0	30.7	36.9	3.5	0.2	0.1	#	0.6
Nevada	5.0	17.3	75.4	2.2	0.0	0.1	0.0	0.1
New Hampshire	21.2	27.5	45.4	2.8	1.1	0.2	0.0	1.7
New Jersey	6.6	28.1	51.2	13.1	0.1	0.2	#	0.5
New Mexico	9.7	19.0	70.4	0.2	0.1	0.3	0.1	0.1
New York	6.8	17.0	54.2	20.9	0.4	0.2	0.1	0.5
North Carolina	14.9	26.6	53.7	3.7	0.2	0.7	0.1	#

See notes at end of exhibit.

**Exhibit 71. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disability*, by educational environment and state: Fall 2016—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>e</sup>	Residential facility <sup>e</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Dakota	14.1	49.9	33.6	0.4	1.5	0.1	0.0	0.4
Ohio	33.2	35.6	28.2	1.2	0.1	0.4	0.2	1.1
Oklahoma	27.6	38.7	32.5	#	0.5	0.6	0.1	#
Oregon	16.5	36.4	45.4	1.1	0.0	0.1	0.2	0.2
Pennsylvania	13.3	33.4	43.3	8.7	0.7	0.3	0.1	0.2
Puerto Rico	32.2	6.2	45.6	13.5	0.0	0.7	0.2	1.6
Rhode Island	17.0	25.0	52.3	5.0	0.1	0.4	0.0	0.2
South Carolina	7.7	20.4	68.4	1.4	0.3	1.6	0.1	0.2
South Dakota	17.9	53.8	22.3	3.0	1.9	0.2	0.2	0.6
Tennessee	12.0	23.5	60.2	2.5	0.6	0.7	0.1	0.4
Texas	15.3	26.1	56.7	1.4	#	0.4	#	#
Utah	8.5	25.1	55.1	11.0	0.1	0.3	#	0.0
Vermont	47.1	31.8	15.3	4.9	0.6	0.0	0.1	0.1
Virginia	11.5	30.0	52.6	4.3	0.4	0.8	0.2	0.2
Washington	6.3	32.7	60.1	0.6	0.0	0.1	#	0.2
West Virginia	23.9	48.3	25.8	0.1	0.3	1.3	0.2	0.1
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	9.5	47.4	40.3	0.8	1.0	0.6	0.0	0.4

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

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

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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016, a larger percentage (49.4 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disability* in the 52 states (“All states”) for which data were available were educated *inside the regular class less than 40% of the day* than in any other category of educational environment. Moreover, this environment accounted for the largest percentage of students in 35 of the individual states. The percentage exceeded 50 percent in 23 states, including the following three states in which the percentage exceeded 70 percent: Nevada (75.4 percent), Arizona (72.6 percent), and New Mexico (70.4 percent).
- The educational environment category of *inside regular class 40% through 79% of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *intellectual disability* in 13 states. The percentage of students accounted for by this category exceeded 50 percent in the following two states: South Dakota (53.8 percent) and Colorado (50.9 percent).
- In four states, the educational environment category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *intellectual disability*. The four states were: Iowa (66.1 percent), Vermont (47.1 percent), Kentucky (43.8 percent), and Alabama (42.1 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 were participants and nonparticipants in state math assessments?*

**Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a state math assessment, by state: School year 2015–16**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	95.9	93.6	90.9	4.1	6.4	9.1
Alabama	98.9	98.0	94.7	1.1	2.0	5.3
Alaska	—	—	—	—	—	—
Arizona	97.1	95.3	60.5	2.9	4.7	39.5
Arkansas	99.5	99.1	97.0	0.5	0.9	3.0
BIE schools	100.0	100.0	—	0.0	0.0	—
California	96.0	95.2	87.6	4.0	4.8	12.4
Colorado	91.6	83.7	75.1	8.4	16.3	24.9
Connecticut	96.9	95.6	83.4	3.1	4.4	16.6
Delaware	97.8	95.7	90.4	2.2	4.3	9.6
District of Columbia	95.2	94.5	73.2	4.8	5.5	26.8
Florida	98.2	93.5	90.2	1.8	6.5	9.8
Georgia	99.3	99.2	95.7	0.7	0.8	4.3
Hawaii	97.5	94.6	83.6	2.5	5.4	16.4
Idaho	98.2	96.9	92.1	1.8	3.1	7.9
Illinois	97.9	96.3	86.8	2.1	3.7	13.2
Indiana	92.1	87.9	77.2	7.9	12.1	22.8
Iowa	98.6	96.6	93.5	1.4	3.4	6.5
Kansas	98.3	97.5	95.7	1.7	2.5	4.3
Kentucky	99.8	99.6	98.7	0.2	0.4	1.3
Louisiana	99.6	99.4	93.8	0.4	0.6	6.2
Maine	91.3	89.5	82.2	8.7	10.5	17.8
Maryland	99.1	95.3	99.1	0.9	4.7	0.9
Massachusetts	98.5	96.6	96.4	1.5	3.4	3.6
Michigan	97.1	97.4	93.4	2.9	2.6	6.6
Minnesota	97.8	96.2	89.2	2.2	3.8	10.8
Mississippi	94.5	91.1	95.4	5.5	8.9	4.6
Missouri	99.9	99.7	100.0	0.1	0.3	#
Montana	91.4	85.2	87.4	8.6	14.8	12.6
Nebraska	99.8	99.5	97.6	0.2	0.5	2.4
Nevada	97.2	97.1	98.9	2.8	2.9	1.1
New Hampshire	95.4	90.9	82.1	4.6	9.1	17.9
New Jersey	93.2	90.6	86.6	6.8	9.4	13.4
New Mexico	95.4	94.7	95.8	4.6	5.3	4.2
New York	78.2	67.5	94.1	21.8	32.5	5.9
North Carolina	99.7	99.0	95.9	0.3	1.0	4.1
North Dakota	96.6	94.6	90.3	3.4	5.4	9.7

See notes at end of exhibit.

**Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a state math assessment, by state: School year 2015–16—Continued**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	99.6	99.0	99.0	0.4	1.0	1.0
Oklahoma	99.4	98.0	96.4	0.6	2.0	3.6
Oregon	91.3	91.8	87.2	8.7	8.2	12.8
Pennsylvania	95.8	93.6	91.8	4.2	6.4	8.2
Puerto Rico	99.4	98.5	98.4	0.6	1.5	1.6
Rhode Island	94.6	91.1	89.2	5.4	8.9	10.8
South Carolina	99.0	97.8	93.8	1.0	2.2	6.2
South Dakota	99.5	98.8	96.9	0.5	1.2	3.1
Tennessee	97.4	94.8	88.6	2.6	5.2	11.4
Texas	98.9	98.9	97.7	1.1	1.1	2.3
Utah	94.2	91.6	93.4	5.8	8.4	6.6
Vermont	97.7	96.1	91.0	2.3	3.9	9.0
Virginia	99.8	99.1	97.9	0.2	0.9	2.1
Washington	92.8	89.8	51.7	7.2	10.2	48.3
West Virginia	85.8	82.5	73.1	14.2	17.5	26.9
Wisconsin	96.8	95.7	92.2	3.2	4.3	7.8
Wyoming	99.3	98.3	94.7	0.7	1.7	5.3

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Participants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards*, *alternate assessment based on grade-level achievement standards*, *alternate assessment based on modified achievement standards*, or *alternate assessment based on alternate achievement standards*.

<sup>b</sup>Nonparticipants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards*, *alternate assessment based on grade-level achievement standards*, *alternate assessment based on modified achievement standards*, or *alternate assessment based on alternate achievement standards*.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2015–16, 95.9 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in the 52 states (“All states”) for which data were available. In 16 states, at least 99 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in West Virginia (85.8 percent) and New York (78.2 percent).

- In school year 2015–16, 93.6 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in the 52 states (“All states”) for which data were available. In the following nine states, at least 99 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment: BIE schools (100.0 percent), Missouri (99.7 percent), Kentucky (99.6 percent), Nebraska (99.5 percent), Louisiana (99.4 percent), Georgia (99.2 percent), Virginia (99.1 percent), Arkansas (99.1 percent), and Ohio (99.0 percent). In contrast, less than 90 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in the following seven states: Washington (89.8 percent), Maine (89.5 percent), Indiana (87.9 percent), Montana (85.2 percent), Colorado (83.7 percent), West Virginia (82.5 percent), and New York (67.5 percent).
- In school year 2015–16, 90.9 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in the 51 states (“All states”) for which data were available. In the following six states, at least 98 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment: Missouri (100.0 percent), Maryland (99.1 percent), Ohio (99.0 percent), Nevada (98.9 percent), Kentucky (98.7 percent), and Puerto Rico (98.4 percent). In contrast, less than 80 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a math assessment in the following six states: Indiana (77.2 percent), Colorado (75.1 percent), the District of Columbia (73.2 percent), West Virginia (73.1 percent), Arizona (60.5 percent), and Washington (51.7 percent).

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type, in school year 2015–16?

**Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2015–16**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
	Grade 4	Grade 8	High school	Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
				Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	90.9	89.7	91.3	#	#	#	0.0	0.0	#	9.1	10.3	8.7
Alabama	92.0	89.1	88.5	—	—	—	—	—	—	8.0	10.9	11.5
Alaska	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	90.8	89.6	84.1	—	—	—	—	—	—	9.2	10.4	15.9
Arkansas	87.5	85.8	98.7	—	—	—	—	—	—	12.5	14.2	1.3
BIE schools	100.0	100.0	—	—	—	—	—	—	—	—	—	—
California	92.1	91.9	91.0	—	—	—	—	—	—	7.9	8.1	9.0
Colorado	91.7	90.2	88.6	—	—	—	—	—	—	8.3	9.8	11.4
Connecticut	89.6	89.9	88.9	—	—	—	—	—	—	10.4	10.1	11.1
Delaware	91.8	89.2	84.6	—	—	—	—	—	—	8.2	10.8	15.4
District of Columbia	94.0	92.0	96.7	—	—	—	—	—	—	6.0	8.0	3.3
Florida	91.1	87.8	91.6	—	—	—	—	—	—	8.9	12.2	8.4
Georgia	91.8	88.9	95.6	—	—	—	—	—	—	8.2	11.1	4.4
Hawaii	89.5	90.2	91.5	—	—	—	—	—	—	10.5	9.8	8.5
Idaho	90.5	87.4	88.0	—	—	—	—	—	—	9.5	12.6	12.0
Illinois	92.9	91.6	89.4	—	—	—	—	—	—	7.1	8.4	10.6
Indiana	100.0	100.0	100.0	—	—	—	—	—	—	—	—	—
Iowa	94.2	94.2	93.8	—	—	—	—	—	—	5.8	5.8	6.2
Kansas	91.7	91.4	91.1	—	—	—	—	—	—	8.3	8.6	8.9
Kentucky	91.8	88.1	84.6	—	—	—	—	—	—	8.2	11.9	15.4
Louisiana	89.5	82.8	82.0	—	—	—	—	—	—	10.5	17.2	18.0
Maine	93.8	93.4	91.0	—	—	—	—	—	—	6.2	6.6	9.0
Maryland	92.3	89.3	98.1	—	—	—	—	—	0.5	7.7	10.7	1.4
Massachusetts	90.8	91.3	92.2	#	#	#	—	—	—	9.2	8.7	7.8

See notes at end of exhibit.

**Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2015–16—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	82.2	80.9	79.8	—	—	—	—	—	—	17.8	19.1	20.2
Minnesota	91.2	88.3	86.9	—	—	—	—	—	—	8.8	11.7	13.1
Mississippi	87.2	86.8	71.3	—	—	—	—	—	—	12.8	13.2	28.7
Missouri	91.3	89.4	87.8	—	—	—	—	—	—	8.7	10.6	12.2
Montana	91.7	88.9	88.8	—	—	—	—	—	—	8.3	11.1	11.2
Nebraska	93.5	90.1	87.8	—	—	—	—	—	—	6.5	9.9	12.2
Nevada	91.1	91.6	94.4	—	—	—	—	—	—	8.9	8.4	5.6
New Hampshire	94.2	93.4	94.5	—	—	—	—	—	—	5.8	6.6	5.5
New Jersey	91.2	91.2	96.2	—	—	—	—	—	—	8.8	8.8	3.8
New Mexico	94.4	94.1	95.9	—	—	—	—	—	—	5.6	5.9	4.1
New York	90.5	87.6	91.8	—	—	—	—	—	—	9.5	12.4	8.2
North Carolina	92.8	91.8	91.5	—	—	—	—	—	0.5	7.2	8.2	8.0
North Dakota	92.8	92.1	88.6	—	—	—	—	—	—	7.2	7.9	11.4
Ohio	87.7	87.4	85.9	—	—	—	—	—	—	12.3	12.6	14.1
Oklahoma	90.7	91.4	90.5	—	—	—	—	—	—	9.3	8.6	9.5
Oregon	90.1	90.0	89.6	—	—	—	—	—	—	9.9	10.0	10.4
Pennsylvania	89.1	88.6	89.3	—	—	—	—	—	—	10.9	11.4	10.7
Puerto Rico	97.4	97.1	96.5	—	—	—	—	—	—	2.6	2.9	3.5
Rhode Island	90.1	91.6	95.8	—	—	—	—	—	—	9.9	8.4	4.2
South Carolina	93.4	95.2	93.5	—	—	—	—	—	—	6.6	4.8	6.5
South Dakota	90.9	90.6	85.2	—	—	—	—	—	—	9.1	9.4	14.8
Tennessee	0.0	0.0	95.7	—	—	—	—	—	—	100.0	100.0	4.3
Texas	85.9	87.6	91.9	—	—	—	—	—	—	14.1	12.4	8.1
Utah	94.0	90.5	87.5	0.0	0.0	0.0	0.0	0.0	0.0	6.0	9.5	12.5
Vermont	91.9	93.8	95.2	—	—	—	—	—	—	8.1	6.2	4.8
Virginia	91.6	89.7	95.9	—	—	—	—	—	—	8.4	10.3	4.1
Washington	92.5	92.1	86.8	—	—	—	—	—	—	7.5	7.9	13.2

See notes at end of exhibit.

**Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2015–16—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
West Virginia	—	—	—	—	—	—	—	—	—	100.0	100.0	100.0
Wisconsin	91.8	90.2	89.3	—	—	—	—	—	—	8.2	9.8	10.7
Wyoming	94.6	92.4	89.8	—	—	—	—	—	—	5.4	7.6	10.2

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2015–16. Data were accessed fall 2017.

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

- A *regular assessment based on grade-level achievement standards* in math was administered to some students in grade 4 and grade 8 by 50 of the 51 states for which data were available and to some students in high school in all 50 states for which data were available. An *alternate assessment based on grade-level achievement standards* was administered to some students in grade 4, grade 8, and high school by one of two states for which data were available. An *alternate assessment based on modified achievement standards* was not administered to any students in grade 4 or in grade 8 by the one state for which data were available. An *alternate assessment based on modified achievement standards* was administered to some students in high school by two of the three states for which data were available. An *alternate assessment based on alternate achievement standards* was administered to some students in grade 4, grade 8, and high school by all 50 states for which data were available.
- Of the four types of state math assessments, a *regular assessment based on grade-level achievement standards* was taken by larger percentages of the students with disabilities in “All states” for which data were available in grade 4 (90.9 percent), grade 8 (89.7 percent), and high school (91.3 percent).
- Compared to the other types of state math assessments, a *regular assessment based on grade-level achievement standards* was taken by a larger percentage of students with disabilities in grade 4 and grade 8 in 50 of the 51 states for which data were available. Compared to the other types of state math assessments, a *regular assessment based on grade-level achievement standards* also was taken by a larger percentage of students with disabilities in high school in all 50 states for which data were available.
- An *alternate assessment based on alternate achievement standards* was administered to 100 percent of students with disabilities in grade 4 and grade 8 in Tennessee and West Virginia. An *alternate assessment based on alternate achievement standards* was also administered to 100 percent of students with disabilities in high school in West Virginia.

*How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who were participants and nonparticipants in state reading assessments?*

**Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a state reading assessment, by state: School year 2015–16**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	99.9	99.8	99.9	0.1	0.2	0.1
Alabama	98.8	98.0	95.9	1.2	2.0	4.1
Alaska	—	—	—	—	—	—
Arizona	96.7	94.7	77.3	3.3	5.3	22.7
Arkansas	99.5	99.0	96.8	0.5	1.0	3.2
BIE schools	100.0	100.0	—	0.0	0.0	—
California	96.3	95.4	88.4	3.7	4.6	11.6
Colorado	91.1	83.0	75.8	8.9	17.0	24.2
Connecticut	97.3	96.4	83.4	2.7	3.6	16.6
Delaware	97.7	95.1	90.4	2.3	4.9	9.6
District of Columbia	96.7	94.4	73.4	3.3	5.6	26.6
Florida	97.0	93.6	89.9	3.0	6.4	10.1
Georgia	99.4	99.3	97.2	0.6	0.7	2.8
Hawaii	97.5	95.5	83.4	2.5	4.5	16.6
Idaho	98.2	97.3	92.3	1.8	2.7	7.7
Illinois	98.1	96.4	88.4	1.9	3.6	11.6
Indiana	91.6	87.6	77.4	8.4	12.4	22.6
Iowa	98.5	96.7	93.8	1.5	3.3	6.2
Kansas	98.4	97.4	95.7	1.6	2.6	4.3
Kentucky	99.8	99.6	98.6	0.2	0.4	1.4
Louisiana	99.6	99.5	93.5	0.4	0.5	6.5
Maine	91.4	89.6	82.3	8.6	10.4	17.7
Maryland	99.2	95.8	98.5	0.8	4.2	1.5
Massachusetts	98.6	97.2	95.7	1.4	2.8	4.3
Michigan	97.6	96.9	92.7	2.4	3.1	7.3
Minnesota	97.8	96.6	92.4	2.2	3.4	7.6
Mississippi	94.4	91.0	92.8	5.6	9.0	7.2
Missouri	99.9	99.7	100.0	0.1	0.3	#
Montana	99.2	99.3	87.4	0.8	0.7	12.6
Nebraska	99.9	99.6	98.1	0.1	0.4	1.9
Nevada	97.4	94.0	98.4	2.6	6.0	1.6
New Hampshire	95.9	90.9	82.1	4.1	9.1	17.9
New Jersey	93.4	90.8	87.2	6.6	9.2	12.8
New Mexico	95.3	95.4	95.4	4.7	4.6	4.6
New York	79.2	70.2	90.7	20.8	29.8	9.3
North Carolina	99.7	99.1	96.5	0.3	0.9	3.5
North Dakota	96.1	94.2	90.6	3.9	5.8	9.4
Ohio	99.6	99.2	98.8	0.4	0.8	1.2
Oklahoma	99.5	98.4	97.7	0.5	1.6	2.3

See notes at end of exhibit.

**Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a state reading assessment, by state: School year 2015–16—Continued**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Oregon	91.5	92.6	89.1	8.5	7.4	10.9
Pennsylvania	95.3	93.5	92.1	4.7	6.5	7.9
Puerto Rico	99.1	98.3	98.3	0.9	1.7	1.7
Rhode Island	94.8	91.6	87.8	5.2	8.4	12.2
South Carolina	98.9	97.9	95.7	1.1	2.1	4.3
South Dakota	99.4	98.9	97.6	0.6	1.1	2.4
Tennessee	98.5	94.9	94.7	1.5	5.1	5.3
Texas	98.7	98.8	95.7	1.3	1.2	4.3
Utah	94.4	93.1	88.5	5.6	6.9	11.5
Vermont	97.5	95.8	91.1	2.5	4.2	8.9
Virginia	99.8	99.4	98.3	0.2	0.6	1.7
Washington	93.1	90.6	58.7	6.9	9.4	41.3
West Virginia	87.7	83.3	72.2	12.3	16.7	27.8
Wisconsin	96.8	95.6	86.6	3.2	4.4	13.4
Wyoming	99.3	98.0	94.7	0.7	2.0	5.3

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Participants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

<sup>b</sup>Nonparticipants are defined as students served under *IDEA*, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2015–16 school year: *regular assessment based on grade-level achievement standards, alternate assessment based on grade-level achievement standards, alternate assessment based on modified achievement standards, or alternate assessment based on alternate achievement standards.*

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Assessment Collection,” 2015–16. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2015–16, 99.9 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the 52 states (“All states”) for which data were available. In 16 states, at least 99 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 92 percent of students in grade 4 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the following six states: Indiana (91.6 percent), Oregon (91.5 percent), Maine (91.4 percent), Colorado (91.1 percent), West Virginia (87.7 percent), and New York (79.2 percent).

- In school year 2015–16, 99.8 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the 52 states (“All states”) for which data were available. In 11 states, at least 99 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 90 percent of students in grade 8 served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the following five states: Maine (89.6 percent), Indiana (87.6 percent), West Virginia (83.3 percent), Colorado (83.0 percent), and New York (70.2 percent).
- In school year 2015–16, 99.9 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the 51 states (“All states”) for which data were available. In the following eight states, at least 98 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment: Missouri (100.0 percent), Ohio (98.8 percent), Kentucky (98.6 percent), Maryland (98.5 percent), Nevada (98.4 percent), Puerto Rico (98.3 percent), Virginia (98.3 percent), and Nebraska (98.1 percent). In contrast, less than 80 percent of students in high school served under *IDEA*, Part B, who did not have a medical exemption, participated in a reading assessment in the following six states: Indiana (77.4 percent), Arizona (77.3 percent), Colorado (75.8 percent), the District of Columbia (73.4 percent), West Virginia (72.2 percent), and Washington (58.7 percent).

How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and student grade level, in 2015–16?

**Exhibit 75. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2015–16**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
	Grade 4	Grade 8	High school	Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
				Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	90.8	89.8	91.0	#	#	#	0.0	0.0	#	9.1	10.2	9.0
Alabama	92.0	89.1	88.5	—	—	—	—	—	—	8.0	10.9	11.5
Alaska	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	90.8	89.5	87.5	—	—	—	—	—	—	9.2	10.5	12.5
Arkansas	87.4	85.7	92.7	—	—	—	—	—	—	12.6	14.3	7.3
BIE schools	100.0	100.0	—	—	—	—	—	—	—	—	—	—
California	92.2	91.9	91.1	—	—	—	—	—	—	7.8	8.1	8.9
Colorado	91.6	90.1	88.7	—	—	—	—	—	—	8.4	9.9	11.3
Connecticut	89.7	90.0	88.8	—	—	—	—	—	—	10.3	10.0	11.2
Delaware	92.1	89.1	84.6	—	—	—	—	—	—	7.9	10.9	15.4
District of Columbia	93.9	91.9	96.6	—	—	—	—	—	—	6.1	8.1	3.4
Florida	91.0	87.7	87.5	—	—	—	—	—	—	9.0	12.3	12.5
Georgia	91.8	88.9	94.1	—	—	—	—	—	—	8.2	11.1	5.9
Hawaii	89.5	90.2	91.6	—	—	—	—	—	—	10.5	9.8	8.4
Idaho	90.5	87.5	88.1	—	—	—	—	—	—	9.5	12.5	11.9
Illinois	93.0	91.6	90.6	—	—	—	—	—	—	7.0	8.4	9.4
Indiana	100.0	100.0	100.0	—	—	—	—	—	—	—	—	—
Iowa	94.2	94.3	93.7	—	—	—	—	—	—	5.8	5.7	6.3
Kansas	91.8	91.4	91.0	—	—	—	—	—	—	8.2	8.6	9.0
Kentucky	91.8	88.1	86.9	—	—	—	—	—	—	8.2	11.9	13.1
Louisiana	89.5	82.7	81.0	—	—	—	—	—	—	10.5	17.3	19.0
Maine	93.8	93.4	90.9	—	—	—	—	—	—	6.2	6.6	9.1
Maryland	92.3	89.3	98.1	—	—	—	—	—	0.4	7.7	10.7	1.5
Massachusetts	90.7	91.5	92.3	#	#	#	—	—	—	9.3	8.5	7.7

See notes at end of exhibit.

**Exhibit 75. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2015–16—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	82.3	81.8	80.4	—	—	—	—	—	—	17.7	18.2	19.6
Minnesota	91.0	88.5	88.0	—	—	—	—	—	—	9.0	11.5	12.0
Mississippi	87.2	86.8	75.5	—	—	—	—	—	—	12.8	13.2	24.5
Missouri	91.3	89.4	88.0	—	—	—	—	—	—	8.7	10.6	12.0
Montana	92.3	90.5	88.8	—	—	—	—	—	—	7.7	9.5	11.2
Nebraska	93.2	90.3	88.6	—	—	—	—	—	—	6.8	9.7	11.4
Nevada	91.2	91.7	90.9	—	—	—	—	—	—	8.8	8.3	9.1
New Hampshire	94.2	93.4	94.5	—	—	—	—	—	—	5.8	6.6	5.5
New Jersey	91.2	91.1	96.7	—	—	—	—	—	—	8.8	8.9	3.3
New Mexico	94.3	93.7	95.8	—	—	—	—	—	—	5.7	6.3	4.2
New York	90.6	88.1	91.3	—	—	—	—	—	—	9.4	11.9	8.7
North Carolina	92.8	91.8	92.1	—	—	—	—	—	0.1	7.2	8.2	7.8
North Dakota	92.7	92.0	88.6	—	—	—	—	—	—	7.3	8.0	11.4
Ohio	87.6	87.4	87.8	—	—	—	—	—	—	12.4	12.6	12.2
Oklahoma	90.7	91.4	89.9	—	—	—	—	—	—	9.3	8.6	10.1
Oregon	90.1	90.1	89.9	—	—	—	—	—	—	9.9	9.9	10.1
Pennsylvania	89.0	88.6	89.3	—	—	—	—	—	—	11.0	11.4	10.7
Puerto Rico	97.4	97.1	96.4	—	—	—	—	—	—	2.6	2.9	3.6
Rhode Island	90.1	91.5	96.1	—	—	—	—	—	—	9.9	8.5	3.9
South Carolina	93.4	95.2	94.2	—	—	—	—	—	—	6.6	4.8	5.8
South Dakota	91.0	90.5	85.2	—	—	—	—	—	—	9.0	9.5	14.8
Tennessee	0.0	0.0	91.7	—	—	—	—	—	—	100.0	100.0	8.3
Texas	85.9	87.7	92.7	—	—	—	—	—	—	14.1	12.3	7.3
Utah	94.0	90.8	88.9	0.0	0.0	0.0	0.0	0.0	0.0	6.0	9.2	11.1
Vermont	91.8	93.9	95.3	—	—	—	—	—	—	8.2	6.1	4.7
Virginia	89.8	90.3	90.6	1.8	0.3	—	—	—	—	8.4	9.5	9.4
Washington	92.5	92.2	88.1	—	—	—	—	—	—	7.5	7.8	11.9

See notes at end of exhibit.

**Exhibit 75. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2015–16—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
West Virginia	—	—	—	—	—	—	—	—	—	100.0	100.0	100.0
Wisconsin	91.8	90.1	88.6	—	—	—	—	—	—	8.2	9.9	11.4
Wyoming	94.6	92.4	89.8	—	—	—	—	—	—	5.4	7.6	10.2

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: “IDEA Part B Assessment Collection,” 2015–16. Data were accessed fall 2017. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level achievement standards* in reading was administered to some students in grade 4 and grade 8 by 50 of the 51 states for which data were available and to some students in high school by all 50 states for which data were available. An *alternate assessment based on grade-level achievement standards* was administered to some students in grade 4 and grade 8 by two of the three states for which data were available and to some students in high school by one of the two states for which data were available. An *alternate assessment based on modified achievement standards* was not administered to any students in grade 4 and in grade 8 by the one state for which data were available, but it was administered to some students in high school by two of the three states for which data were available. An *alternate assessment based on alternate achievement standards* was administered by all 50 states for which data were available to some students in grade 4, grade 8, and high school.
- Of the four types of state reading assessments, a *regular assessment based on grade-level achievement standards* was taken by larger percentages of the students with disabilities in “All states” in grade 4 (90.8 percent), grade 8 (89.8 percent), and high school (91.0 percent).
- Compared to the other types of reading assessments, a *regular assessment based on grade-level achievement standards* was taken by a larger percentage of students with disabilities in each of grades 4 and 8 in 50 of the 52 states for which data were available and in high school in 50 of the 51 states for which data were available.
- An *alternate assessment based on alternate achievement standards* was administered to 100 percent of students with disabilities in grade 4 and grade 8 in Tennessee and West Virginia. An *alternate assessment based on alternate achievement standards* was also administered to 100 percent of students with disabilities in high school in West Virginia.

## 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 2015–16, and how did the percentages change between 2008–09 and 2015–16?*

**Exhibit 76. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2008–09 and 2015–16**

State	2008–09		2015–16		Change between 2008–09 and 2015–16 <sup>a</sup>		Percent change between 2008–09 and 2015–16 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
All states	60.6	22.4	67.4	17.5	6.8	-4.9	11.3	-22.0
Alabama	33.5	12.7	87.7	6.8	54.2	-5.8	161.8	-46.1
Alaska	52.6	31.7	58.3	34.2	5.7	2.5	10.9	7.9
Arizona	78.2	21.0	72.3	26.8	-5.8	5.8	-7.4	27.7
Arkansas	81.2	16.2	86.1	11.3	4.9	-4.9	6.0	-30.2
BIE schools	35.6	53.3	55.0	42.2	19.4	-11.1	54.5	-20.8
California	49.4	23.1	76.1	13.8	26.7	-9.3	54.1	-40.4
Colorado	60.1	33.0	74.0	23.6	13.9	-9.4	23.1	-28.5
Connecticut	75.8	18.7	83.4	13.2	7.6	-5.5	10.0	-29.4
Delaware	59.0	33.4	72.9	18.6	13.8	-14.8	23.4	-44.3
District of Columbia	44.2	48.2	54.3	34.3	10.1	-14.0	22.8	-28.9
Florida	49.8	24.0	63.8	17.3	14.0	-6.7	28.1	-27.9
Georgia	40.5	27.9	67.5	25.8	27.0	-2.1	66.7	-7.7
Hawaii	80.5	2.8	70.6	14.5	-9.9	11.8	-12.3	427.5
Idaho	43.5	20.4	x	19.4	x	-1.0	x	-5.0
Illinois	77.9	19.1	—	—	—	—	—	—
Indiana	58.5	26.8	80.8	5.9	22.2	-20.9	38.0	-78.0
Iowa	67.0	28.8	79.1	19.8	12.1	-9.0	18.1	-31.2
Kansas	74.2	23.5	83.5	15.2	9.3	-8.3	12.5	-35.4
Kentucky	72.1	18.7	75.2	14.5	3.1	-4.2	4.3	-22.5
Louisiana	27.2	43.5	54.7	28.5	27.5	-14.9	101.1	-34.3
Maine	73.9	23.6	81.9	17.2	8.0	-6.4	10.9	-26.9
Maryland	62.3	24.8	70.6	17.8	8.3	-7.0	13.3	-28.3

See notes at end of exhibit.

**Exhibit 76. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2008–09 and 2015–16—Continued**

State	2008–09		2015–16		Change between 2008–09 and 2015–16 <sup>a</sup>		Percent change between 2008–09 and 2015–16 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Massachusetts	70.7	21.6	74.5	15.4	3.8	-6.2	5.4	-28.9
Michigan	66.2	31.4	62.8	28.5	-3.4	-2.9	-5.2	-9.1
Minnesota	89.0	10.7	87.7	11.8	-1.3	1.0	-1.5	9.7
Mississippi	24.3	13.4	41.1	9.1	16.8	-4.3	68.9	-32.2
Missouri	74.6	24.1	x	12.3	x	-11.8	x	-48.9
Montana	73.6	24.6	71.3	19.6	-2.4	-5.0	-3.2	-20.2
Nebraska	79.9	15.4	84.1	13.1	4.2	-2.3	5.3	-15.1
Nevada	28.3	35.0	30.2	34.6	1.9	-0.5	6.6	-1.3
New Hampshire	72.1	20.9	80.3	11.4	8.2	-9.5	11.3	-45.4
New Jersey	79.5	18.3	93.8	6.0	14.2	-12.2	17.9	-66.9
New Mexico	63.9	13.8	x	26.9	x	13.1	x	95.1
New York	52.4	25.6	70.2	16.0	17.7	-9.6	33.8	-37.6
North Carolina	58.2	31.9	73.0	20.2	14.8	-11.7	25.4	-36.7
North Dakota	68.3	27.4	72.8	21.2	4.5	-6.2	6.5	-22.6
Ohio	47.1	11.3	34.8	20.3	-12.3	9.0	-26.2	79.5
Oklahoma	77.1	22.2	83.0	16.6	5.9	-5.6	7.7	-25.4
Oregon	46.7	25.4	63.8	23.2	17.1	-2.2	36.7	-8.6
Pennsylvania	87.3	11.1	86.1	13.0	-1.2	1.8	-1.4	16.6
Puerto Rico	59.4	33.0	59.3	32.3	-0.1	-0.6	-0.2	-1.9
Rhode Island	71.4	22.4	74.7	7.3	3.4	-15.1	4.7	-67.3
South Carolina	40.4	52.5	51.2	35.4	10.8	-17.1	26.8	-32.6
South Dakota	78.2	18.7	65.3	24.6	-12.8	5.9	-16.4	31.6
Tennessee	66.0	12.3	77.6	8.7	11.6	-3.6	17.6	-29.4
Texas	47.5	20.7	61.0	15.0	13.4	-5.6	28.3	-27.3
Utah	68.5	21.8	66.5	27.7	-2.0	5.8	-2.9	26.8
Vermont	—	—	x	13.9	—	—	—	—
Virginia	47.3	14.2	55.3	10.6	8.0	-3.6	17.0	-25.4
Washington	68.7	27.3	62.4	33.4	-6.3	6.0	-9.1	22.0

See notes at end of exhibit.

**Exhibit 76. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and state: 2008–09 and 2015–16—Continued**

State	2008–09		2015–16		Change between 2008–09 and 2015–16 <sup>a</sup>		Percent change between 2008–09 and 2015–16 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
West Virginia	65.9	25.5	76.3	11.2	10.4	-14.4	15.8	-56.3
Wisconsin	75.3	20.5	81.5	13.8	6.3	-6.7	8.3	-32.5
Wyoming	54.8	35.6	64.2	26.9	9.4	-8.7	17.1	-24.4

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2008–09 and 2015–16 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2015–16. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2008–09 and 2015–16 was calculated for each state and “All states” by subtracting the percentage for 2008–09 from the percentage for 2015–16, dividing the difference by the percentage for 2008–09, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma and dropped out*). For data on all seven categories of exiters, see exhibit 77. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates. In particular, states often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2008–09, data are from the reporting period between July 1, 2008, and June 30, 2009. For 2015–16, data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2008–09 and 2015–16. Data for 2008–09 were accessed spring 2012. Data for 2015–16 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, a total of 67.4 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 48 states (“All states”) for which non-suppressed data were available *graduated with a regular high school diploma*. The percentages of students reported under the category of *graduated with a regular high school diploma* by the individual states ranged from 30.2 percent to 93.8 percent. In the following three states, less than 50 percent of the students who exited services under *IDEA*, Part B, and school *graduated with a regular high school diploma*: Mississippi (41.1 percent), Ohio (34.8 percent), and Nevada (30.2 percent). In contrast, more than 80 percent of such students *graduated with a regular high school diploma* in 13 states, including the following five states in which the value exceeded 85 percent: New Jersey (93.8 percent), Alabama (87.7 percent), Minnesota (87.7 percent), Arkansas (86.1 percent), and Pennsylvania (86.1 percent).
- In 2008–09, a total of 60.6 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *graduated with a regular high school diploma*.
- In 37 of the 48 states for which non-suppressed data were available for both 2008–09 and 2015–16, the percentage of students who exited *IDEA*, Part B, and school who *graduated with a regular high school diploma* increased. Of those 37 states, the following six were associated with a percent change increase larger than 50 percent: Alabama (161.8 percent), Louisiana (101.1 percent), Mississippi (68.9 percent), Georgia (66.7 percent), BIE schools (54.5 percent), and California (54.1 percent). In contrast, the percent change decrease was larger than 5 percent in six 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 six states were Ohio (-26.2 percent), South Dakota (-16.4 percent), Hawaii (-12.3 percent), Washington (-9.1 percent), Arizona (-7.4 percent), and Michigan (-5.2 percent).
- In 2015–16, a total of 17.5 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *dropped out*. The percentages for the individual states ranged from 5.9 percent to 42.2 percent. In the following six states, less than 10 percent *dropped out*: Mississippi (9.1 percent), Tennessee (8.7 percent), Rhode Island (7.3 percent), Alabama (6.8 percent), New Jersey (6.0 percent), and Indiana (5.9 percent). In the following seven states, more than 30 percent *dropped out*: BIE schools (42.2 percent), South Carolina (35.4 percent), Nevada (34.6 percent), the District of Columbia (34.3 percent), Alaska (34.2 percent), Washington (33.4 percent), and Puerto Rico (32.3 percent).
- In 2008–09, a total of 22.4 percent of students ages 14 through 21 who exited services under *IDEA*, Part B, and school in the 52 states (“All states”) for which data were available *dropped out*.
- In 41 of the 51 states for which data were available for both 2008–09 and 2015–16, the percentage of students who exited *IDEA*, Part B, and school who *dropped out* decreased. Of those 41 states, the following four were associated with a percent change decrease of more than 50 percent: Indiana (-78.0 percent), Rhode Island (-67.3 percent), New Jersey (-66.9 percent), and West Virginia (-56.3 percent). A percent change increase of more than 20 percent was found for the following seven of the 10 states for which an increase in the percentage of dropouts was found: Hawaii (427.5 percent), New Mexico (95.1 percent), Ohio (79.5 percent), South Dakota (31.6 percent), Arizona (27.7 percent), Utah (26.8 percent), and Washington (22.0 percent). In 2008, the percentage of dropouts reported for Hawaii (2.8 percent) was much smaller than the percentage of dropouts reported for “All states” (22.4 percent), while in 2016, the percentage of

dropouts reported for Hawaii (14.5 percent) was closer to the percentage of dropouts reported for “All states” (17.5 percent). In both 2008 and 2016, the percentage of dropouts reported for Washington (i.e., 27.3 percent and 33.4 percent, respectively) was higher than the percentage reported for “All states” (i.e., 22.4 percent and 17.5 percent, respectively). The other five states reported a smaller percentage of dropouts than “All states” in 2008 (22.4 percent), but a larger percentage of dropouts than “All states” in 2016 (17.5 percent). Specifically, New Mexico reported that 13.8 percent of students exiting *dropped out* in 2008, while 26.9 percent *dropped out* in 2016; Ohio reported that 11.3 percent of students exiting *dropped out* in 2008, while 20.3 percent *dropped out* in 2016; South Dakota reported that 18.7 percent of students exiting *dropped out* in 2008, while 24.6 percent *dropped out* in 2016; Arizona reported that 21 percent of students exiting *dropped out* in 2008, while 26.8 percent *dropped out* in 2016; Utah reported that 21.8 percent of students exiting *dropped out* in 2008, while 27.7 percent *dropped out* in 2016.

*How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2015–16?*

**Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2015–16**

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	43.3	7.1	11.2	0.8	0.2	9.3	26.5
Alabama	56.4	2.5	4.4	0.8	0.2	7.9	27.8
Alaska	39.1	4.5	22.9	0.3	0.2	15.0	17.9
Arizona	46.4	—	17.2	0.4	0.2	8.3	27.6
Arkansas	42.4	1.0	5.6	0.1	0.2	4.7	46.0
BIE schools	38.9	1.9	29.9	0.0	0.1	4.2	25.0
California	44.1	3.5	8.0	2.1	0.2	8.3	33.8
Colorado	40.3	0.5	12.9	0.6	0.1	13.2	32.4
Connecticut	60.0	0.5	9.5	1.8	0.1	18.6	9.5
Delaware	39.7	4.0	10.1	0.3	0.4	4.7	40.9
District of Columbia	48.5	8.7	30.6	1.5	0.0	4.5	6.2
Florida	37.7	10.9	10.2	0.0	0.3	5.1	35.9
Georgia	47.5	4.4	18.1	—	0.3	4.2	25.4
Hawaii	54.3	8.6	11.2	2.3	0.5	17.0	6.2
Idaho	x	x	11.5	0.7	0.3	36.9	4.1
Illinois	—	—	—	—	—	—	—
Indiana	68.7	10.8	5.0	0.4	0.2	6.4	8.6
Iowa	52.1	—	13.0	0.6	0.2	22.5	11.6
Kansas	47.5	—	8.6	0.5	0.2	12.3	30.8
Kentucky	55.7	6.6	10.7	0.8	0.2	9.6	16.2
Louisiana	38.3	10.6	20.0	0.7	0.5	18.6	11.4
Maine	57.7	—	12.1	0.5	0.2	18.2	11.4
Maryland	45.8	6.6	11.5	0.5	0.4	10.4	24.8
Massachusetts	59.0	4.0	12.2	3.9	0.2	9.4	11.4
Michigan	32.6	4.3	14.8	—	0.2	6.9	41.1
Minnesota	71.6	—	9.6	0.3	0.2	6.8	11.5
Mississippi	32.2	38.7	7.1	0.1	0.3	4.3	17.3
Missouri	x	x	7.7	0.7	0.3	11.8	25.9
Montana	48.3	5.9	13.3	0.0	0.3	7.7	24.5
Nebraska	42.1	0.6	6.5	0.6	0.3	17.5	32.5
Nevada	21.5	21.6	24.6	3.1	0.4	7.0	21.8
New Hampshire	46.9	3.6	6.7	1.0	0.2	27.5	14.1
New Jersey	62.9	—	4.1	#	0.1	16.1	16.8
New Mexico	x	x	17.4	1.2	0.1	5.5	29.7
New York	44.3	7.8	10.1	0.7	0.2	8.1	28.8
North Carolina	43.3	3.3	12.0	0.4	0.3	9.7	30.9
North Dakota	36.1	—	10.5	2.7	0.2	16.4	33.9
Ohio	19.6	24.9	11.4	0.1	0.2	3.3	40.4

See notes at end of exhibit.

**Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2015–16—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	42.1	—	8.4	0.0	0.2	6.3	42.9
Oregon	33.4	4.4	12.2	2.2	0.3	12.7	34.9
Pennsylvania	72.3	0.1	10.9	0.4	0.3	9.1	6.9
Puerto Rico	46.9	4.4	25.6	2.1	0.2	9.1	11.9
Rhode Island	46.9	6.9	4.6	4.2	0.2	8.8	28.4
South Carolina	29.4	4.5	20.3	2.9	0.3	8.0	34.6
South Dakota	28.3	2.5	10.7	1.3	0.6	24.0	32.7
Tennessee	42.2	6.4	4.7	0.8	0.2	9.0	36.6
Texas	44.8	17.2	11.0	0.2	0.3	12.5	14.1
Utah	42.9	1.8	17.9	1.8	0.2	5.8	29.7
Vermont	x	x	8.5	0.9	0.0	15.1	23.5
Virginia	36.2	22.0	6.9	0.1	0.2	14.2	20.4
Washington	41.5	2.3	22.2	0.3	0.2	11.4	22.2
West Virginia	46.0	7.1	6.7	0.2	0.2	8.4	31.3
Wisconsin	71.8	1.9	12.2	1.9	0.3	6.8	5.1
Wyoming	39.5	4.2	16.5	1.0	0.3	11.7	26.8

— Percentage cannot be calculated because data were not available.

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

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The seven categories are mutually exclusive. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in all the exiting categories, then multiplying the result by 100. Data are from the reporting period between July 1, 2015, and June 30, 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Exiting Collection,” 2015–16. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, a total of 43.3 percent of students ages 14 through 21 exiting *IDEA*, Part B, in the 48 states (“All states”) for which non-suppressed data were available *graduated with a regular high school diploma*. The percentage for this exit reason category was larger than that for each of the other exit reason categories. The prevalence of this category is underscored by the finding that in 38 individual states, this category was associated with the largest percentage of students who exited special education. In 12 of those states, this category represented the majority of the students who exited special education. In the following five of those states, the percentage was more than 60 percent: Pennsylvania (72.3 percent), Wisconsin (71.8 percent), Minnesota (71.6 percent), Indiana (68.7 percent), and New Jersey (62.9 percent).

- The second most prevalent exit reason, accounting for 26.5 percent of students ages 14 through 21 who exited special education in “All states” in 2015–16, was *moved, known to be continuing* in education. In 11 of the 52 individual states, this category was associated with the largest percentage of students who exited special education. In the following five states, more than 40 percent of the students who exited special education were associated with this exit reason category: Arkansas (46.0 percent), Oklahoma (42.9 percent), Michigan (41.1 percent), Delaware (40.9 percent), and Ohio (40.4 percent).
- The exit reason *received a certificate* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2015–16 in one state: Mississippi (38.7 percent).
- The exit reason *transferred to regular education* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2015–16 in one state: Idaho (36.9 percent).
- The exit reason *dropped out* represented the largest percentage of the students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2015–16 in one state: Nevada (24.6 percent).

## Part B Personnel

How did the states compare with regard to the following ratios in 2015:

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 78. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2015**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
All states	5.8	5.4	0.4
Alabama	6.4	6.2	0.2
Alaska	6.5	5.8	0.7
Arizona	5.3	5.1	0.2
Arkansas	7.1	6.4	0.7
BIE schools	7.6	7.5	0.1
California	3.5	3.2	0.2
Colorado	6.4	6.1	0.3
Connecticut	8.1	8.0	#
Delaware	3.2	2.7	0.5
District of Columbia	10.8	2.0	8.8
Florida	1.9	1.5	0.3
Georgia	9.7	9.6	0.2
Hawaii	10.8	9.5	1.3
Idaho	9.1	2.8	6.4
Illinois	8.5	8.4	0.1
Indiana	0.8	0.7	0.1
Iowa	9.3	9.3	0.0
Kansas	7.2	4.9	2.3
Kentucky	7.7	7.6	0.1
Louisiana	7.0	6.2	0.8
Maine	6.7	6.1	0.6
Maryland	9.2	8.4	0.9
Massachusetts	5.1	4.8	0.3
Michigan	6.3	6.3	#

See notes at end of exhibit.

**Exhibit 78. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and state: Fall 2015—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
Minnesota	7.4	6.6	0.8
Mississippi	8.7	8.7	0.1
Missouri	7.2	6.9	0.3
Montana	6.6	5.0	1.6
Nebraska	6.7	6.3	0.4
Nevada	6.0	5.1	0.9
New Hampshire	8.6	8.6	0.0
New Jersey	8.2	6.6	1.6
New Mexico	5.0	4.6	0.3
New York	6.6	6.3	0.3
North Carolina	5.6	5.4	0.1
North Dakota	7.8	7.8	0.0
Ohio	5.2	5.0	0.2
Oklahoma	2.8	2.8	#
Oregon	4.1	4.0	0.1
Pennsylvania	7.4	7.4	0.1
Puerto Rico	4.5	3.2	1.3
Rhode Island	7.7	7.7	#
South Carolina	6.4	6.1	0.3
South Dakota	6.2	5.9	0.3
Tennessee	6.6	6.1	0.5
Texas	4.8	4.7	0.1
Utah	4.3	3.9	0.4
Vermont	10.1	9.5	0.6
Virginia	7.4	6.9	0.4
Washington	4.9	4.7	0.2
West Virginia	5.4	4.3	1.1
Wisconsin	7.0	6.7	0.3
Wyoming	5.0	4.8	0.2

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

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 United States Code (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 2015, there were 5.8 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by the 53 states (“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 three states: the District of Columbia (10.8 FTEs per 100 students), Hawaii (10.8 FTEs per 100 students), and Vermont (10.1 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE *special education teachers* per 100 students was found for the following three states: Oklahoma (2.8 FTEs per 100 students), Florida (1.9 FTEs per 100 students), and Indiana (0.8 FTEs per 100 students).
- In 2015, there were 5.4 FTE highly qualified *special education teachers* employed by the 53 states (“All states”) to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. A ratio of 9 or more highly qualified FTE *special education teachers* per 100 students was found for the following four states: Georgia (9.6 FTEs per 100 students), Hawaii (9.5 FTEs per 100 students), Vermont (9.5 FTEs per 100 students), and Iowa (9.3 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE highly qualified *special education teachers* per 100 students was found for the following six states: Idaho (2.8 FTEs per 100 students), Oklahoma (2.8 FTEs per 100 students), Delaware (2.7 FTEs per 100 students), the District of Columbia (2.0 FTEs per 100 students), Florida (1.5 FTEs per 100 students), and Indiana (0.7 FTEs per 100 students).
- In 2015, there were 0.4 FTE not highly qualified *special education teachers* employed by the 53 states (“All states”) to provide special education and related services for students ages 6 through 21 per 100 students ages 6 through 21 served under *IDEA*, Part B. The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students for all but the following three states: the District of Columbia (8.8 FTEs per 100 students), Idaho (6.4 FTEs per 100 students), and Kansas (2.3 FTEs per 100 students).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Personnel Collection,” 2015. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## 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 2015–16?*

**Exhibit 79. 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 2015–16**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
All states	13
Alabama	12
Alaska	1
Arizona	2
Arkansas	0
BIE schools	—
California	8
Colorado	#
Connecticut	1
Delaware	#
District of Columbia	18
Florida	2
Georgia	12
Hawaii	1
Idaho	0
Illinois	—
Indiana	28
Iowa	1
Kansas	59
Kentucky	1
Louisiana	16
Maine	#
Maryland	1
Massachusetts	#
Michigan	#
Minnesota	1
Mississippi	14
Missouri	12
Montana	41
Nebraska	6
Nevada	12

See notes at end of exhibit.

**Exhibit 79. 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 2015–16—  
Continued**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
New Hampshire	0
New Jersey	2
New Mexico	3
New York	12
North Carolina	11
North Dakota	10
Ohio	4
Oklahoma	73
Oregon	1
Pennsylvania	7
Puerto Rico	#
Rhode Island	0
South Carolina	11
South Dakota	13
Tennessee	33
Texas	59
Utah	#
Vermont	—
Virginia	1
Washington	23
West Virginia	—
Wisconsin	1
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

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

<sup>b</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the entire 2015–16 school year, whereas the denominator is based on point-in-time data from fall 2015.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2015 by the 48 states (“All states”) for which data were available, 13 children and students experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* in school year 2015–16.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2015–16 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2015 in the 48 states for which data were available ranged from 0 to 73. No more than one child or student was removed to an interim alternative educational setting by school personnel for these offenses in 21 states. In contrast, 30 or more children and students were removed to an interim alternative educational setting by school personnel for such offenses for every 10,000 children and students who were served in the following five states: Oklahoma (73 per 10,000 children and students), Kansas (59 per 10,000 children and students), Texas (59 per 10,000 children and students), Montana (41 per 10,000 children and students), and Tennessee (33 per 10,000 children and students).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during school year 2015–16?*

**Exhibit 80. 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 2015–16**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All states	75
Alabama	38
Alaska	110
Arizona	36
Arkansas	88
BIE schools	193
California	51
Colorado	63
Connecticut	142
Delaware	68
District of Columbia	224
Florida	69
Georgia	46
Hawaii	101
Idaho	4
Illinois	—
Indiana	76
Iowa	28
Kansas	42
Kentucky	16
Louisiana	82
Maine	10
Maryland	78
Massachusetts	44
Michigan	29
Minnesota	66
Mississippi	86
Missouri	153
Montana	33
Nebraska	126
Nevada	180
New Hampshire	66
New Jersey	32
New Mexico	33

See notes at end of exhibit.

**Exhibit 80. 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 2015–16—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
New York	84
North Carolina	201
North Dakota	6
Ohio	142
Oklahoma	123
Oregon	40
Pennsylvania	55
Puerto Rico	#
Rhode Island	32
South Carolina	141
South Dakota	58
Tennessee	130
Texas	58
Utah	6
Vermont	—
Virginia	182
Washington	117
West Virginia	—
Wisconsin	55
Wyoming	35

— Ratio cannot be calculated because data were not available.

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

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the entire 2015–16 school year, whereas the denominator is based on point-in-time data from fall 2015.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2015 by the 50 states (“All states”) for which data were available, 75 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2015–16.
- During the 2015–16 school year, the numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days ranged from less than 5 per 100,000 children and students ages 3 through 21 served under *IDEA*, Part B, to 224 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 50 individual states for which data were available. In the following six states, fewer than 20 children and students received *out-of-school suspensions or expulsions* for more than 10 days for every 10,000 children and students served: Kentucky (16 per 10,000 children and students), Maine (10 per 10,000 children and students), North Dakota (6 per 10,000 children and students), Utah (6 per 10,000 children and students), Idaho (4 per 10,000 children and students), and Puerto Rico (less than 5 per 100,000 children and students). In contrast, more than 150 children and students were suspended out of school or expelled for more than 10 days during school year 2015–16 for every 10,000 children and students served in 2015 in the following six states: the District of Columbia (224 per 10,000 children and students), North Carolina (201 per 10,000 children and students), BIE schools (193 per 10,000 children and students), Virginia (182 per 10,000 children and students), Nevada (180 per 10,000 children and students), and Missouri (153 per 10,000 children and students).

*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of emotional disturbance, who were suspended out of school or expelled for more than 10 days during school year 2015–16?*

**Exhibit 81. 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 2015–16**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All states	364
Alabama	170
Alaska	496
Arizona	136
Arkansas	583
BIE schools	669
California	311
Colorado	368
Connecticut	554
Delaware	401
District of Columbia	845
Florida	469
Georgia	192
Hawaii	387
Idaho	21
Illinois	—
Indiana	350
Iowa	27
Kansas	166
Kentucky	111
Louisiana	504
Maine	40
Maryland	401
Massachusetts	159
Michigan	93
Minnesota	334
Mississippi	479
Missouri	808
Montana	66
Nebraska	842
Nevada	1,094
New Hampshire	304
New Jersey	169
New Mexico	97

See notes at end of exhibit.

**Exhibit 81. 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 2015–16—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
New York	474
North Carolina	1,306
North Dakota	23
Ohio	645
Oklahoma	580
Oregon	132
Pennsylvania	242
Puerto Rico	0
Rhode Island	146
South Carolina	673
South Dakota	235
Tennessee	485
Texas	326
Utah	37
Vermont	—
Virginia	665
Washington	694
West Virginia	—
Wisconsin	211
Wyoming	248

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2015–16 school year, whereas the denominator is based on point-in-time data from fall 2015.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Discipline Collection,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015 by the 50 states (“All states”) for which data were available, 364 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2015–16.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* who received *out-of-school suspensions or expulsions* for more than 10 days during school year 2015–16 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2015, in the 50 individual states for which data were available, ranged from 0 to 1,306. Fewer than 50 out of every 10,000 such children and students served in 2015 received *out-of-school suspensions or expulsions* for more than 10 days during school year 2015–16 in the following six states: Maine (40 per 10,000 children and students), Utah (37 per 10,000 children and students), Iowa (27 per 10,000 children and students), North Dakota (23 per 10,000 children and students), Idaho (21 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students). In contrast, more than 800 such children and students were suspended out of school or expelled for more than 10 days during school year 2015–16 for every 10,000 such children and students served in 2015 in the following five states: North Carolina (1,306 per 10,000 children and students), Nevada (1,094 per 10,000 children and students), the District of Columbia (845 per 10,000 children and students), Nebraska (842 per 10,000 children and students), and Missouri (808 per 10,000 children and students).

## Part B Dispute Resolution

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

*How did the states compare with regard to the following ratios in 2015–16:*

1. *the number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
3. *the number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 82. Numbers of *written, signed complaints; due process complaints; and mediation requests* for children and students served under *IDEA*, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2015–16**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
All states	8	29	13
Alabama	1	20	18
Alaska	3	3	3
Arizona	8	5	5
Arkansas	2	7	6
BIE schools	13	6	10
California	12	88	31
Colorado	3	4	6
Connecticut	25	33	49
Delaware	7	16	9
District of Columbia	21	288	27
Florida	5	6	2

See notes at end of exhibit.

**Exhibit 82. Numbers of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2015–16—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
Georgia	6	7	5
Hawaii	7	45	1
Idaho	6	2	6
Illinois	4	8	8
Indiana	8	4	4
Iowa	2	2	4
Kansas	5	2	3
Kentucky	1	2	2
Louisiana	4	2	1
Maine	8	12	24
Maryland	15	20	24
Massachusetts	34	34	67
Michigan	14	3	5
Minnesota	11	2	5
Mississippi	9	2	2
Missouri	5	4	2
Montana	4	2	2
Nebraska	1	1	1
Nevada	2	18	1
New Hampshire	12	7	12
New Jersey	12	53	39
New Mexico	9	6	10
New York	4	106	7
North Carolina	5	4	5
North Dakota	3	1	2
Ohio	8	7	7
Oklahoma	2	1	1
Oregon	5	3	7
Pennsylvania	9	26	14
Puerto Rico	2	166	62
Rhode Island	5	11	24
South Carolina	2	1	#
South Dakota	4	2	3
Tennessee	7	5	2
Texas	6	8	8
Utah	2	1	1
Vermont	2	14	22
Virginia	9	3	9
Washington	7	9	5

See notes at end of exhibit.

**Exhibit 82. Numbers of *written, signed complaints; due process complaints; and mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2015–16—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
West Virginia	6	3	2
Wisconsin	7	2	10
Wyoming	9	3	4

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

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2015–16 was 5,350.

<sup>b</sup>A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of free appropriate public education to such child. The total number of *due process complaints* in 2015–16 was 19,724.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2015–16 was 9,025.

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, 2015, and June 30, 2016, whereas the denominator is based on point-in-time data from fall 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2015–16, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratios in the individual states ranged from 1 per 10,000 children and students in Alabama, Kentucky, and Nebraska to more than 20 per 10,000 children and students in Massachusetts (34 per 10,000 children and students), Connecticut (25 per 10,000 children and students), and the District of Columbia (21 per 10,000 children and students).
- In 2015–16, there were 29 *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratio was larger than 50 *due process complaints* per 10,000 children and students in the following five individual states: the District of Columbia (288 per 10,000 children and students), Puerto Rico (166 per 10,000 children and students), New York (106 per 10,000 children and students), California (88 per 10,000 children and students), and New Jersey (53 per 10,000 children and students). In contrast, the ratio was 1 per 10,000 children and students in the following five states: Nebraska, North Dakota, Oklahoma, South Carolina, and Utah.
- In 2015–16, there were 13 *mediation requests* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). A ratio larger than 40 *mediation requests* per 10,000 children and students was found for Massachusetts (67 per 10,000 children and students), Puerto Rico (62 per 10,000 children and students), and Connecticut (49 per 10,000 children and students). In contrast, the ratio was no larger than 1 per 10,000 children and students in the following seven states: Hawaii, Louisiana, Nebraska, Nevada, Oklahoma, South Carolina, and Utah.

How did the states compare with regard to the following ratios in 2015–16:

1. *the number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
3. *the number of fully adjudicated due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
4. *the number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 83. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2015–16**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without hearing <sup>d</sup>
	Per 10,000 children and students served			
All states	5	3	3	17
Alabama	1	1	#	17
Alaska	2	1	1	2
Arizona	5	3	#	4
Arkansas	1	1	2	5
BIE schools	13	0	0	5
California	10	3	2	45
Colorado	2	1	#	3
Connecticut	12	11	1	23
Delaware	4	3	3	12
District of Columbia	16	4	82	172
Florida	3	2	#	5
Georgia	5	2	0	6
Hawaii	5	2	4	29
Idaho	5	1	1	1
Illinois	2	1	#	5
Indiana	2	5	#	4
Iowa	#	1	0	2
Kansas	3	2	#	1
Kentucky	1	#	#	1
Louisiana	1	3	0	2
Maine	2	6	1	11
Maryland	12	3	1	16
Massachusetts	23	9	#	22
Michigan	10	4	#	3
Minnesota	7	3	#	1
Mississippi	6	4	0	2

See notes at end of exhibit.

**Exhibit 83. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2015–16—Continued**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without hearing <sup>d</sup>
	Per 10,000 children and students served			
Missouri	4	1	#	3
Montana	2	1	1	0
Nebraska	1	#	0	1
Nevada	1	#	#	15
New Hampshire	6	7	1	5
New Jersey	5	7	3	38
New Mexico	5	4	#	6
New York	3	2	9	62
North Carolina	3	2	#	3
North Dakota	2	1	0	1
Ohio	5	3	#	6
Oklahoma	1	1	#	1
Oregon	3	2	#	2
Pennsylvania	4	4	2	20
Puerto Rico	2	#	86	78
Rhode Island	3	1	2	8
South Carolina	2	#	0	1
South Dakota	4	0	0	2
Tennessee	5	2	#	4
Texas	3	3	#	6
Utah	1	0	0	1
Vermont	1	1	1	13
Virginia	4	5	#	2
Washington	6	1	#	6
West Virginia	2	3	0	3
Wisconsin	5	1	#	2
Wyoming	4	4	0	2

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

<sup>a</sup>A *complaint with report issued* refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of *complaints with reports issued* in 2015–16 was 3,328.

<sup>b</sup>A *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the state education agency to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the state education agency was required to resolve the complaint. The total number of *complaints withdrawn or dismissed* in 2015–16 was 1,874.

<sup>c</sup>A *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated *due process complaints* in 2015–16 was 1,990.

<sup>d</sup>A *due process complaint resolved without a hearing* is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *due process complaints resolved without a hearing* in 2015–16 was 11,769.

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

- In 2015–16, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratio was at least 10 per 10,000 children and students in the following seven states: Massachusetts (23 per 10,000 children and students), the District of Columbia (16 per 10,000 children and students), BIE schools (13 per 10,000 children and students), Connecticut (12 per 10,000 children and students), Maryland (12 per 10,000 children and students), California (10 per 10,000 children and students), and Michigan (10 per 10,000 children and students). In contrast, the ratio was no more than 1 per 10,000 children and students in the following 10 states: Alabama, Arkansas, Iowa, Kentucky, Louisiana, Nebraska, Nevada, Oklahoma, Utah, and Vermont.
- In 2015–16, there were 3 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratio was zero in BIE schools, South Dakota, and Utah. It was larger than 5 per 10,000 in only the following five states: Connecticut (11 per 10,000 children and students), Massachusetts (9 per 10,000 children and students), New Hampshire (7 per 10,000 children and students), New Jersey (7 per 10,000 children and students), and Maine (6 per 10,000 children and students).
- In 2015–16, there were 3 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratio was zero in 12 states and larger than 5 per 10,000 in only the following three states: Puerto Rico (86 per 10,000 children and students), the District of Columbia (82 per 10,000 children and students), and New York (9 per 10,000 children and students).
- In 2015–16, there were 17 *due process complaints resolved without a hearing* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 53 states (“All states”). The ratio was no more than 1 per 10,000 in 10 states. In contrast, the ratio was larger than 30 per 10,000 in the following five states: the District of Columbia (172 per 10,000 children and students), Puerto Rico (78 per 10,000 children and students), New York (62 per 10,000 children and students), California (45 per 10,000 children and students), and New Jersey (38 per 10,000 children and students).

dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints resolved without a hearing* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2015, and June 30, 2016, whereas the denominator is based on point-in-time data from fall 2015.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: “*IDEA* Part B Dispute Resolution Survey,” 2015–16. Data were accessed fall 2017. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2015. Data were accessed fall 2016. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## **Section III**

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



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

Section 616(a)(1)(A) of the *Individuals with Disabilities Education Act (IDEA)* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's implementation of *IDEA* through oversight of general supervision by the states and through the State Performance Plans (SPPs) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) under Parts B and C of *IDEA* and other publicly available information to make an annual determination of the extent to which the state is meeting the requirements and purposes of Parts B and C of *IDEA*. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

### **The State Performance Plan and Annual Performance Report**

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements and purposes of *IDEA* and describing how the state will improve its implementation of *IDEA*. The original SPP that each state submitted in 2005 covered a period of six years for federal fiscal year (FFY) 2005 through FFY 2010 and was made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the secretary under sections 616(a)(3) and 642 of *IDEA*, which measured either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each state education agency (SEA) under Part B and by each state lead agency under Part C. Each SPP includes measurable and rigorous targets and improvement activities for each indicator. The original SPP was extended for two years for FFYs 2011 and 2012. On February 2, 2015, each state was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included a new indicator for both Part B and Part C, the State Systemic Improvement Plan (SSIP) that is part of OSEP's Results Driven Accountability (RDA) Framework.

Every February, pursuant to sections 616(b)(2)(C)(ii)(II) and 642 of *IDEA*, each state must submit an APR that documents its progress or slippage toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific FFY. In February 2017, each state submitted an SPP/APR under Part B and Part C to OSEP for the FFY 2015 APR reporting period (i.e., July 1, 2015, through June 30, 2016). Beginning with the FFY 2013 SPP/APR submitted in February 2015, each state was required to submit its SPP/APR online using the SPP/APR module on GRADS360° (<https://osep.grads360.org/#program/spp-apr-resources>). This section examines and summarizes the states' performance during FFY 2015 under both Parts B and C of *IDEA*.

Please note that throughout this section, the term “states” is used to reference all of the jurisdictions that submitted FFY 2015 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia (DC), Puerto Rico (PR), and the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands, all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE) as well as the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands submitted SPPs/APRs. The BIE, which receives funds under both Parts C and B of *IDEA*, has a separate reporting requirement under Part C of *IDEA*.<sup>12</sup> Thus, unless stated otherwise, the discussion and exhibits in this section concern the 56 states for Part C and 60 states for Part B.

## Indicators

In 2005, the secretary established, with broad stakeholder input, a reporting requirement for the SPP/APR for FFYs 2005 through 2010 to include reporting on 20 indicators for Part B (nine compliance indicators, 10 results indicators, and one results/compliance indicator) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the very first SPP/APR submitted after *IDEA* 2004 amendments. The original SPP was extended for two years for FFYs 2011 and 2012. On February 2, 2015, each state was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included the SSIP as a new qualitative indicator for both Part B and Part C. Exhibits 84 and 85 explain the measurement that was in place during the FFY 2015 reporting period for each Part B and Part C indicator on which states were required to report (17 Part B indicators and 11 Part C indicators) and identify whether each indicator is a compliance or a results indicator.

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<sup>12</sup> The BIE reports separately under *IDEA* section 643(b)(5) and 34 Code of Federal Regulations (C.F.R.) section 303.731(e)(3) on its child find coordination efforts. The Department responds to these reports separately from the RDA determination process.

**Exhibit 84. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2015**

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) graduating from high school with a regular diploma.	Results
B2 – Dropout	Percent of youths with IEPs dropping out of high school.	Results
B3 – Assessment	Participation and performance of children with IEPs on statewide assessments: (b) participation rate for children with IEPs, and (c) proficiency rate for children with IEPs against grade level and alternate academic achievement standards. <sup>a</sup>	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts that have 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.	B4 (A) Results  B4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs served (a) inside the regular class 80 percent or more of the day; (b) inside the regular class less than 40 percent of the day; and (c) in separate schools, residential facilities, or homebound/hospital placements.	Results
B6 – Preschool LRE	Percent of children ages 3 through 5 with IEPs attending a (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school, or residential facility.	Results
B7 – Preschool Outcomes	Percent of preschool children ages 3 through 5 with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs.	Results

See notes at end of exhibit.

**Exhibit 84. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2015—Continued**

Indicator	Measurement	Type of indicator
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who had an IEP developed and implemented by the child’s third birthday.	Compliance
B13 – Secondary Transition	Percent of youth ages 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance
B14 – Post-school Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; or (c) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results

See notes at end of exhibit.

**Exhibit 84. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2015—Continued**

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

<sup>a</sup>Exhibit excludes Indicator 3a because measurement table lists 3a as “reserved.”

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016.

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,” 2016. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=28247> (accessed Aug. 14, 2018).

**Exhibit 85. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2015**

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrate improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication), and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has (a) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday; (b) notified (consistent with any opt-out policy adopted by the state) the state education agency (SEA) and the local education agency (LEA) where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and (c) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.	Compliance
C9 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements (applicable if Part B due process procedures under section 615 of <i>IDEA</i> are adopted).	Results

See notes at end of exhibit.

**Exhibit 85. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2015—Continued**

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

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan/Annual Performance Report (Part C SPP/APR): Part C Indicator Measurement Table,” 2016. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=28251> (accessed Aug. 14, 2018).

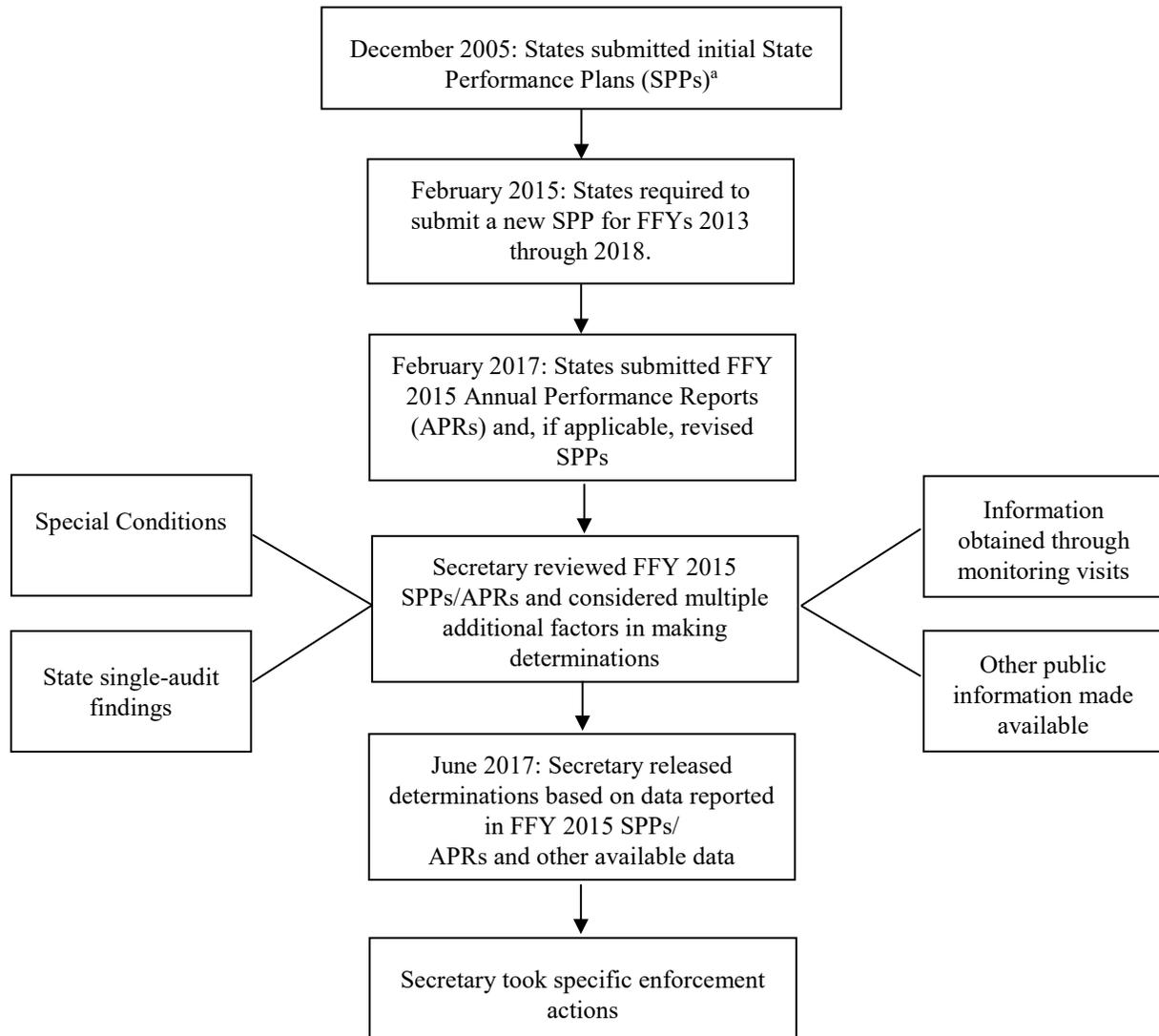
**The Determination Process**

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 86 presents the key components in the determination process.

**Exhibit 86. Process for determining the extent to which each state met IDEA, Part B and Part C, requirements: Federal fiscal year 2015**



<sup>a</sup>In December 2005, each state submitted its initial SPP that covered a period of six years for FFYs 2005 through 2010. Sections 616(b)(1)(C) and 642 require each state to review its SPP under Part B and Part C at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once. The original SPP was extended for two years for FFYs 2011 and 2012. States were required to submit a new SPP for the six-year period FFYs 2013 through 2018 on February 2, 2015.

NOTE: In June 2016, the secretary issued determinations based on data reported in the FFY 2014 APR and other available data. A discussion of those determinations is found in the *39th Annual Report to Congress, 2017*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “OSEP Memo 15-06 to State Education Agency Directors of Special Education and State Data Managers, dated December 23, 2014.” Available at <https://www2.ed.gov/policy/speced/guid/idea/bapr/2015/index.html> (accessed Dec. 22, 2017). “OSEP Memo 15-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons, dated December 23, 2014.” Available at <https://www2.ed.gov/policy/speced/guid/idea/capr/2015/index.html> (accessed Dec. 22, 2017).

## **Determinations From 2007–2013 – Use of Compliance Data**

Over the years, the process for making the Part B and Part C determinations has evolved. Starting in 2007, the Department has made an annual determination for each state under Part B and Part C of *IDEA* and based each state's determination on the totality of the state's data in its SPP/APR and other publicly available information about the state, including any information about outstanding compliance issues. For the years 2007 through 2012, the Department used specific factors in making determinations, including considering (1) state data in any one compliance indicator if it reflected very low performance, (2) whether the state lacked valid and reliable data for that indicator, and (3) the state's inability to correct longstanding noncompliance that had been the subject of continuing Departmental enforcement actions such as special conditions on the state's grant. In making each state's determination under Parts B and C in 2013, the Department used a Compliance Matrix that reflected the totality of the state's compliance data instead of one particular factor. However, in making this transition to a matrix approach in 2013 to consider multiple factors, the Department also applied the prior single-factor approach such that no state would receive a lower determination under the 2013 Compliance Matrix approach than it would have had in the 2012 single-factor approach.

## **Results Driven Accountability in 2014 through 2017**

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

Again in 2015, 2016, and 2017, the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a state's determination. In making Part B determinations in 2015, 2016, and 2017, the Department continued to use results data related to the participation of children with disabilities on regular statewide assessments and the participation and performance of children with disabilities on the most recently administered NAEP. In addition, the Department used exiting data on children with disabilities who dropped out and children with disabilities who graduated with a regular high school diploma, as reported by states under section 618 of *IDEA*.

The Department used a Compliance Matrix and a Results Matrix in making the Part B determinations for most states in June 2014, 2015, 2016, and 2017. The exceptions were the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands, as the Department did not have sufficient results data to use when making the Part B determinations. Therefore, the Department used only compliance data when making Part B determinations for these entities.

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

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

### **2017 Part B Determinations**

As it did in 2014 through 2016, the Department used both a Compliance Matrix and a Results Matrix in the context of the RDA framework in making the Part B determinations in 2017. As was the case in 2014 through 2016, the Department was not able to use both compliance and results data in making the 2017 Part B determination for the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands, as sufficient results data were not available. Because the determinations made for these entities were based on compliance only, the matrices and determinations process used for each of these groups is discussed separately, as follows.

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

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

1. The state's FFY 2015 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13 (including whether the state reported valid and reliable data for each indicator) and, if the FFY 2015 data that the state reported under Indicators 11, 12, and 13 reflected compliance between 90 percent and 95 percent (or, for Indicators 4B, 9, and 10, were between 5 percent and 10 percent), whether the state demonstrated correction of all findings of noncompliance that it had identified in FFY 2014 under such indicators;
2. The timeliness and accuracy of data reported by the state under sections 616 and 618 of *IDEA*;
3. The state's FFY 2015 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions;
4. Whether the Department imposed Special Conditions on the state's FFY 2016 *IDEA* Part B grant award and those Special Conditions were in effect at the time of the 2017 determination, and the number of years for which the state's Part B grant award had been subject to Special Conditions; and
5. Whether there were any findings of noncompliance identified in FFY 2013 or earlier by either the Department or the state that the state had not yet corrected.

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

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

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

1. The percentages of fourth-grade children with disabilities participating in regular statewide assessments in math and reading;
2. The percentages of eighth-grade children with disabilities participating in regular statewide assessments in math and reading;

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

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

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

- A state's data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of states (i.e., those with the highest percentage) received a score of 2, the middle third of states received a score of 1, and the bottom third of states (i.e., those with the lowest percentage) received a score of 0.

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

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

For each of the states with sufficient results data, the RDA Percentage was calculated by adding 50 percent of the state's Results Score and 50 percent of the state's Compliance Score. The state's RDA Percentage was used to calculate the 2017 Part B determination, as follows:

1. Meets Requirements: A state's 2017 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the 2017 determination.
2. Needs Assistance: A state's 2017 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A state also would be Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the 2017 determination.
3. Needs Intervention: A state's 2017 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any state in 2017.

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

As noted above, sufficient results data were not available for the BIE, American Samoa, the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Virgin Islands at the time the 2017 determinations were being made. Hence, the Department used only a Compliance Matrix to make the 2017 determinations for each of these entities. The Compliance Matrix used for these entities took into account the following data:

1. The state's FFY 2015 data for Part B Compliance Indicators 11 and 13 and, where applicable, Indicators 4B, 9, 10, and 12 (including whether the state reported valid and reliable data for each indicator), and if the FFY 2015 data that the state reported under Indicators 11, 12, and

- 13 reflected compliance between 90 percent and 95 percent (or, for Indicators 4B, 9, and 10, were between 5 percent and 10 percent), whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2014 under such indicators;
2. The timeliness and accuracy of data reported by the state under sections 616 and 618 of *IDEA*;
  3. The state's FFY 2015 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions;
  4. Whether the Department imposed Special Conditions on the state's FFY 2016 *IDEA* Part B grant award and those Special Conditions were in effect at the time of the 2017 determination, and the number of years for which the state's Part B grant award had been subject to Special Conditions; and
  5. Whether there were any findings of noncompliance identified in FFY 2013 or earlier by either the Department or the state that the state had not yet corrected.

Using the Compliance Matrix, a state was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for the additional factors listed in items 2 through 5 above. Using the cumulative possible number of points as the denominator and the actual points the state received in its scoring under these factors as the numerator, the Department calculated the Compliance Matrix percentage that was used to assign the 2017 determination, as follows:

1. Meets Requirements: A state's 2017 determination was Meets Requirements if the matrix percentage was at least 90 percent, unless the Department imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the Department's 2017 determination.
2. Needs Assistance: A state's 2017 determination was Needs Assistance if the matrix percentage was at least 75 percent but less than 90 percent, or was below 75 percent but the state did not meet the criteria for Needs Intervention set forth below. A state was also Needs Assistance if its matrix percentage was at least 90 percent, but the Department had imposed Special Conditions on the state's last three *IDEA* Part B grant awards (i.e., for FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the Department's 2017 determination.
3. Needs Intervention: A state's 2017 determination was Needs Intervention if the matrix percentage was less than 75 percent and the state met one or more of the following criteria:
  - a. Compliance was below 50 percent for one or more of Compliance Indicators 11, 12, or 13 or timely state complaint decisions or timely due process hearing decisions, or above 50 percent for one or more of Compliance Indicators 4B, 9, or 10;
  - b. The state provided no data or did not provide valid and reliable data for Compliance Indicators 4B, 9, 10, 11, 12, or 13; or

- c. The state had been subject to Special Conditions for multiple years for failing to comply with key *IDEA* requirements, the noncompliance had been longstanding, the state's data in response to the Department's FFY 2016 Special Conditions demonstrated continued noncompliance, and those Special Conditions were in effect at the time of the Department's 2017 determination.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any state in 2017.

## 2017 Part C Determinations

In 2017, as part of its RDA framework, the Department used both compliance and results data in making each state's Part C determination under sections 616(d) and 642 of *IDEA* for the state's early intervention program. Specifically, the Department considered the totality of the information available about a state, including information related to the state's FFY 2015 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each state's FFY 2015 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the state's grant award under Part C; and other issues related to state compliance with *IDEA*. Below is a description of how the Department evaluated the states' data using the RDA Matrix. The RDA Matrix was individualized for each state and included each state's Compliance Score, Results Score, and RDA Percentage and Determination, each of which is described below.

### *Part C Compliance Matrix and Score*

In making each state's 2017 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The state's FFY 2015 data for Part C Compliance Indicators 1, 7, 8a, 8b, and 8c and, if the FFY 2015 data that the state reported under Indicators 1, 7, 8a, 8b, and 8c reflected compliance between 90 percent and 95 percent, whether the state demonstrated correction of all findings of noncompliance it had identified in FFY 2014 under such indicators;
2. The timeliness and accuracy of data reported by the state under sections 616, 618, and 642 of *IDEA*;
3. The state's FFY 2015 data, reported under section 618 of *IDEA*, for the timeliness of state complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered:
  - a. Whether the Department imposed Special Conditions on the state's FFY 2016 *IDEA* Part C grant award and those Special Conditions were in effect at the time of the 2017 determination, and the number of years for which the state's Part C grant award had been subject to Special Conditions; and

- b. Whether there were any findings of noncompliance identified in FFY 2013 or earlier by either the Department or the state that the state had not yet corrected.

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

### *Part C Results and Score*

In making each state's 2017 Part C determination, the Department used the FFY 2015 early childhood outcomes data that were reported under SPP/APR Indicator 3. States had been reporting these data for more than five years, and results elements related to data quality and child performance were considered in calculating the results scores in the manner described below.

Data quality was examined in terms of the completeness of the FFY 2015 Outcomes data and data anomalies identified within the state's FFY 2015 Outcomes data compared to four years of historic data, as follows:

- (a) **Data Completeness:** The data completeness score was calculated using the total number of Part C children who were included in the state's FFY 2015 Outcomes data and the total number of children that the state reported exiting during FFY 2015 in its FFY 2015 *IDEA* section 618 Exiting data. Each state received a percentage that was computed by dividing the number of children reported in the state's FFY 2015 Outcomes data by the number of children the state reported exited during FFY 2015 in the state's FFY 2015 *IDEA* section 618 Exiting data. This percentage was used to score data completeness, as follows: a state received a score of 2 if the percentage was at least 70 percent, a score of 1 if the percentage was between 34 percent and 69 percent, and a score of 0 if the percentage was less than 34 percent. The two states with approved sampling plans received a score of 2.
- (b) **Data Anomalies:** The data anomalies score for each state represented a summary of the data anomalies in the state's FFY 2015 Outcomes data. Previous publicly available data reported by and across all states for Indicator 3 (in the APRs for FFY 2011 through FFY 2014) were used to determine an expected range of responses for each progress category under the following three child outcome areas: 3a (positive social-emotional skills, including social relationships), 3b (acquisition and use of knowledge and skills, including early language/communication), and 3c (use of appropriate behaviors to meet their need). The following five progress categories were used under SPP/APR Indicator 3 for each of the three outcomes:
  - a. Percentage of infants and toddlers who did not improve functioning;
  - b. Percentage of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;

- c. Percentage of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it;
- d. Percentage of infants and toddlers who improved functioning to reach a level comparable to same-aged peers; and
- e. Percentage of infants and toddlers who maintained functioning at a level comparable to same-aged peers.

For each of the five progress categories for each of the three outcomes, a mean was calculated using publicly available data. A lower and upper scoring percentage was set at one standard deviation above and below the mean for the first progress category and two standard deviations above and below the mean for the other four progress categories. In cases where a state's FFY 2015 score for a progress category was below the calculated "low percentage" or above the "high percentage" for that progress category for all states, the data in that particular category were considered an anomaly for that progress category. If a state's score in a particular progress category was identified as an anomaly, the state received a score of 0 for that category. A percentage that was equal to or between the low percentage and high percentage for each progress category received 1 point. Hence, a state could receive a total number of points between 0 and 15. Thus, a point total of 0 indicated that all 15 progress categories contained data anomalies, and a point total of 15 indicated that there were no data anomalies in all 15 progress categories. An overall data anomalies score of 0, 1, or 2 was based on the total points awarded. Each state received a data anomalies score of 2 if the total number of points received in all progress categories was 13 through 15, a data anomalies score of 1 if the point total was 10 through 12, and a data anomalies score of 0 if the point total was 0 through 9.

Child performance was measured by examining how each state's FFY 2015 Outcomes data compared with all other states' FFY 2015 Outcomes data and examining the state's performance change over time, which involved comparing each state's FFY 2015 Outcomes data with its own FFY 2014 Outcomes data. The calculation of each of these results elements and scoring is further described below:

Data Comparison: The data comparison overall performance score represented how a state's FFY 2015 Outcomes data compared with other states' FFY 2015 Outcomes data. Each state received two scores for each of the three child outcome areas (a, b, and c). Specifically, states were scored for each outcome in terms of the following two summary statements: (1) Of those infants and toddlers who entered or exited early intervention below age expectations for the Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and (2) the percentage of infants and toddlers who were functioning within age expectations for the Outcome by the time they turned 3 years of age or exited the program. The state's score on each of the resulting six

summary statements was compared to the distribution of scores for the same summary statement for all states. The 10th and 90th percentile for each of the six summary statements was identified and used to assign points to performance outcome data for each summary statement. Each summary statement outcome was assigned 0, 1, or 2 points, as follows. If a state's summary statement value fell at or below the 10th percentile, that summary statement was assigned a 0 or no points. If a state's summary statement value fell between the 10th and 90th percentile, the summary statement was assigned 1 point. If a state's summary statement value fell at or above the 90th percentile, the summary statement was assigned 2 points. The points were added across the six summary statements. A state could receive between 0 and 12 total points, with a point total of 0 indicating all six summary statement values were below the 10th percentile, and a point total of 12 indicating all six summary statements were above the 90th percentile. An overall comparison summary statement score of 0, 1, or 2 was assigned based on the total points awarded, as follows. States receiving a total of 9 through 12 points were assigned a score of 2, states receiving a total of 5 through 8 points were assigned a score of 1, and states receiving a total of 4 points or less were assigned a score of 0.

Performance Change Over Time: The Overall Performance Change Score represented how each state's FFY 2015 Outcomes data compared with its FFY 2014 Outcomes data and whether the state's data demonstrated progress. The data in each Outcome Area were assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase. The scores from all six Outcome Areas were totaled, resulting in a total number of points ranging from 0 to 12. The Overall Performance Change Score for this results element of 0, 1, or 2 for each state was based on the total points awarded. Each state received an Overall Performance Change Score of 2 if the point total was 8 or above, a score of 1 if the point total was 4 through 7, and a score of 0 if the point total was 3 points or below.

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

### *Part C RDA Percentage and Determination*

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

1. **Meets Requirements:** A state's 2017 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special Conditions on the state's last three *IDEA* Part C grant awards (i.e., for FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the 2017 determination.
2. **Needs Assistance:** A state's 2017 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A state was also Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Special Conditions on the state's last three *IDEA* Part C grant awards (i.e., for FFYs 2014, 2015, and 2016), and those Special Conditions were in effect at the time of the 2017 determination.
3. **Needs Intervention:** A state's 2017 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent.
4. **Needs Substantial Intervention:** The Department did not make a determination of Needs Substantial Intervention for any state in 2017.

### **Enforcement**

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take an enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take action (1) when the Department has determined that a state needs assistance for two or more consecutive years, (2) when the Department has determined that a state needs intervention for three or more consecutive years, or (3) at any time when the secretary determines that a state needs substantial intervention in implementing the requirements of *IDEA* or that there is a substantial failure to comply with any condition of a state's eligibility under *IDEA*. The Department has taken enforcement actions based on the first two categories in the former sentence, but to date, no state has received a determination that it needs substantial intervention in implementing the requirements of *IDEA*.

### **Determination Status**

In June 2017, the secretary issued determination letters on the implementation of *IDEA* to each SEA for Part B and to each state lead agency for Part C. Exhibit 87 shows the results of the FFY 2015 determinations by state for Part B; Exhibit 88 shows the results for Part C.

**Exhibit 87. States determined in 2017 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2015**

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

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. Based on the states' data submissions, the secretary of education made the determinations based on the totality of each state's data, including its FFY 2015 APR data. These determinations were issued in June 2017.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "State Performance Plans (SPP) Letters and Annual Performance Report (APR) Letters – Part B 2017," 2016 and 2017. Available at <https://sites.ed.gov/idea/state-performance-plans-spp-letters-and-annual-performance-report-apr-letters-part-b-2017/> (accessed Dec. 29, 2017).

**Exhibit 88. States determined in 2017 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2015**

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

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. Based on the states' data submissions, the secretary of education made the FFY 2015 determinations, which were released in June 2017.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, "State Performance Plans (SPP) Letters and Annual Performance Reports (APR) Letters – Part C 2017," 2016 and 2017. Available at <https://sites.ed.gov/idea/state-performance-plans-spp-letters-and-annual-performance-report-apr-letters-part-c-2017/> (accessed Dec. 29, 2017).

The results of an examination of the states' Part B and Part C determinations for FFY 2014 and FFY 2015 are presented in exhibits 89 and 90. A summation of the numbers presented in exhibit 89 shows that 25 states met the requirements for Part B in FFY 2015. In addition, this exhibit shows that between FFY 2014 and FFY 2015, five states had a more positive determination, or made progress; four states received a more negative determination, or slipped; and 51 states received the same determination for both years. Three of the states that showed progress made sufficient progress to meet the requirements in FFY 2015. Of the 51 states that received the same determination status in both years, 22 met the requirements in both years, 28 were found to be in need of assistance for another year, and one was determined to be in need of intervention for three or more consecutive years.

**Exhibit 89. Number of states determined in 2016 and 2017 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2014 and 2015**

Determination status FFY 2015	Change in determination status since FFY 2014			Total
	Progress	Slippage	No change	
Total	5	4	51	60
Meets requirements	3	0	22	25
Needs assistance	2	4	0	6
Needs assistance: two or more consecutive years	0	0	28	28
Needs intervention	0	0	0	0
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	1	1

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the FFY 2014 determinations, which were released in June 2016. The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. Based on the states' data submissions, the secretary of education made the FFY 2015 determinations, which were released in June 2017. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2016 and 2017. Available at <http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html> (accessed Dec. 22, 2017).

A summation of the numbers presented in exhibit 90 shows that 30 states met the requirements for Part C in FFY 2015. In addition, this exhibit shows that between FFY 2014 and FFY 2015, seven states had a more positive determination, or made progress; seven states received a more negative determination, or slipped; and 42 states received the same determination for both years. Six of the states that showed progress made sufficient progress to meet the requirements in FFY 2015. Of the 42 states that received the same determination status in both years, 24 met the requirements in both years, and 18 were found to be in need of assistance for another year.

**Exhibit 90. Number of states determined in 2016 and 2017 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2014 and 2015**

Determination status FFY 2015	Change in determination status since FFY 2014			Total
	Progress	Slippage	No change	
Total	7	7	42	56
Meets requirements	6	0	24	30
Needs assistance	1	6	0	7
Needs assistance: two or more consecutive years	0	0	18	18
Needs intervention	0	1	0	1
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2014 APR reporting period was from July 1, 2014, through June 30, 2015. Based on the states' data submissions, the secretary of education made the FFY 2014 determinations, which were released in June 2016. The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. Based on the states' data submissions, the secretary of education made the FFY 2015 determinations, which were released in June 2017. 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," 2016 and 2017. Available at <http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html> (accessed Dec. 22, 2017).

As a result of the determinations for Part B and Part C issued to states for FFY 2014 and FFY 2015, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and the states determined to need intervention for three or more consecutive years. Subject to the provisions in section 616(e)(1)(A), the secretary advised each of the states that were determined to need assistance for two or more consecutive years of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <https://osep.grads360.org/#program> for additional information about the type of TA activities that are available and have been used in the past. Subject to the provisions in section 616(e)(2)(A) and (B), the secretary took enforcement actions for the states determined to need intervention for three or more consecutive years, as described in those states' determination letters.

**Status of Selected Indicators**

This section summarizes the results of a 2017 analysis of the data for all states concerning four individual indicators: two Part C indicators and two Part B indicators included in the states' FFY 2014 APRs and used in making the determination for each state. In the APRs, states reported actual performance data from FFY 2015 on the indicators. The four indicators focus on early childhood transition and outcomes and include Part C Indicator 8 (Early Childhood Transition), Part C Indicator 3 (Infant and Toddler Outcomes), Part B Indicator 12 (Early Childhood Transition), and Part B Indicator 7 (Preschool Outcomes). The two early childhood transition indicators and the two outcome indicators were

chosen for examination in this section because their data and the results of the 2017 analyses were sufficiently complete to show how states performed on related Part C and B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes states' FFY 2015 actual performances on each indicator. Two documents, *2017 Part C FFY 2015 SPP/APR Indicator Analysis Booklet* (available online at <https://osep.grads360.org/#communities/pdc/documents/14724>) and *2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet* (available online at <https://osep.grads360.org/#communities/pdc/documents/14725>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on Sept. 19, 2017.

### **Early Childhood Transition: Part C Indicator 8**

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition from the *IDEA*, Part C early intervention program to preschool and other appropriate community services by the child's third birthday. Timely transition planning is measured by the following three sub-indicators: (a) individualized family service plans (IFSPs) with transition steps and services; (b) notification to the local education agency (LEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 91 displays the results of a 2017 analysis of FFY 2015 actual performance data on the three sub-indicators from the states for which Indicator 8 applies.

**Exhibit 91. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by the child’s third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2015**

Percentage of children <sup>a</sup>	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to the LEA/SEA, if potentially Part B eligible	8c: Transition conference, if potentially Part B eligible
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	51	49	48
80 to 89	4	5	6
70 to 79	1	1	2
60 to 69	0	1	0
50 to 59	0	0	0
40 to 49	0	0	0
30 to 39	0	0	0
20 to 29	0	0	0

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

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part C FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14724> (accessed Sept. 15, 2017).

As shown in exhibit 91, 51 states reported that they had complied with the requirement of the sub-indicator 8a concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In contrast, 49 states reported that they had complied with the requirement of the sub-indicator 8b concerning notifications to the LEA for 90 to 100 percent of the children. In addition, 48 states reported meeting the requirement of sub-indicator 8c concerning a transition conference for 90 to 100 percent of the children.

**Early Childhood Transition: Part B Indicator 12**

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had an individualized education program (IEP) developed and implemented by the child’s third birthday. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 92 displays the results of a 2017 analysis of FFY 2015 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

**Exhibit 92. Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had individualized education programs (IEPs) developed and implemented by the child’s third birthday: Indicator 12: Federal fiscal year 2015**

Percentage of children <sup>a</sup>	Number of states
Total	56
90 to 100	53
80 to 89	1
70 to 79	1
60 to 69	1

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

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14725> (accessed Sept. 19, 2017).

For Indicator 12, 53 states reported percentages that were 90 to 100 percent of the target. One state reported a percentage between 80 and 89 percent of the target, one state reported a percentage between 70 and 79 percent of the target, while another state reported a percentage between 60 and 69 percent of the target.

**Infant and Toddler Outcomes: Part C Indicator 3**

Part C Indicator 3 measures the percentages of infants and toddlers with IFSPs who (1) demonstrated improved outcomes during their time in Part C and (2) were functioning within age expectations regarding the outcomes by the time they turned 3 years of age or exited Part C. Each of the two measures took the following three outcomes into account: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 3 is a results indicator and applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibits 93 and 94 display the results of a 2017 analysis of FFY 2015 actual performance data on Indicator 3 for the 56 states to which this indicator applied.

**Exhibit 93. Number of states, by percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement by age 3 or exit from Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2015**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	1	3	4
80 to 89	7	10	10
70 to 79	14	18	23
60 to 69	16	15	10
50 to 59	10	7	5
40 to 49	4	2	2
30 to 39	3	1	2
20 to 29	1	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement regarding the outcome by age 3 or exit from Part C.

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part C FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14724> (accessed Sept 19, 2017).

As shown in exhibit 93, 50 percent or more of infants and toddlers with IFSPs who were below age expectation when entering Part C demonstrated by age 3 or exit from Part C improved social-emotional skills in 48 states, acquisition and use of knowledge and skills in 53 states, and use of appropriate behaviors in 52 states.

**Exhibit 94. Number of states, by percentage of infants and toddlers with IFSPs functioning at age expectation for the outcome at age 3 or upon exiting Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2015**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of states	Number of states	Number of states
Total	56	56	56
90 to 100	1	1	1
80 to 89	1	0	1
70 to 79	4	1	9
60 to 69	21	6	14
50 to 59	16	24	18
40 to 49	11	12	10
30 to 39	0	8	2
20 to 29	2	3	1
10 to 19	0	1	0
0 to 9	0	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who met the age expectation for the outcome at age 3 or upon exiting Part C.

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part C FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14724> (accessed Sept. 19, 2017).

As shown in exhibit 94, 50 percent or more of infants and toddlers with IFSPs at age 3 or upon exiting Part C were functioning at age expectation with regard to social-emotional skills in 43 states, acquisition and use of knowledge and skills in 32 states, and use of appropriate behaviors to meet their needs in 43 states.

**Preschool Outcomes: Part B Indicator 7**

Part B Indicator 7 measures the percentages of preschool children with IEPs who (1) demonstrated improved outcomes during their time in preschool and (2) were functioning within age expectations regarding the outcomes by the time they turned 6 years of age or exited Part B. Each of the two measures took into account the following three outcomes: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 7 is a results indicator and applies to the 50 states, the District of Columbia, Puerto Rico, the BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Exhibits 95 and 96 display

the results of a 2017 analysis of FFY 2015 actual performance data on Indicator 7 for the 60 states for which this indicator applies.

**Exhibit 95. Number of states, by percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement by age 6 or exit from Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2015**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of states	Number of states	Number of states
Total	60	60	60
90 to 100	12	10	12
80 to 89	20	22	21
70 to 79	16	19	13
60 to 69	7	7	7
50 to 59	2	1	4
40 to 49	1	0	0
30 to 39	1	0	2
Valid and reliable actual performance data not available	1	1	1

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement regarding the outcome by age 6 or exit from Part B.

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14725> (accessed Sept. 19, 2017).

As shown in exhibit 95, 50 percent or more of children with IEPs who were below age expectation when entering Part B demonstrated by age 6 or exit from Part B improved social-emotional skills in 57 states, acquisition and use of knowledge and skills in all 59 states with available data, and use of appropriate behaviors to meet their needs in 57 states.

**Exhibit 96. Number of states, by percentage of children with IEPs functioning at age expectation for the outcome at age 6 or upon exiting Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2015**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of states	Number of states	Number of states
Total	60	60	60
90 to 100	1	1	1
80 to 89	3	0	2
70 to 79	6	4	17
60 to 69	15	11	24
50 to 59	19	23	9
40 to 49	10	11	3
30 to 39	3	6	1
20 to 29	2	1	1
10 to 19	0	2	1
0 to 9	0	0	0
Valid and reliable actual performance data not available	1	1	1

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were functioning at age expectation for the outcome at age 6 or upon exiting Part B.

NOTE: The FFY 2015 APR reporting period was from July 1, 2015, through June 30, 2016. The 50 states, DC, PR, BIE, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2017 Part B FFY 2015 SPP/APR Indicator Analysis Booklet,” 2017. Available at <https://osep.grads360.org/#communities/pdc/documents/14725> (accessed Sept. 19, 2017).

As shown in exhibit 96, 50 percent or more of children with IEPs at age 6 or upon exiting Part B were functioning at age expectation with regard to social-emotional skills in 44 states, acquisition and use of knowledge and skills in 39 states, and use of appropriate behaviors to meet their needs in 53 states.

## **Section IV**

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



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

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* and, in doing so, amended the *Education Sciences Reform Act of 2002*, 20 United States Code (U.S.C.) 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of *IDEA*, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in section 175(b) of 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) 2017 (i.e., Oct. 1, 2016, through Sept. 30, 2017), NCSER conducted three grant competitions: Special Education Research Competition; Special Education Research Training Competition; and Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. In FFY 2017, 161 applications were peer reviewed, and NCSER awarded 25 new research, research training, and low-cost evaluation grants across the three grant programs.

Descriptions of projects that NCSER grants funded in FFY 2017 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 2017, the Special Education Research Competition focused specifically on teachers and other instructional personnel responsible for educating students with or at risk for disabilities. This focused competition was in response to recent calls from researchers and practitioners for additional research on these professionals, including teacher and instructional personnel quality and the knowledge and skills that support student learning, professional development, and state and district policies that support effective teaching and student learning. The 11 standing research topics remained; however, research within each topic was focused on teachers and other instructional personnel. In FFY 2017, NCSER

awarded 20 grants for its Special Education Research Competition program under the following eight topics: Autism Spectrum Disorders; Early Intervention and Early Learning in Special Education; Professional Development for Teachers and Other Instructional Personnel; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; Technology for Special Education; and Transition Outcomes for Secondary Students With Disabilities. NCSER made no awards in FFY 2017 under the following Special Education Research topics: Cognition and Student Learning in Special Education, Families of Children with Disabilities, and Mathematics and Science Education. For the FFY 2017 Special Education Research Training Competition, NCSER awarded four grants under the Early Career Development and Mentoring in Special Education topic. NCSER awarded one grant for the FFY 2017 Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. The descriptions of the Special Education Research Program grants are organized and presented in terms of the eight topics. Following them is a description of the Special Education Research Training Program grants, and the one grant NCSER awarded under the Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. Additional information on the projects funded in FFY 2017 and other funded projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed Aug. 23, 2017).

## **Special Education Research Competition**

### **Autism Spectrum Disorders**

**Award Number:** R324A170028

**Institution:** University of North Carolina, Chapel Hill

**Principal Investigator:** Samuel Odom

**Description:** *Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with Autism Spectrum Disorders.* The purpose of this project is to develop the *Supporting paraprofessionals-Teachers use of Evidence-based practices with Learners having Autism (STELA)* program. STELA is a professional development intervention targeting the knowledge and skills paraprofessionals need to implement evidence-based practices (EBPs) for students with autism spectrum disorder (ASD). Increasingly, paraprofessionals are responsible for delivering instruction and intervention to students with ASD under the supervision of the special education teacher. However, often paraprofessionals need additional training to implement EBPs to meet the needs of students with ASD. This project aims to address this gap by designing a professional development program, *STELA*, to support paraprofessionals' use of EBPs for students with ASD and, ultimately, improve student engagement and learning. The research team will conduct its research activities in three phases. In Phase 1, the team will refine the six pre-existing modules from the National Professional Development Center on Autism Spectrum Disorders (NPDC) based on feedback from stakeholder focus groups and observations of paraprofessionals' current use of EBPs in classroom settings. In Phase 2, elementary school special education teacher-paraprofessional dyads will participate in *STELA* and data will be collected to evaluate the fidelity and feasibility of the program and inform further revisions. Finally, in Phase 3, the team will conduct two multiple baseline single-case design studies with special education teacher-paraprofessional dyads to evaluate the program's promise

for improving paraprofessionals' implementation of EBPs and students' engagement. The project is expected to produce a fully-developed professional development program to improve paraprofessionals' use of EBPs for students with ASD as well as peer-reviewed publications and presentations.

**Amount:** \$1,399,984

**Period of Performance:** 7/1/2017–6/31/2020

### **Early Intervention and Early Learning in Special Education**

**Award Number:** R324A170067

**Institution:** University of Colorado, Denver

**Principal Investigator:** Phillip Strain

**Description:** *LEAP Sustainability: Exploring Malleable Factors that Predict Teachers' Initial and Long-Term Fidelity.* The purpose of this project is to explore factors (e.g., preschool center policies, staff buy-in, family involvement) that are related to teachers' initial and long-term fidelity of implementation of the *LEAP Preschool Model (LEAP)*, an intensive, inclusive intervention for children with autism spectrum disorder (ASD). Two prior NCSER-funded studies evaluated *LEAP*'s short-term and long-term efficacy. One of the greatest challenges in the field of early intervention is closing the gap between what is known about effective instructional practices for preschool children and the implementation and sustained use of those practices in preschool and beyond. This project aims to capitalize on the wide-scale adoption of *LEAP* and the existence of programs in which teachers have been implementing *LEAP* for over 25 years. The goal is to better understand factors that influence teachers' initial and sustained fidelity of *LEAP* implementation and how fidelity is related to improvements in children's outcomes. The research team will conduct the research activities in two phases. Phase 1 will involve collecting data on *LEAP* fidelity and malleable factors hypothesized to predict sustainability among classes just beginning *LEAP* implementation and those that have implemented *LEAP* for at least one year. In Phase 2, the research team will use data from Phase 1 to determine which malleable factors are associated with teachers' initial and sustained fidelity of implementation of *LEAP* and whether fidelity is associated with child outcomes. The research will take place in inclusive early childhood special education preschool classrooms in public schools across eight states. The sample will consist of lead teachers that have been implementing *LEAP* for at least one year and up to 26 years and 30 additional preschool classrooms and lead teachers that will begin *LEAP* implementation in the first year of the project (for a total of 150 classrooms and teachers). The project is expected to produce preliminary evidence of an association between a key set of malleable factors and teachers' initial and sustained fidelity of implementation of the *LEAP* model and an association between fidelity of *LEAP* implementation and child outcomes. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,399,993

**Period of Performance:** 9/1/2017–8/31/2021

**Award Number:** R324A170141

**Institution:** University of Kansas

**Principal Investigator:** Jay Buzhardt

**Description:** *Development of a Data-Based Decision Making System to Support Educators' Promotion of Infants and Toddlers' Cognitive Problem-Solving Skills.* The purpose of this project is to develop and test a web-based tool that supports infant-toddler service providers' use of data to individualize services for children at risk for delay in cognitive problem-solving skills. Early cognitive problem-solving skills (e.g., inspecting objects, discovering how to operate toys) emerge in the first years of life and are critical to children's later academic achievement, social skills development, and school success. The most recent Head Start Early Learning Outcomes Framework identifies cognitive development as a primary domain that programs must promote through their infant-toddler services for children and families, and OSEP requires states to report on "children's abilities to think, reason, remember, problem solve, and use symbols." Despite evidence that using child data to inform services and curriculum decisions improves

child outcomes, infant-toddler educators often lack the training and resources needed to monitor children's progress on key outcomes and individualize their services based on those outcomes. This project will develop the web-based *Making Online Decisions–Problem Solving (MOD-PS)* system to guide educators' use of child data to individualize curriculum decisions. The *MOD-PS* system will use data from the *Early Problem Solving Indicator*, a standardized progress monitoring measure of infants and toddlers' cognitive problem-solving skills that educators and direct service providers administer, to identify children who may need more intensive intervention and to provide data-based recommendations. The target population will consist of center-based staff in Early Head Start or Part C programs and infants and toddlers who are identified as having disabilities or are at risk of being identified as having a disability. The research team will develop and test the *MOD-PS* system across four phases. In Phases 1–3, the team will develop, test, and refine the *MOD-PS* system based on feedback from center-based service providers (i.e., infant-toddler staff, interventionists, administrators) and parents through usability and feasibility testing. In Phase 4, the team will pilot test the fully functional *MOD-PS* system using a small-scale randomized controlled trial to evaluate the effects of the system on service providers' data-based decision-making practices and infant-toddler growth in cognitive problem-solving skills. The project is expected to produce a fully-developed version of the web-based *MOD-PS* system that users can customize based on curriculum or services a program is currently using. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,400,000

**Period of Performance:** 07/01/2017–06/30/2021

**Award Number:** R324A170019

**Institution:** University of Massachusetts, Boston

**Principal Investigator:** Angel Fettig

**Description:** *Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators.* The purpose of this project is to develop a tiered coaching model with a decision-making framework to guide coaches in determining the level of support teachers need. This decision-making framework will enable instructional coaches to match their feedback to the type and amount of support that preschool teachers need during different activities, with different children, and across different points in their careers. While professional development and coaching have become a common approach in increasing teachers' fidelity in implementing evidence-based practices (EBPs), there is clear evidence of differential effects based on teachers' engagement with and participation in coaching. Researchers have yet to investigate systematically the process of making coaching decisions (e.g., how to deliver the coaching, how much coaching to provide) in the field of early childhood special education. There is a critical need for coaching interventions that incorporate teachers' needs, experiences, satisfaction, and professional commitment into professional development decisions. The research team will develop and pilot test a tiered coaching model that allows coaches to work with teachers in identifying a matched coaching approach to support teachers as they implement EBPs. During the first year of the project, the research team will collect data from preschool teachers in inclusive classrooms to inform the development of the decision-making framework to guide coaches in selecting and implementing professional development and coaching that is matched to teachers' levels of need, experience, job satisfaction, and professional commitment. In Year 2, teachers will participate in field tests, interviews, and focus groups to support the iterative development and refinement of the tiered coaching model. In Year 3, the research team will conduct a quasi-experimental design study to evaluate the feasibility, usability, and promise of the tiered coaching model for supporting teachers in including children with disabilities in their classrooms, increasing teachers' use of EBPs, and improving children's social-emotional skills. The project is expected to produce a fully-developed tiered coaching model for supporting teachers in the inclusion of children with disabilities in their classrooms, peer-reviewed publications, and presentations.

**Amount:** \$1,366,853

**Period of Performance:** 09/01/2017–08/31/2020

**Award Number:** R324A170073

**Institution:** University of South Florida

**Principal Investigator:** Howard Goldstein

**Description:** *Professional Development of an MTSS Model for Early Childhood Educators to Prevent Reading Disabilities.* The purpose of this project is to develop a professional development model to support teachers in implementing an early literacy multi-tiered system of supports (MTSS) in early childhood classrooms to improve reading outcomes for children who are at risk for reading disabilities. Under an MTSS model, educators use data from student assessments to determine the level or tier of instruction that is most appropriate for meeting a student's needs. Early childhood educators rarely receive instruction in the philosophy and fundamentals of explicit instruction, curriculum-based assessment, data-based decision-making, and individualized instruction. Thus, there is a critical need for feasible, effective, and sustainable professional development that prepares early childhood educators to implement an MTSS model to support students in learning to read as they enter kindergarten and beyond. This project aims to reduce preventable reading disabilities by improving the ability of educators to implement an early literacy MTSS model. In Years 1 and 2 of the project, the research team will use an iterative process to develop the professional development intervention. The team will use data they collect from focus groups, interviews, surveys, and observational measures to inform the development and revision of the professional development intervention and assess its feasibility. In Year 3, the researchers will conduct a small cluster randomized controlled trial in prekindergarten classrooms and child care centers in high-poverty communities to investigate and evaluate the promise of the professional development intervention for improving educators' implementation of an early literacy MTSS model and, ultimately, children's literacy outcomes. The research team will compare children in the intervention and control group with persistent delays in early literacy skills based on curriculum-based measures and standardized tests of phonological awareness and alphabet knowledge skills. The project is expected to produce a fully-developed professional development intervention for improving educators' implementation of MTSS and children's literacy outcomes, peer-reviewed publications, and presentations.

**Amount:** \$1,400,000

**Period of Performance:** 07/01/2017–06/30/2020

**Award Number:** R324A170118

**Institution:** University of Kansas

**Principal Investigator:** Kathryn Bigelow

**Description:** *Professional Development to Support Teachers' Implementation of a Tiered Model for Promoting Social-Emotional Development of Infants and Toddlers.* The purpose of this project is to support teachers' implementation of a tiered model for promoting social-emotional growth in infants and toddlers by adapting an existing evidence-based tiered model and refining a professional development approach to support its implementation. Many early childhood teachers lack important skills for supporting children's early social-emotional development. As a result, many children enter kindergarten with or at high risk for challenging behavior that puts them on a trajectory for continuing behavioral and academic problems. Although an array of prevention-based tiered approaches are available for promoting social-emotional competence in preschool-aged children, none have focused on infants and toddlers. This project will be the first to develop a three-tiered model with professional development aimed at supporting teachers' implementation of tiered instruction to promote the social-emotional development of infants and toddlers. The *Infant-Toddler Pyramid Practices* (based on the *Pyramid Model* for preschoolers) will include professional development to support teachers' implementation of three tiers of instructional practices. The three tiers will consist of universal teaching practices for all children, secondary practices for children at risk for challenging behavior and social-emotional delays, and intensive individualized practices for children who continue to have social-emotional delays and ongoing challenging behavior despite implementation of the earlier tiers. The project will begin with the iterative development of the tiered model for promoting the social-emotional development of infants and toddlers.

This will include adapting an existing tiered model for preschoolers and refining the professional development approach to support teachers in implementing the model with infants and toddlers. In Years 1 and 2, advisory boards of stakeholders will review and provide feedback on the features of each component of the tiered model and the feasibility and acceptability of the professional development approach. The research team will field test the components with lead teachers and the infants/toddlers in their classrooms. Based on feedback from teachers and advisory board members, the team will refine the professional development to support implementation, the procedures for using measures to identify children who need higher levels of support, the materials for use with infants and toddlers in each tier, and a decision-making framework to help teachers make instructional decisions. In Year 3, the research team will conduct a randomized controlled trial to evaluate the promise of the professional development for improving teachers' implementation of the tiered model, teachers' skills in promoting growth in children's social-emotional competence, and children's reduction in challenging behavior. The team also will evaluate changes in teacher stress and engagement with families. The project is expected to produce a fully-developed tiered model to promote social-emotional growth in infants and toddlers, including a professional development approach to support teacher's implementation of the tiered model. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,400,000

**Period of Performance:** 07/01/2017–06/30/2020

**Award Number:** R324A170032

**Institution:** University of Minnesota

**Principal Investigator:** LeAnne Johnson

**Description:** *Project Engage: Developing a Cloud-Based Measurement System for Data-Informed Implementation of Practices Promoting Children's Active Engagement.* The purpose of this project is to develop a technology-enhanced observation system, the *Tool to Observe Practices and Supports for Engagement (TOPSE)*, to simultaneously monitor and promote the use of essential provider interaction practices while measuring children's active engagement within early learning environments. Children's engagement with their environment is essential for learning and promoting positive preschool outcomes including school readiness. Although global classroom quality measures aid in creating foundations for learning, children with developmental delays and disabilities need educators to supplement and augment universally applied, high-quality classroom practices. Educators may need unique data and professional development to promote specific practices that serve the unique and often differentiated needs of young children within authentic daily routines. This project will design a psychometrically sound observation and data-driven feedback system that educators can use in a broad array of early learning environments to support their use of interaction practices that promote active engagement in learning for children with and without disabilities and improve children's outcomes. The research team will use an iterative process to develop and validate the *TOPSE*. In Year 1, the team will create a blueprint specifying the factors and structure of the system and develop items the team will test repeatedly in classrooms representing a broad array of different learning environments. In Year 2, the team will test the first technology-based version of the system in a laboratory setting, followed by testing in authentic early learning environments, to begin examining administration, standardization, and validation. Years 3 and 4 will focus on refinement of administration and standards and validation of feasibility and use. This process will involve repeated observations within different classroom routines to refine and enhance the system's psychometric properties, and the feasibility and use of the system as a tool for delivering data-based and targeted professional development. Over the four years, the project will involve approximately 300 observers (novice and experienced educators), 200 preschool classrooms, and an estimated 1,500 children (ages 3–5) with and without disabilities and/or developmental delays. The project is expected to produce a fully-developed cloud-based observation system, *TOPSE*, for use in a broad array of authentic early learning

environments to guide and monitor the use of provider-child interaction practices that promote active engagement in learning for children with and without disabilities. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,399,962

**Period of Performance:** 9/1/2017–8/31/2021

**Award Number:** R324A170048

**Institution:** University of Kansas

**Principal Investigator:** Charles Greenwood

**Description:** *Validity Studies of the Classroom Code for Interactive Recording of Children's Learning Environments (CIRCLE) (Version 2.0)*. The purpose of this project is to validate a classroom observational measure that preschool teachers can use to revise and implement interventions for children who are identified as unresponsive to existing classroom learning contexts (e.g., a classroom activity structure such as small groups, academic content such as literacy). When a child's behavior is not responsive to the instruction teachers provide, intervention adjustments are necessary. The *Classroom Code for Interactive Recording of Children's Learning Environments (CIRCLE)* is a classroom observation system that provides information to teachers on the instructional adjustments they need to make. *CIRCLE* assesses time-sampled learning contexts, teacher behaviors, and child behaviors and uses the data to estimate child response dependencies—that is, the probability that a certain child behavior co-occurs with a specific classroom context and teacher behavior. To provide this information, the measure must be sensitive to variations in children's response dependencies and psychometrically sound, and it must provide benchmarks for decision-making. The research team aims to strengthen the evidence for the validity of the *CIRCLE* for use within inclusive preschool settings that use a tiered approach to learning, with the ultimate goal of improving outcomes for young children with or at risk for disabilities. To validate the *CIRCLE*, the research team will combine extant data from three completed studies of preschool classrooms with prospective data from preschool classrooms using *CIRCLE* and existing criterion measures. The research team will analyze these data to examine construct, predictive, and criterion validity; benchmarks; moderation effects; and cross-validation/replicability across samples. The team will develop new procedures for using the *Tune-up Checklist*, a tool for supporting teacher's use of data from the *CIRCLE* for intervention decision-making. The project is expected to produce findings related to the validity of *CIRCLE*, benchmarks, and new practice knowledge. Products also will include technical information about the instrument, observer training manuals, tablet software, a tool for supporting teachers' data-based decision-making, peer-reviewed publications, and presentations.

**Amount:** \$1,400,000

**Period of Performance:** 9/1/2017–8/31/2021

### **Professional Development for Teachers and School-Based Service Providers**

**Award Number:** R324A170021

**Institution:** University of Kentucky

**Principal Investigator:** Lisa Ruble

**Description:** *BREATHE: A Burnout Intervention for Special Education Teachers*. The purpose of this project is to refine an intervention designed to reduce special education teacher burnout and attrition and improve teaching quality, classroom climate, student engagement, and social/behavioral and academic outcomes. Teacher stress and burnout are major contributors to teacher attrition. Teacher attrition is financially costly to school districts, and it reduces the organizational stability of schools, interferes with school improvement efforts, reduces teachers' instructional quality and productivity, and negatively impacts student achievement. Attrition is especially problematic in the field of special education, where annual attrition rates are approximately twice that for general education. This project will develop an intervention for special education teachers to reduce burnout and improve instructional quality and classroom climate and, subsequently, promote positive student outcomes. The research team will adapt

the intervention from an existing manualized intervention for mental health workers called the *Burnout Reduction: Enhanced Awareness, Tools, Handouts, and Education (BREATHE)*. *BREATHE* was designed as both a prevention and intervention strategy as it provides skills to prevent burnout before it occurs and reduce burnout once it is present. The research team will use an iterative process to develop the intervention. In Year 1, the research team will conduct focus groups with school administrators and teachers to gather information on teacher burnout (e.g., how burnout looks, how it might affect teaching, how it might affect student outcomes, how burnout is handled) in order to guide revisions to the model and measures. The team will convene a workgroup of administrators and teachers to review the focus group results and revise the intervention. In Year 2, the research team will conduct a pre-post study of the revised intervention to gather data on usability, feasibility, and teacher burnout outcomes and will conduct teacher interviews at post-test to obtain additional feedback. In Year 3, the research team will conduct a randomized controlled trial, with randomization at the teacher level, to assess the promise of the intervention for reducing teacher burnout and improving instructional quality, classroom climate, and student outcomes. In Year 4, the research team will collect follow-up data on teachers in the Year 2 pre-post study and the Year 3 pilot study to assess the impact of the intervention on special education teacher turnover. The project is expected to produce a fully-developed intervention that reduces special education teacher burnout and improves instructional quality, classroom climate, and students' academic and social/behavioral outcomes. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,399,852

**Period of Performance:** 7/1/2017–6/30/2021

**Award Number:** R324A170069

**Institution:** Rutgers University

**Principal Investigator:** Linda Reddy

**Description:** *Efficacy of Paraprofessional Behavior Support Coaching for Elementary School Students with Externalizing Behavior Disorders*. The purpose of this project is to test the efficacy of the *Behavior Support Coaching for Paraprofessionals (BSC-P)* model for improving classroom intervention practices and behavioral and academic outcomes for elementary school students with or at risk for externalizing behavior disorders. Although paraprofessionals play a substantial role in providing classroom-based behavioral interventions for students, they often receive very little training or job-embedded support in behavior management. Given the challenges of providing adequate support to students with externalizing behavior disorders and their risk for negative outcomes (e.g., poor academic performance, drop-out, juvenile delinquency), there is a significant need to identify effective models for supporting these students and the professionals who work with them. The purpose of the current project is to test the efficacy of the *BSC-P* coaching model for supporting paraprofessionals in the implementation of data-driven intervention supports and subsequently improving the behavioral and academic outcomes of students with or at risk for externalizing behavior disorders. The researchers will test the impact of the *BSC-P* coaching model on paraprofessionals and their students with or at risk for externalizing behavior disorders using a randomized controlled trial. Approximately 240 paraprofessionals, 240 classroom teachers, and 720 students with or at risk for externalizing behavior disorders from 80 schools will participate in the research. Paraprofessionals will receive training and coaching on how to screen students for academic or behavioral difficulties, identify students' behavioral needs, match students' needs to research-based interventions, and monitor students' response to intervention. Researchers will collect data at baseline, midpoint, and post-intervention to examine the efficacy of the *BSC-P* coaching model for improving paraprofessional practices and student outcomes. The research team will also examine variables that may moderate impacts on paraprofessional practices (e.g., coaching fidelity, paraprofessional-teacher relationships, coaching acceptability, improvements in paraprofessional practices) and potential mediating effects of paraprofessional practices and teacher behavior management practices on the impact of the

*BSC-P* coaching model on student outcomes. The project is expected to provide evidence for the efficacy of the *BSC-P* coaching model for improving paraprofessional practices and subsequent student behavioral and academic outcomes; peer-reviewed publications; and presentations.

**Amount:** \$3,299,279

**Period of Performance:** 7/1/2017–6/30/2021

## **Reading, Writing, and Language Development**

**Award Number:** R324A170135

**Institution:** University of Florida

**Principal Investigator:** Mary Brownell

**Description:** *Project Coordinate: Increasing Coordinated Use of Evidence-Based Practices for Improving Word Study in an RTI Framework for Teams of 4th Grade Teachers.* The purpose of this project is to develop *Project Coordinate*, a professional development program and set of tools designed to improve general and special education teachers' ability to plan for and enact coordinated, evidence-based tiered reading instruction (i.e., in multisyllabic word decoding, morphological awareness, contextual analysis, and summarization). *Project Coordinate* uses online content modules and a lesson study process to improve teacher knowledge and practice. In addition to a need to support individual teachers' knowledge and practice, there is a need to increase the collaboration between general and special educators in planning and implementing reading instruction. This project will develop a professional development program to improve general and special education teachers' implementation of coordinated evidence-based instruction and subsequently improve student outcomes. The research team will use an iterative process to develop a professional development program comprised of online content modules to support teachers in implementing evidenced-based instruction at different instructional tiers and a lesson study process to improve teachers' implementation of coordinated, tiered instruction. In Year 1, researchers will develop, implement, and refine the online content modules and lesson study process. Teams of general and special education teachers will complete the modules and lesson study and provide summative and formative data to inform revisions to the modules and lesson study process. In Year 2, researchers will collect information about *Project Coordinate's* feasibility, fidelity, and initial evidence of promise for improving teachers' implementation of coordinated, evidence-based instruction. In Year 3, researchers will conduct a randomized controlled trial in an urban public school district to determine the promise of efficacy of *Project Coordinate* for improving teachers' knowledge and coordinated use of evidence-based instruction and students' reading outcomes. The project is expected to produce a fully-developed professional development program that will improve teachers' implementation of coordinated, evidence-based instruction and student outcomes; peer-reviewed publications; and presentations.

**Amount:** \$1,399,999

**Period of Performance:** 7/1/2017–6/30/2020

**Award Number:** R324A170086

**Institution:** University of Tennessee

**Principal Investigator:** Kimberly Wolbers

**Description:** *An Efficacy Study of Strategic and Interactive Writing Instruction (SIWI): Teacher Development and Student Outcomes.* The purpose of this project is to investigate the efficacy of the *Strategic and Interactive Writing Instruction (SIWI)* professional development (PD) program for improving the knowledge and instructional practices of teachers and the writing and language outcomes for students in grades 3–6 who are deaf or hard of hearing (D/HH). The language experiences of children who are D/HH are extremely diverse and directly influence their writing. More research is needed to identify effective programs for building teacher capacity to provide evidence-based literacy instruction that is tailored to the unique needs of students who are D/HH. This project will evaluate the efficacy of the *SIWI* PD program for improving teacher knowledge and practices and subsequent writing and language outcomes for students who are D/HH. *SIWI* is an approach to writing instruction that

incorporates cognitive strategy instruction for writing processes, apprenticeship through interactive and guided writing instruction, and strategies for responding to the specific language needs of students who are D/HH (e.g., clarifying language, building metalinguistic knowledge for American Sign Language and/or English, English enrichment). The intervention is not a scripted curriculum; it is a set of guiding principles that allows for flexible implementation with diverse students in various educational contexts. The *SIWI* PD program includes summer institutes, a fall workshop, and online coaching to improve teachers' pedagogical content knowledge and support *SIWI* implementation. The research team will conduct a randomized controlled trial to determine the efficacy of the *SIWI* PD program for improving teachers' knowledge of writing instruction, use of evidence-based writing instruction, and efficacy in teaching writing, as well as improving writing and language outcomes for students who are D/HH. Participants will include approximately 45 teachers and 180 students (approximately 4 per class) who are D/HH in grades 3–6. The team will randomly assign teachers to the *SIWI* PD program or the business-as-usual control group and collect student and teacher data at baseline and post-intervention. The research team also will collect follow-up data on teacher and student outcomes and fidelity of teachers' implementation of *SIWI* to determine if greater exposure to the *SIWI* PD program is associated with higher fidelity of *SIWI* implementation and greater improvements in student outcomes. The project is expected to produce evidence of the efficacy of the *SIWI* PD program for improving the knowledge and instructional practices of teachers and the writing and language outcomes of students who are D/HH; peer-reviewed publications; and presentations.

**Amount:** \$3,298,243

**Period of Performance:** 8/1/2017–7/31/2021

**Award Number:** R324A170101

**Institution:** University of Minnesota

**Principal Investigator:** Kristen McMaster

**Description:** *Supporting Teachers' Implementation of Data-Based Instruction in Early Writing: An Efficacy Study.* The purpose of this project is to examine the efficacy of *Data-Based Instruction: Tools, Learning and Collaborative Support (DBI-TLC)* for improving teachers' use of data to promote positive outcomes for children with intensive early writing needs. Although writing is critical to students' success in school and afterwards, little is known about effective ways to support teachers in improving outcomes of students who experience significant writing difficulties. Data-based instruction (DBI) provides a framework for teachers to individualize instruction, and research suggests that the use of DBI can improve student outcomes. However, teachers often need additional supports to use data effectively. The research team created *DBI-TLC* with previous NCSER funding to support teachers in using data to individualize instruction and improve outcomes of students with intensive early writing needs. This project will use a randomized controlled trial to test the efficacy of *DBI-TLC* for improving teacher knowledge, skills, and self-efficacy related to DBI and subsequent student outcomes in early writing. The project also will provide information on the sustainability of *DBI-TLC* by gathering data to understand the extent to which teachers continue to use DBI when research support is withdrawn. The research team will test the efficacy of *DBI-TLC* with three cohorts of about 140 elementary special education and intervention teachers. They also will include approximately 280 students with intensive early writing needs in grades 1–3 in the participating teachers' classes. The researchers will randomly assign participating teachers within schools to receive *DBI-TLC* or to a business-as-usual control condition. *DBI-TLC* teachers will participate in the professional development intervention that includes tools, learning modules, and collaborative support to implement DBI, and they will implement DBI with participating students for 20 weeks. The researchers will collect student and teacher data at baseline and immediately following the intervention. They also will collect observational and interview data from teachers in the first two cohorts in the years after they receive the intervention. Finally, researchers will analyze the data to determine the efficacy of *DBI-TLC* on teacher and student outcomes. They will perform additional

analyses to understand teachers' experience with and sustainability of DBI. The project is expected to produce evidence of the efficacy of *DBI-TLC* for improving teacher knowledge, skills, and self-efficacy related to DBI and students' early writing outcomes; peer-reviewed publications; and presentations.

**Amount:** \$3,299,321

**Period of Performance:** 9/1/2017–8/31/2021

### **Social and Behavioral Outcomes to Support Learning**

**Award Number:** R324A170071

**Institution:** University of Connecticut

**Principal Investigator:** Golda Ginsburg

**Description:** *Teacher Anxiety Program for Elementary Students (TAPES)*. The purpose of this project is to develop a professional development program, *Teacher Anxiety Program for Elementary Students (TAPES)*, to enhance teacher knowledge and skills related to identifying and reducing anxiety in their students. Excessive anxiety in students can severely impair their academic functioning. Without specialized training and support, addressing the complex social, emotional, behavioral, and educational needs of students with anxiety is challenging for teachers. Unfortunately, typical teacher training programs do not address student anxiety. This project will develop a training program to provide teachers with the knowledge and skills they need to help children with anxiety in their classrooms. The research team will conduct the research activities in three stages. In Stage 1, a Development Team comprised of national experts, teachers, and school personnel will review an initial draft of *TAPES* and provide input on the content and format of the teacher training. In Stage 2, the research team will conduct two successive open trials of *TAPES* to assess feasibility, acceptability, and utility of the training. Data and qualitative feedback from each trial will inform modifications for the subsequent trial. In Stage 3, the research team will conduct a randomized controlled trial comparing *TAPES* to a brief didactic comparison teacher training to document the promise of efficacy of *TAPES* for improving teachers' knowledge and skills for supporting students with anxiety and students' anxiety and educational outcomes. The project is expected to produce a fully-developed training program for teachers that will enhance their capacity to identify and reduce anxiety among their students, peer-reviewed publications, and presentations.

**Amount:** \$1,400,000

**Period of Performance:** 7/1/2017–6/30/2020

**Award Number:** R324A170034

**Institution:** University of Oregon

**Principal Investigator:** Kent McIntosh

**Description:** *Project ReACT: Neutralizing the Effects of Implicit Bias on Racial Disproportionality in School Discipline*. The purpose of this project is to develop a professional development intervention, *ReACT*, to reduce racial/ethnic disproportionality in school discipline and special education referrals. Disproportionality in school discipline remains a long-term and pressing concern in education. Exclusionary discipline (e.g., suspensions, expulsions) exposes students to increased risk of academic failure, referrals for special education, and school dropout. There is a need for professional development to help schools address these issues. Project *ReACT* will address this gap by developing a comprehensive program based on the promising theory of implicit bias in education (i.e., the unconscious attitudes or stereotypes that may affect teachers' understanding, action, and decision-making in schools) and provide educators with feasible strategies to increase equity in school discipline and special education referral decisions. The research team will iteratively develop and pilot test the *ReACT* intervention across three phases. Phase 1 will focus on developing *ReACT*, its training materials, and fidelity measures, with input from national experts, personnel from a wide range of schools, and a Design Team comprised of administrators and teachers from two elementary schools (Design Schools). In Phase 2, the research team will conduct full implementation of the refined intervention in the Design Schools to assess its usability, feasibility, and fidelity; preliminary associations between *ReACT* and decreased disproportionality in

office disciplinary referrals and suspensions; and teacher-reported motivation to avoid exhibiting bias. In Phase 3, the research team will assess the promise of *ReACT* through a small cluster randomized controlled trial, comparing outcomes related to disproportionality in schools receiving *ReACT* to those in the control schools. The project is expected to produce a fully-developed professional development program that will reduce disproportionality in school discipline and referrals for special education. Products also will include peer-reviewed publications and presentations to disseminate the findings.

**Amount:** \$1,399,484

**Period of Performance:** 7/1/2017–6/30/2020

## **Special Education Policy, Finance, and Systems**

**Award Number:** R324A170063

**Institution:** University of California, Davis

**Principal Investigator:** Aubyn Stahmer

**Description:** *Exploring Multi-Level System Factors Facilitating Educator Training and Implementation of Evidence-Based Practices (EBPs)*. The purpose of this project is to examine how system-wide (i.e., region, district, and school) factors such as leadership support, training requirements, structure, collaboration, and prior education affect teachers' use of evidence-based practices (EBPs) and, in turn, how teachers' use of EBPs affects outcomes for students with autism spectrum disorder (ASD). Despite growing evidence for the positive effects of EBPs for a wide range of treatment targets related to children with ASD, teachers do not use these practices in schools consistently or effectively. Although special education mandates require that programs use EBPs to address students' educational goals, there are very few evidence-based methods for selecting, implementing, and sustaining EBPs to support programs in fulfilling these mandates. The research that does exist focuses primarily on teacher training, without attention to contextual factors (e.g., implementation climate, culture and leadership, attitudes toward EBPs, resource allocation, and social networks) that may affect teachers' use of EBPs and student outcomes. Using an implementation science framework, this project will prospectively examine relationships between system-wide factors and teachers' use of EBPs and student education outcomes. The project should inform development of system-wide interventions to improve school-based implementation of EBPs for students with ASD. The research team will use focus group, survey, and innovative social network methods to measure the system-wide malleable factors and explore their relationships to EBP implementation (i.e., the amount, type, and quality of EBP training and quality of EBP use) and student outcomes (i.e., attendance, placement, and behavior). In Phase 1, the team will examine retrospective and prospective data from the annual California Autism Professional Training and Information Network (CAPTAIN) survey across three years and data from focus groups with CAPTAIN cadre members. In Phase 2, the research team will collect data from personnel at the regional, district, and school levels. They will assess system-wide malleable factors related to EBP implementation that will be linked to trainer, teacher/paraprofessional, and student outcomes and examined based on moderators, such as district size, Special Education Local Plan Area (SELPA) structure, and teachers' experience serving students with ASD. In Phase 3, the research team will use a dynamic social network approach to map EBP-related connectivity across all identified levels of the system for selected CAPTAIN cadre members (i.e., two members from multi-district SELPAs, two from single-district SELPAs, and two from small SELPAs) and their potential collaborators participating in the study. The team will further examine the networks to better understand how collaboration across the system affects outcomes. The project is expected to produce preliminary evidence of an association between a key set of system-wide malleable factors related to EBP implementation and teachers' use of EBPs and outcomes for students with ASD. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,396,830

**Period of Performance:** 9/1/201–8/31/2020

**Award Number:** R324A170016

**Institution:** American Institutes for Research (AIR)

**Principal Investigator:** Theobald Roddy

**Description:** *The Special Education Teacher Pipeline in Washington State: A Comprehensive Analysis of Preservice Predictors of Special Education Teacher Career Paths and Effectiveness.* The purpose of this project is to investigate relationships between preservice teacher education experiences, special education teacher workforce entry and retention, and student education outcomes. Preservice teacher experiences—specifically, student teaching, coursework, and the match between student teaching experiences and early-career experiences—can have important implications for teachers’ career paths and effectiveness. Despite increased attention to these experiences and the shortage and attrition of special education teachers, there has been limited large-scale empirical investigation of the preservice teacher factors that are associated with teacher workforce entry and retention for special education teachers specifically. This project will examine relationships between preservice teacher education experiences (i.e., student teaching, coursework, and the match between student teaching experiences and early-career experiences) and outcomes for special education teacher candidates (i.e., workforce entry and retention) and the academic achievement of students with disabilities that they serve. This project should inform teacher education programs and highlight areas for potential intervention at the preservice level. The research team will create a dataset that combines existing data on students, teachers, and teacher candidates in Washington State with new survey data the team collects from special education faculty in teacher education programs and school district special education directors. The researchers will use this combined dataset to investigate relationships between the preservice experiences of special education teacher candidates and their later workforce outcomes and academic outcomes of the students with disabilities. Researchers will address three research questions: (1) Which preservice teacher experiences (i.e., student teaching, coursework, and the match between student teaching experiences and early-career experiences) are related to the timing and probability of workforce entry for special education teacher candidates? (2) Which preservice teacher experiences are related to the test performance of students with disabilities in the classrooms of special education teacher candidates who enter the workforce? (3) Which preservice teacher experiences are related to the retention of special education teacher candidates who enter the state’s public teaching workforce? In addition to examining relationships between preservice teacher education experiences and workforce entry, retention, and student outcomes, the research team will investigate whether teacher performance at the end of their teacher preparation programs is a potential mediator of these relationships. The project is expected to produce preliminary evidence of an association between a key set of malleable factors related to preservice teacher preparation and the probability of workforce entry and retention and student academic outcomes. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,381,671

**Period of Performance:** 7/1/2017–6/30/2021

## **Technology for Special Education**

**Award Number:** R324A170052

**Institution:** University of Oregon

**Principal Investigator:** Erin Chaparro

**Description:** *TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems.* The purpose of this project is to develop the *Team Initiated Problem Solving (TIPS) EdTech* suite of tools, which includes *TIPS Online Training* and *TIPS Meeting Application (TIPS MApp)*, and test their promise for improving the efficiency and impact of school teams’ data-based decision-making. There is rapid growth in the amount of data available to school teams, but many school teams are not effective in their use of data to support students. Although there is evidence of efficacy from a previous NCSER-funded study for the *TIPS* training materials in improving team decision-making, involving and coordinating multiple

members of a team in the problem-solving process continues to be a challenge. The research team will develop and test the promise of the *TIPS EdTech* suite for improving the efficiency and impact of school teams. The *TIPS EdTech* suite, including *TIPS Online Training* and *TIPS MApp* is based on the *TIPS* model, which teaches team members to use data to (a) identify problems, (b) define a goal for resolving the problem, (c) discuss and select solutions to ameliorate the problem, (d) implement the solution with fidelity, (e) evaluate progress toward goals, and (f) make summative evaluative decisions for future implementation. The *TIPS Online Training* includes a suite of tools for professional development and data teaming. On-site coaches will use the online professional development modules to supplement the in-person training and coaching. The online learning modules will include periodic assessments for teachers to check their knowledge and receive feedback or additional content based on areas of need. The *TIPS MApp* is a mobile application the team notetaker will use to record team meetings, provide information and data from previous meetings, and provide prompts and guidance to assist with implementation of the *TIPS* model. In Years 1 and 2 of the project, the research team will collect and analyze data from focus groups with elementary school data teams charged with problem-solving on behalf of students who are struggling or at risk for long-term learning and behavioral difficulties. These teams, called the Design Collaborative, will use the *TIPS EdTech* suite of tools for the first two years of the project. During Year 3, the researchers will employ a multiple baseline single-case design study with data teams to determine whether *TIPS EdTech* shows promise for improving team functioning and student outcomes. In Year 4, the researchers will collect data on the sustainability of *TIPS EdTech*, complete analyses, and disseminate the tools and findings. The project is expected to produce a fully-developed *TIPS EdTech* suite of tools, including *TIPS Online Training* and *TIPS MApp*; peer-reviewed publications; and presentations.

**Amount:** \$1,399,980

**Period of Performance:** 7/1/2017–6/30/2021

**Award Number:** R324A170043

**Institution:** CAST, Inc.

**Principal Investigator:** Tracey Hall

**Description:** *Keys to Writing Smarter: An Online Writing Workbench for Students with High-Incidence Disabilities*. The purpose of this project is to develop and pilot test a technology-based professional learning system to support teachers in providing more effective writing instruction to seventh- and eighth-grade students with high-incidence disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, emotional and behavioral disorders, dyslexia). Students who graduate from high school without the writing skills required for college success or gainful employment are at a disadvantage. Many students with high-incidence disabilities struggle with writing, particularly in the areas of basic reading and language skills; fluency in basic writing skills such as spelling, handwriting, and keyboarding; and ability to compose text. There is a need for professional development to support teachers in addressing their students' writing needs before they reach high school in order to foster their ability to meet college and career standards. The researchers will develop and pilot test the *Writer's Workbench*, a technology platform to provide teachers with professional development and ongoing learning, coaching, and web-based tools. The team will conduct research activities in two distinct phases. In Phase 1 (Years 1 and 2), the researchers will focus on iteratively developing the *Writer's Workbench* tools and professional development components using data from surveys, observations, interviews, and feedback from two focus groups of teachers and their students. In Phase 2 (Year 3), the researchers will conduct a small randomized controlled trial to test the promise of the *Writer's Workbench* for improving teacher knowledge, skills, and practices and student writing outcomes. Researchers also will examine whether teacher behavior mediates the impact of *Writer's Workbench* on students' writing outcomes. The project is expected to produce a fully-developed *Writer's Workbench* technology platform, which will include

teacher training (professional development, coaching, and professional learning communities), tools (web-based digital environment), student supports, and strategies for teachers. Products also will include peer-reviewed publications and presentations.

**Amount:** \$1,399,656

**Period of Performance:** 07/01/2017–06/30/2020

### **Transition Outcomes for Secondary Students With Disabilities**

**Award Number:** R324A170008

**Institution:** University of Kansas

**Principal Investigator:** Karrie Shogren

**Description:** *The Self-Determined Learning Model of Instruction: Examining the Impact of Implementation Supports on Teacher and Student Outcomes.* The purpose of this project is to test the efficacy of varied levels of support for teachers implementing the *Self-Determined Learning Model of Instruction (SDLMI)*. *SDLMI* is a research-based program developed with previous NCSER funding to promote positive transition outcomes for high school students with disabilities. Previous research indicates that students whose teachers participate in professional development around *SDLMI* experience improved access to the general education curriculum and self-determination outcomes (e.g., increased decision-making and goal-setting skills). However, little is known about the additive value of intensifying teacher support to best promote teacher knowledge, skill, and the use of *SDLMI*. This project will evaluate the effect of various levels of *SDLMI* implementation support (i.e., no support, online support, and online and coaching support) teachers receive, following the standard *SDLMI* professional development, on teachers' knowledge, skills, and implementation of *SDLMI* and students' self-determination, access to the general education curriculum, and academic outcomes. The research team will assess the effect of three versions of *SDLMI* professional development and implementation support from the least to the most intensive. The team will employ a longitudinal cluster randomized controlled trial design to compare the impacts of these different levels of support. Researchers will randomly assign schools to one of the three versions. All participating teachers will receive the standard *SDLMI* professional development and implement *SDLMI* with targeted students. Depending on their school's assigned condition, teachers will receive either no additional support, online support, or online support and coaching throughout the school year. Participants will include 225 general and special education teachers (who teach grades 9, 10, and 11 English or Social Studies) across 15 high schools and approximately 1,350 students with disabilities who are in participating teachers' classes. The team will collect and analyze teacher and student data at baseline and immediately following the intervention and will collect teacher data again in each subsequent year of the project to determine the effect of the added implementation supports on teacher and student outcomes. The project is expected to produce evidence of the efficacy of implementation supports for teachers implementing *SDLMI* in inclusive high school classrooms, peer-reviewed publications, and presentations.

**Amount:** \$3,300,000

**Period of Performance:** 9/1/2017–8/31/2021

### **Special Education Research Training Competition**

#### **Early Career Development and Mentoring in Special Education**

**Award Number:** R324B170003

**Institution:** Michigan State University

**Principal Investigator:** Marisa Fisher

**Description:** *A Longitudinal Investigation of the Friendship and Bullying Experiences of Middle School Youth with and without Autism Spectrum Disorder and Intellectual Disability.* The principal investigator (PI) will conduct a program of research to better understand the risk factors for and the consequences of

bullying for middle school students with autism spectrum disorder (ASD) and intellectual disability (ID). The PI will participate in mentoring and training activities to develop expertise in ASD, school-based research, multi-level modeling, and grant writing. While students with disabilities experience significantly higher rates of bullying than students without disabilities, little is known about the factors that contribute to victimization or the consequences for these students, particularly those with ASD and ID. There is also limited research on how the experience of bullying for students with ASD is similar to or different from that of students with ID and students without disabilities. The PI will conduct a longitudinal investigation to determine the risk factors (e.g., loneliness, poor social skills, internalizing and externalizing problems) and academic, emotional, and behavioral consequences of bullying for students with ASD and how these risk factors and outcomes compare to those for students with ID and students without disabilities. The research activities will address three key aims: (1) to adapt and expand current measures to ensure they accurately capture the bullying experiences of students with ASD and ID and that students with ASD and ID are able to complete them; (2) to examine relations between potential risk factors and bullying for students with ASD, students with ID, and students without disabilities over time; and (3) to identify the academic, emotional, and behavioral consequences of negative relationships, particularly bullying, over time for students with ASD, students with ID, and students without disabilities.

**Amount:** \$399,592

**Period of Performance:** 8/16/2017–8/15/2021

**Award Number:** R324B170012

**Institution:** University of Houston

**Principal Investigator:** Jeremy Miciak

**Description:** *Cognitive and Linguistic Mediators of Response to Intensive Interventions in Reading for English Learners At-Risk for Learning Disabilities.* The principal investigator (PI) will conduct a program of research for improving outcomes of English learners (EL) at risk for learning disabilities (LD). The PI will participate in mentoring and training activities to develop expertise related to research with ELs, complex mediation analyses, regression discontinuity designs (RDD), and the application of mediation frameworks to RDDs. ELs are the fastest growing subgroup of the U.S. student population and are at greater risk for learning difficulties compared to their monolingual peers. Despite substantial advances in knowledge about ELs with LD, there are significant gaps in information related to the effects of intensive reading interventions and the cognitive and linguistic processes that may explain why these interventions are (or are not) effective for these students, especially during late elementary school when ELs are most often identified with LD. The PI will investigate the extent to which cognitive and linguistic factors (i.e., vocabulary/background knowledge, word reading, inferencing, and reading strategies) mediate the effects of an intensive intervention to improve the reading comprehension of third- and fourth-grade ELs who are at significant risk for LD. The project is expected to contribute to a better understanding of (1) the instructional needs of ELs at risk for LD, including measurable cognitive and linguistic characteristics that may predict improved outcomes in response to a reading intervention; (2) potential malleable intervention targets and their relative contribution as causal mechanisms for improved reading comprehension; and (3) statistical and methodological issues related to research with struggling ELs.

**Amount:** \$391,047

**Period of Performance:** 7/1/2017–6/30/2020

**Award Number:** R324B170017

**Institution:** Boston University

**Principal Investigator:** Elizabeth Bettini

**Description:** *Exploring How Special Educators' Working Conditions Contribute to their Engagement of Students with Emotional and Behavioral Disorders in Effective Reading Instruction.* The principal investigator (PI) will conduct a program of research to better understand how working conditions (e.g., instructional resources, planning time, collegial support) contribute to special education teacher instruction and student education outcomes. In addition, the PI will participate in mentoring and training

activities to develop expertise in evaluating teachers' instruction, conducting mixed-methods research, designing and analyzing single-case studies, and grant writing. The PI's primary aim is to explore relationships between working conditions and the quality of special education teachers' reading instruction and the reading achievement of students with emotional and behavioral disorders (EBD) in self-contained classes. Although research has indicated that working conditions contribute to general educators' instructional quality and student achievement, there is limited research on how they contribute to special education teachers' instruction. Given that these teachers fulfill unique roles and experience different working conditions, research examining the effects of working conditions on general educators may not apply to special education teachers and students with disabilities. This project will examine the working conditions of special education teachers who serve students with EBD in self-contained classes. The PI will conduct a series of studies to address the following key research aims: (1) determine the types of working conditions that contribute to the quality and effectiveness of special education teachers' reading instruction, (2) generate and test explanations for how working conditions contribute to teachers' reading instruction, and (3) explore how administrators conceptualize their responsibility to provide special education teachers with supportive working conditions. The project is expected to inform the development of an intervention to improve special education teachers' working conditions in order to improve their instructional quality and student achievement.

**Amount:** \$400,000

**Period of Performance:** 7/1/2017–6/30/2021

**Award Number:** R324B170010

**Institution:** University of Massachusetts, Boston

**Principal Investigator:** Lindsay Fallon

**Description:** *Validation of the Assessment of Culturally and Contextually Relevant Supports (ACCReS): Supporting Educators of Diverse Students with or at Risk for Disabilities.* The principal investigator (PI) will conduct a program of research to improve teachers' use of evidence-based, culturally and contextually relevant academic and behavioral classroom practices. The PI also will participate in mentoring and training activities to develop expertise in instrument development, psychometric analysis, and the coordination of a multi-year research project. Over four years, the PI will further develop and validate a teacher self-assessment, the *Assessment of Culturally and Contextually Relevant Supports (ACCReS)*. The *ACCReS* assesses the extent to which educators use evidence-based culturally and contextually relevant academic and behavioral practices, make data-based educational decisions, and have access to training/support systems to promote the use of these practices. Educators can use results of the self-assessment to identify professional development needs and strengthen their delivery of academic and behavior supports to culturally and linguistically diverse students with or at risk for disabilities in kindergarten through grade 12. In response to concerns about disproportionate representation of particular racial and ethnic groups in special education, researchers, policy makers, and practitioners have called for the adoption of a culturally responsive multi-tiered system of supports. An essential element of this system involves teachers' use of evidence-based academic and behavioral classroom practices that take into account environmental factors and individual differences with regard to students' culture, language, heritage, and experiences. To build the capacity of teachers to implement and sustain such practices, tools are needed that assess teachers' current practices and identify areas for improvement. The project is expected to result in a fully-developed teacher self-assessment (*ACCReS*), findings related to its reliability and validity and its association with increases in culturally and contextually relevant teacher practice, and data on changes in students' engagement and disruptive behavior.

**Amount:** \$398,722

**Period of Performance:** 9/1/2017–8/31/2021

## Low-Cost Short-Duration Evaluation of Special Education Interventions

**Award Number:** R324L170003

**Institution:** Education Development Center, Inc.

**Principal Investigator:** Caroline Parker

**Description:** *Evaluation of Structured Methods in Language Education (SMiLE): A Program Combining Literacy and Language Development for K–5 Students with Significant Cognitive Disabilities in NYC’s District 75.* The goal of the project is to examine the impact of a multi-sensory reading program, *Structured Methods in Language Education (SMiLE)*, on the reading skills of students with significant cognitive disabilities (SCD) who are not yet readers or are beginning readers. *SMiLE* is designed to provide students with SCD who struggle when beginning to read with the skills they need to access text and become more independent readers. In New York City’s District 75, the district identified the majority of students with SCD in kindergarten through grade 5 (over 96 percent or 6,210) as non-readers or beginning readers based on an annual progress monitoring tool. District 75 has been implementing *SMiLE* with students with SCD since 2008, and previous studies have provided evidence of the promise of the program for improving reading skills of these students. This project will provide a rigorous evaluation of the effect of *SMiLE* on the reading skills of students with SCD in District 75. The project team will conduct a cluster randomized controlled trial with 200 kindergarten through grade 5 special education professionals (i.e., special education teachers, speech and language therapists, and paraprofessionals) serving students with SCD. The team will randomly assign the special education professionals to receive *SMiLE* training for the first time or to continue business-as-usual reading instruction. The team will randomly select two eligible students that each participating special education professional serves, for a total of 400 students. The team will use the *Student Annual Needs Determination Inventory* (an assessment District 75 developed) to evaluate whether *SMiLE* improves the reading skills of students with SCD and also will assess progress in other behavioral, functional, and academic skills for all students with disabilities in the district who take the state alternate assessment. The project is expected to produce findings related to the impact of *SMiLE*. Results will be disseminated through an oral briefing to District 75 special education staff; practitioner-focused briefs, articles, and webinars; and conference presentations and peer-reviewed journal articles.

**Amount:** \$250,000

**Period of Performance:** 7/1/2017–6/30/2019

## **Section V**

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



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

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to conduct studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. This section of the annual report describes studies authorized by sections 664(a) and 664(c) of the law; the next section (Section VI) describes studies that contribute to the national assessment of *IDEA* required by section 664(b).

As specified in section 664(a), IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*. This includes the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training, and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to conduct a national study or studies related to students with disabilities who take alternate assessments. In particular, IES is responsible for carrying out a national study or studies that examine (1) the criteria that states use to determine eligibility for alternate assessments and the number and type of children who take those assessments and are held accountable to alternate achievement standards; (2) the validity and reliability of alternate assessment instruments and procedures; (3) the alignment of alternate assessments and alternate achievement standards to state academic content standards in reading, mathematics, and science; and (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

The National Center for Special Education Research (NCSER) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under sections 664(a), (b), and (c) of *IDEA*. The

following studies, authorized by section 664(a) of *IDEA* and supported by IES, were ongoing during federal fiscal year 2017 (i.e., Oct. 1, 2016, through Sept. 30, 2017).

**Contract Number:** ED-IES-12-C-0037

**Contractor:** Westat

**Project Director:** Karen Tourangeau

**Description:** *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Third- and Fourth-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. It followed a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children were expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study also included data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children were in fourth grade; and spring 2016, when most of the children were in fifth grade. This particular contract covered national data collections in spring 2014 and spring 2015. These data collections included one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science, as well as executive function, height, and weight); a child questionnaire; computer-assisted parent interviews; and surveys for general classroom teachers, special education teachers of children receiving special education services, and school administrators. In addition, an evaluation of children’s hearing was conducted in the spring 2014 collection. Data collection from special education teachers on study children with an individualized education program and from classroom teachers and school administrators on Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$350,926). Reports from this study are available at <https://nces.ed.gov/ecls/>. A report on the *Findings From the Third-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)* was prepared under contract ED-OES-12-D-0002 with the American Institutes for Research and published in March 2018. The report is available at <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2016094> (accessed Aug. 1, 2018).

**Amount:** \$28,200,125

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

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

**Contractor:** Westat

**Project Director:** Karen Tourangeau

**Description:** *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Fifth-Grade Data Collections.* The ECLS-K:2011 is the third in a series of longitudinal studies by the National Center for Education Statistics to examine children’s early learning and development, transitions into kindergarten and beyond, and progress through school. The study followed a cohort of children from their kindergarten year (the 2010–11 school year) through the 2015–16 school year, when most of the children were expected to be in fifth grade. Approximately 18,000 children participated in the first year of the study, which included data collections in fall 2010 and spring 2011. The study also included data collections in fall 2011 and spring 2012, when most of the children were in first grade; fall 2012 and spring 2013, when most of the children were in second grade; spring 2014, when most of the children were in third grade; spring 2015, when most of the children were in fourth grade; and spring 2016, when most of the children were in fifth grade. This particular contract covers national data collection in spring 2016. The data collection included one-on-one direct child assessments (measuring knowledge and skills in reading, mathematics, and science, as well as executive function, height, and weight); a child questionnaire; computer-assisted parent interviews; and surveys for general classroom teachers, special

education teachers of children receiving special education services, and school administrators. In addition, the study conducted an evaluation of children's hearing. Data collection from special education teachers on study children with an individualized education program and from classroom teachers and school administrators on Response to Intervention practices in study schools was supported with *IDEA* studies and evaluations funding (\$109,196). Reports from this study are expected to be available at <https://nces.ed.gov/ecls/> (accessed Aug. 1, 2018).

**Amount:** \$19,633,031

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

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

**Contractor:** RTI International

**Project Director:** Daniel Pratt

**Description:** *Middle Grades Longitudinal Study of 2017-18 (MGLS:2017)*. The MGLS:2017 is a study to gather information about U.S. public and private school students' developmental and learning trajectories during their middle-grade years, or grades 6 through 8. The study will include a representative sample of students with disabilities. The study consists of two field tests and a Main Study. The Item Validation Field Test (IVFT) took place in early 2016 with a sample of approximately 5,000 students enrolled in grades 5 through 8 in order to establish the assessments and surveys for use in the Main Study. These assessments include mathematics, reading, and executive function, as well as a survey component that asks students about such things as their peer relations, activities outside of school, technology use, aspirations, and socioemotional functioning. The study team also field tested parent, mathematics teacher, special education teacher, and school administrator surveys along with a Facility Observation Checklist that helps describe the physical aspects of the school. The Operational Field Test (OFT) took place in early 2017 with a sample of about 1,200 students in sixth grade from about 50 schools. The OFT helped validate the recruitment protocols, sampling approach, and administration protocols for all assessment and survey instruments in advance of the Main Study. The team tested the protocol for measuring height and weight at this time as well. The sixth-grade data collection for the Main Study took place from January through July of 2018. A sample of about 14,000 students in sixth grade from about 570 schools participated along with their parents, math teachers, special education teachers, and school administrators. Follow-ups with students and their associated adult respondents are planned. All students with disabilities who are selected for the study will be included in the assessments to the extent possible. Students who are not able to take the assessments or survey will remain in the study sample, and the study team will ask their parents and teachers to provide information on the students' educational experiences and proficiencies. *IDEA* studies and evaluations funding (\$3,661,467) is partly supporting MGLS:2017 data collection. Reports from this study will be available at <https://surveys.nces.ed.gov/MGLS/Home/About> (accessed Oct. 6, 2017).

**Amount:** \$34,756,000

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

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

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

**Project Director:** Joshua Haimson

**Description:** *National Longitudinal Transition Study 2012 (NLTS 2012) Phase I* (also referred to as *Study of Transition Outcomes for Youth with Disabilities, Phase I*). *IDEA* provides funds to school districts to serve students with individualized education programs (IEPs) and emphasizes transition services to help youths with disabilities complete high school prepared to achieve important outcomes, such as postsecondary education, jobs, and independent living. NLTS 2012 is the third in a series examining the characteristics and school experiences of a nationally representative sample of youths with disabilities. The study is addressing several questions. How do the personal, family, and school characteristics and experiences of youth with disabilities differ from those of youths not served under *IDEA*? How do the

characteristics and experiences of youths vary across disability groups? How have the characteristics and experiences of youths with disabilities changed over time? The NLTS 2012 focuses on a group of about 12,000 students ages 13 to 21 (in December 2011), of which 10,000 were students with individualized education programs across the federal disability categories. Surveys of youths and their parents/guardians were conducted in spring 2012 through summer 2013 to gather information about background characteristics and transition experiences as the youth prepared to leave school. Two volumes describing this information (for youth with and without disabilities, for youth across the disability categories) were released in March 2017 and are available at <https://ies.ed.gov/ncee/pubs/20174016/> (accessed Oct. 10, 2017). The third report volume examines trends for youth with disabilities by comparing the NLTS 2012 survey results with those from two earlier NLTS surveys; this volume was released on February 7, 2018, and is available at <https://ies.ed.gov/ncee/pubs/20184007/> (accessed July 31, 2018). A brief summarizing key findings from across the three volumes was released on May 15, 2018 and is available at <https://ies.ed.gov/ncee/pubs/20184011/> (accessed July 31, 2018). The study team also conducted a systematic review of the research literature on post-high school transition programs for youths with disabilities, with a report released in August 2013 available at <https://ies.ed.gov/ncee/pubs/20134011/index.asp> (accessed Oct. 6, 2017).

**Amount:** \$24,243,405

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

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

**Contractor:** RTI International, SRI International, Social Dynamics

**Project Director:** Michael Bryan

**Description:** *National Longitudinal Transition Study 2012 (NLTS 2012) Phase II* (also referred to as *Post-High School Outcomes for Youth with Disabilities Study*). *IDEA* provides funds to school districts to serve students with individualized education programs (IEPs) and emphasizes transition services to help youths with disabilities complete high school prepared to achieve important post-school outcomes, such as postsecondary education, jobs, and independent living. Phase II of NLTS 2012 is examining how these transitions are taking place, building on an earlier survey of a nationally representative set of students with and without IEPs (NLTS 2012 Phase I). The study will address questions such as the following: To what extent do youths with disabilities who receive special education services under *IDEA* make progress through high school compared with other youths, including those identified for services under section 504 of the *Rehabilitation Act of 1973*? Are youths with disabilities achieving the post-high school outcomes envisioned by *IDEA*, and how do their college, training, and employment rates compare with those of other youths? How do these high school and postsecondary experiences and outcomes vary by student characteristics, including their disability category, age, sex, race/ethnicity, English learner status, income status, and type of high school attended (including regular public school, charter school, career/technical school, special education school, or other state- or federally operated institution)? NLTS 2012 Phase II will utilize administrative data linked with survey information from Phase I of the study to follow a sample of more than 10,000 students ages 13 to 21 (in December 2011) beyond high school. Study plans include collecting: (1) school district administrative data, including transcripts, from districts that participated in NLTS 2012; (2) postsecondary enrollment information through the National Student Clearinghouse; (3) information about vocational rehabilitative services and supports youths received from the Department's Rehabilitative Services Administration; and (4) disability program, employment, and earnings data from the Social Security Administration. Collection of school transcripts is underway. The study reports will be announced on <https://ies.ed.gov/ncee/> (accessed Oct. 13, 2017).

**Amount:** \$7,237,097

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

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

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

**Project Director:** Jose Blackorby

**Description:** *Study of Early Intervention and Special Education Services and Personnel.* This study supported the analysis of extant data to examine early intervention and special education service delivery and the personnel providing services. The study examined how early intervention service delivery varies across states; how special education and related services received by children and youths vary over time, across states, and by student characteristics; and how the distribution of personnel providing special education services varies over time, across states, and by school characteristics. Among the extant data sources the study team analyzed are cross-sectional data from *IDEA* section 618 data states submit to the U.S. Department of Education and from the Schools and Staffing Survey. This study informed the design of an early intervention and special education implementation study that will expand upon these data by collecting relevant information on services and personnel directly from states, districts, and schools. (accessed Oct. 19, 2017).

**Amount:** \$1,149,233

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



## **Section VI**

### **Extent and Progress of the Assessment of National Activities**



## Extent and Progress of the Assessment of National Activities

As specified in section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, the secretary has the responsibility to conduct a “national assessment” of activities carried out with federal funds under *IDEA*. The secretary has delegated to the Institute of Education Sciences (IES) [in accordance with section 664(a) of *IDEA*] the responsibility for performing this national assessment [as required by section 664(b)] of the implementation and effectiveness of *IDEA* and of the federal, state, and local programs and services supported under the law. IES is carrying out this national assessment to determine the effectiveness of *IDEA* in achieving the law’s purpose and to collect information on how to implement *IDEA* more effectively. Information generated through this national assessment is intended to help federal policy makers and state and local administrators implement the law more effectively and help federal policy makers shape future legislation regarding infants, toddlers, preschoolers, children, and youths with disabilities. The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment of *IDEA*, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies and evaluations related to the national assessment during federal fiscal year (FFY) 2017 (i.e., Oct. 1, 2016, through Sept. 30, 2017).

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

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

**Project Director:** Cheri Vogel

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

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

**Amount:** 7,862,311

**Period of Performance:** 11/22/2013–11/21/2021

**Contract Number:** ED-IES-14-C0003

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

**Project Director:** Fred Doolittle

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

Training school staff in supporting the behavior of all students is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it. The Office of Special Education Programs has supported the study and implementation of tiered systems of behavior support since the 1990s, and over a third of U.S. districts report implementing these systems at the elementary school level. Recent small-scale studies have shown the promise of MTSS-B. This evaluation occurs under the National Assessment of the *Individuals with Disabilities Education Act (IDEA)*, which permits districts to use a portion of their *IDEA* funds to provide services to students whom they have not identified as needing special education, but who need additional support to succeed in a general education environment, such as MTSS-B. This study will address several questions: What MTSS-B training and support activities were provided? What MTSS-B activities occurred in the schools receiving MTSS-B Training? How do these MTSS-B activities differ from those in schools that do not receive the training? What is the impact on school staff practices, school climate, and student outcomes of providing training in the MTSS-B framework plus universal positive behavior supports (Tier I) and a targeted (Tier II) intervention? What are the impacts for relevant subgroups (e.g., at-risk students)? The contractor, with assistance and input from the U.S. Department of Education and in consultation with a panel of experts, competitively selected an MTSS-B training provider. The study team randomly assigned approximately 90 elementary schools to either (1) training in MTSS-B that includes universal supports (Tier I) plus a targeted (Tier II) intervention or (2) a business-as-usual control group. Treatment schools received training in MTSS-B prior to and across two school years, 2015–16 (Tier I) and 2016–17 (Tiers I and II), and implemented MTSS-B across these two years. Data collection included a staff survey, teacher ratings of student behavior, classroom observations, site visits, and student records data. Data collection will take place across 2015–16 through 2017–18 school years. The impact report will be announced on <https://ies.ed.gov/ncee/> (accessed Aug. 23, 2017).

**Amount:** \$23,796,966

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

**Contract Number:** ED-04-CO-0059/0032

**Contractor:** Westat and Empatha

**Project Director:** Tamara Daley

**Description:** *National Evaluation of the IDEA Technical Assistance and Dissemination Program.* As *IDEA* Part D specifies, 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 the TA&D Program grantees provide, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting those needs and supporting implementation of *IDEA* 2004. Research questions focus on three topic areas: (1) description of needs for and uses of TA&D services: What are the areas in which states and local providers report needing and/or receiving technical assistance to support *IDEA* implementation? Which

services are seen as most helpful in contributing to the improvement of key student outcomes, and what are the perceived barriers to local-level implementation? (2) description of TA&D grantee services: What are the TA&D Network objectives and provider areas of practice? How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients? (3) relationship between technical assistance and implementation of practices and policy: To what extent is assistance from TA&D grantees perceived as helpful in the implementation of special education policies and practices, and how satisfied are customers with the support they receive related to the implementation of *IDEA*? Data collection for the interim report occurred in 2011 and 2012 and included administering surveys to TA&D Program grantees, all state *IDEA* Part B and Part C administrators, and a sample of state-level special education program staff. An interim report based on these data was released in October 2013 and is available at <https://ies.ed.gov/ncee/pubs/20144000/> (accessed Aug. 30, 2016). For the final report, the evaluation team collected additional data from each State Deaf-Blind Technical Assistance Project grantee and from those who provide services at the local level to children with deaf-blindness and their families. The team analyzed these data together with relevant extant data. The final report from the study is available at <https://ies.ed.gov/ncee/pubs/20184006/> (accessed Aug. 1, 2018).

**Amount:** \$2,995,294

**Period of Performance:** 9/25/2009–1/30/2018



## **Appendix A**

### **Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State**



**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2016**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Alabama	3,291	1.9	7,726	4.4	79,196	7.9
Alaska	867	2.6	2,221	6.8	16,490	10.3
Arizona	5,543	2.1	15,555	5.9	119,695	8.1
Arkansas	1,722	1.5	13,474	11.7	57,318	9.0
California	43,860	2.9	80,903	5.4	666,414	8.1
Colorado	6,006	3.0	13,485	6.6	84,546	7.4
Connecticut	4,804	4.4	9,086	8.0	68,433	9.3
Delaware	1,081	3.3	2,444	7.3	19,137	10.3
District of Columbia	794	3.0	1,675	6.6	11,136	10.0
Florida	14,562	2.1	40,412	6.0	342,458	9.1
Georgia	8,301	2.1	18,553	4.6	190,541	8.4
Hawaii	1,685	3.1	2,491	4.5	16,884	6.4
Idaho	1,892	2.7	3,588	5.2	27,650	7.2
Illinois	15,590	3.4	37,253	8.0	256,897	9.6
Indiana	10,327	4.1	18,108	7.1	155,185	10.7
Iowa	3,004	2.5	6,591	5.6	58,284	8.6
Kansas	4,883	4.2	11,437	9.6	60,849	9.4
Kentucky	4,837	2.9	17,626	10.7	83,953	9.2
Louisiana	4,926	2.6	10,019	5.4	72,949	7.5
Maine	935	2.4	3,505	8.9	29,620	12.3
Maryland	8,094	3.7	13,885	6.2	92,962	7.7
Massachusetts	20,359	9.4	17,468	8.0	152,651	11.3
Michigan	9,835	2.9	21,199	6.1	176,766	8.6
Minnesota	5,736	2.7	16,586	7.8	115,279	10.0
Mississippi	1,953	1.7	8,419	7.4	59,479	9.0
Missouri	6,453	2.9	17,687	7.9	110,936	8.8
Montana	886	2.3	1,697	4.5	16,359	7.9
Nebraska	1,859	2.3	—	—	43,143	10.2
Nevada	3,305	3.0	8,769	7.9	48,022	8.2
New Hampshire	1,972	5.2	3,547	8.9	25,388	9.8
New Jersey	13,579	4.4	19,237	6.0	216,258	12.1
New Mexico	5,687	7.4	4,354	5.5	47,029	10.6
New York	30,317	4.4	66,317	9.5	439,097	11.5
North Carolina	10,387	2.9	19,211	5.3	180,301	8.5
North Dakota	1,276	3.7	2,012	6.5	12,395	7.8
Ohio	10,220	2.4	23,181	5.5	236,718	9.9
Oklahoma	2,622	1.6	9,450	5.9	99,941	11.7
Oregon	3,878	2.7	10,852	7.7	75,013	9.6
Pennsylvania	20,674	4.9	34,056	7.9	277,379	11.1
Rhode Island	1,978	6.1	3,025	9.1	20,271	9.6
South Carolina	4,376	2.5	9,631	5.4	93,921	9.3
South Dakota	1,200	3.3	2,748	7.5	17,564	9.4
Tennessee	5,705	2.3	13,480	5.5	115,456	8.6
Texas	25,715	2.1	46,652	3.9	430,874	6.7
Utah	4,262	2.8	10,516	6.9	71,440	8.9

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 2016—Continued**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Vermont	959	5.2	1,893	10.2	12,477	10.1
Virginia	9,732	3.2	17,510	5.7	150,345	8.8
Washington	7,584	2.8	15,897	5.8	123,653	8.6
West Virginia	3,310	5.5	5,376	8.7	40,923	11.9
Wisconsin	5,604	2.8	—	—	—	—
Wyoming	1,245	5.5	3,367	14.6	12,132	9.8
50 states and DC	369,672	3.1	744,174	6.4	5,931,807	9.0
BIE schools <sup>d</sup>	†	†	240	†	6,031	†
American Samoa	42	—	29 <sup>e</sup>	—	570	—
Guam	144	—	165 <sup>e</sup>	—	1,853	—
Northern Mariana Islands	60	—	92 <sup>e</sup>	—	835	—
Puerto Rico (PR)	2,871	3.1	14,794	14.3	104,088	15.1
Virgin Islands	107	—	120 <sup>e</sup>	—	1,072	—
50 states, DC, BIE schools, PR, and outlying areas <sup>f</sup>	372,896	—	759,614	—	6,046,256	—
Federated States of Micronesia	†	—	142 <sup>g</sup>	—	1,901	—
Republic of Palau	†	—	6 <sup>g</sup>	—	86	—
Republic of the Marshall Islands	†	—	39 <sup>g</sup>	—	639	—
50 states, DC, BIE schools, PR, outlying areas, and freely associated states <sup>h</sup>	—	—	759,801	—	6,048,882	—

— Data not available.

† Not applicable.

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

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

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

<sup>d</sup>The Bureau of Indian Education (BIE) receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives *IDEA*, Part B, funds under *IDEA* section 611(h)(1)(A) to serve children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual states in which they reside.

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

<sup>f</sup>The four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.

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

<sup>h</sup>The three freely associated states are the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA* Part C Child Count and Settings Collection,” 2016. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. 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, 2016,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and state: Fall 2016**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	5	36	1,017	183	5	1,900	145
Alaska	239	20	16	63	18	420	91
Arizona	313	113	259	2,150	16	2,525	167
Arkansas	3	22	336	120	8	1,159	74
California	135	4,049	2,501	25,171	79	10,774	1,151
Colorado	22	183	222	1,539	15	3,855	170
Connecticut	0	168	492	1,608	18	2,410	108
Delaware	x	54	283	131	x	557	52
District of Columbia	x	12	361	112	x	256	46
Florida	31	250	3,025	5,271	10	5,504	471
Georgia	24	249	2,854	190	6	3,740	1,238
Hawaii	x	468	x	193	199	223	566
Idaho	29	23	17	255	5	1,474	89
Illinois	9	516	2,123	4,341	8	8,247	346
Indiana	13	168	1,027	1,010	8	7,524	577
Iowa	x	77	155	347	x	2,236	165
Kansas	30	122	310	873	9	3,293	246
Kentucky	6	73	329	303	9	3,850	267
Louisiana	8	58	2,108	255	0	2,278	219
Maine	x	12	26	x	0	839	42
Maryland	7	438	2,233	1,388	10	3,557	461
Massachusetts	31	1,136	1,624	5,023	15	11,764	766
Michigan	82	167	1,685	631	9	6,958	303
Minnesota	164	254	517	471	9	4,059	262
Mississippi	10	18	875	60	3	946	41
Missouri	10	102	1,020	375	26	4,678	242
Montana	141	x	4	43	x	660	35
Nebraska	35	39	83	299	3	1,350	50
Nevada	25	145	304	1,321	14	1,261	235
New Hampshire	x	x	x	x	x	x	x
New Jersey	19	909	1,347	4,645	27	6,100	532
New Mexico	390	x	97	3,824	x	1,238	90
New York	45	1,704	3,367	7,238	267	17,307	389
North Carolina	105	239	2,623	1,750	12	5,403	255
North Dakota	115	x	28	42	x	912	168
Ohio	26	239	1,416	645	14	7,355	525
Oklahoma	133	51	174	454	15	1,530	265
Oregon	27	122	64	850	8	2,653	154
Pennsylvania	21	568	2,535	2,587	7	13,544	1,412
Rhode Island	8	44	134	555	0	1,167	70
South Carolina	14	61	1,333	456	7	2,323	182
South Dakota	192	x	31	65	x	844	48
Tennessee	12	98	961	488	13	3,895	238
Texas	33	556	2,076	13,581	65	9,210	194

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 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	47	64	33	916	40	3,045	117
Vermont	3	20	22	24	3	841	46
Virginia	9	522	1,838	1,198	13	5,223	929
Washington	115	488	334	1,686	75	4,310	576
West Virginia	x	25	106	34	x	2,995	144
Wisconsin	67	118	585	849	5	3,773	207
Wyoming	51	6	x	160	x	961	64
American Samoa	0	x	0	0	34	0	x
Guam	0	12	0	0	103	0	29
Northern Mariana Islands	0	14	x	0	36	0	x
Puerto Rico	0	0	x	x	0	0	0
Virgin Islands	0	x	73	21	0	7	x

x Data were suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: “*IDEA Part C Child Count and Settings Collection*,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-3. Number of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and state: Fall 2016**

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	30	118	2,226	436	7	4,780	129
Alaska	498	70	65	186	56	990	356
Arizona	804	362	646	6,782	38	6,402	521
Arkansas	37	124	3,578	1,294	37	8,125	279
California	332	7,283	4,138	45,339	193	18,637	4,981
Colorado	87	340	566	4,626	22	7,318	526
Connecticut	14	403	1,092	2,760	11	4,524	282
Delaware	3	83	577	455	5	1,232	89
District of Columbia	x	22	1,163	292	x	169	23
Florida	80	816	9,382	12,915	57	15,748	1,414
Georgia	34	639	6,225	2,679	23	8,248	705
Hawaii	x	535	x	506	483	423	488
Idaho	57	56	29	638	0	2,714	94
Illinois	107	1,589	4,657	9,226	44	19,976	1,654
Indiana	27	268	1,616	1,881	19	13,399	898
Iowa	30	135	425	630	11	5,041	319
Kansas	100	221	622	1,941	13	8,018	522
Kentucky	19	167	1,370	975	7	14,387	701
Louisiana	45	120	4,204	508	15	4,857	270
Maine	43	39	141	63	4	3,100	115
Maryland	35	814	4,499	2,337	17	5,611	572
Massachusetts	34	1,077	1,664	3,904	11	10,101	677
Michigan	161	525	3,161	1,680	22	14,756	894
Minnesota	400	779	1,511	1,758	21	11,164	953
Mississippi	12	72	3,523	180	5	4,424	203
Missouri	35	297	2,157	965	29	13,480	724
Montana	220	13	16	94	3	1,288	63
Nebraska	—	—	—	—	—	—	—
Nevada	73	258	968	3,479	80	3,359	552
New Hampshire	x	98	65	229	x	3,053	95
New Jersey	22	1,777	2,352	5,958	33	8,613	482
New Mexico	416	30	63	2,512	7	1,259	67
New York	291	3,405	9,066	16,990	69	34,867	1,629
North Carolina	432	441	4,849	3,137	23	9,653	676
North Dakota	175	24	70	130	4	1,546	63
Ohio	24	419	2,705	1,118	13	17,773	1,129
Oklahoma	1,725	114	549	1,119	14	5,008	921
Oregon	98	293	248	2,663	49	7,023	478
Pennsylvania	50	933	5,148	4,287	17	21,998	1,623
Rhode Island	31	78	217	734	4	1,862	99
South Carolina	28	128	3,166	890	3	4,990	426
South Dakota	509	x	56	121	x	1,909	118
Tennessee	27	239	2,506	1,005	13	9,359	331
Texas	227	1,860	4,796	23,974	55	14,549	1,191

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 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	164	129	102	1,621	122	8,205	173
Vermont	3	31	37	21	0	1,785	16
Virginia	46	991	3,515	2,478	18	9,495	967
Washington	224	791	661	4,022	82	8,747	1,370
West Virginia	7	11	177	88	4	4,925	164
Wisconsin	—	—	—	—	—	—	—
Wyoming	139	10	25	413	0	2,618	162
BIE schools <sup>a</sup>	240	0	0	0	0	0	0
American Samoa	0	0	0	0	29	0	0
Guam	0	37	0	x	119	x	x
Northern Mariana Islands	0	32	0	0	44	3	13
Puerto Rico	7	5	x	14,742	x	34	0
Virgin Islands	0	x	98	x	0	x	x
Federated States of Micronesia	0	0	0	0	142	0	0
Republic of Palau	0	0	0	0	6	0	0
Republic of the Marshall Islands	0	0	0	0	39	0	0

x Data were suppressed to limit disclosure.

— Data not available.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-4. Number of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and state: Fall 2016**

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	628	465	29,727	4,374	56	42,426	1,520
Alaska	4,720	580	608	1,173	399	6,993	2,017
Arizona	7,372	1,482	7,803	53,830	326	45,570	3,312
Arkansas	402	437	13,387	6,151	265	35,330	1,346
California	4,954	39,441	58,570	374,667	2,679	163,475	22,628
Colorado	920	1,428	5,014	31,607	155	42,062	3,360
Connecticut	203	1,475	11,333	19,404	55	34,108	1,855
Delaware	87	271	7,186	2,966	21	7,982	624
District of Columbia	x	62	8,952	1,487	x	524	97
Florida	1,133	4,392	87,751	103,051	373	134,490	11,268
Georgia	375	3,170	76,358	25,997	154	78,013	6,474
Hawaii	75	3,180	388	2,388	6,917	2,166	1,770
Idaho	633	306	397	5,633	0	19,880	801
Illinois	1,003	5,573	54,704	64,440	214	121,939	9,020
Indiana	413	1,387	21,395	14,987	70	109,036	7,897
Iowa	394	695	5,716	6,828	119	41,903	2,629
Kansas	719	887	5,521	10,685	81	39,547	3,409
Kentucky	124	603	9,794	4,214	56	66,207	2,955
Louisiana	493	510	36,402	2,866	38	31,180	1,460
Maine	376	240	920	703	33	26,670	678
Maryland	295	2,643	39,054	13,210	94	34,056	3,610
Massachusetts	421	4,544	15,809	34,205	124	92,403	5,145
Michigan	1,587	2,391	36,836	13,255	129	115,689	6,879
Minnesota	3,266	4,688	14,356	12,130	82	74,483	6,274
Mississippi	129	280	28,942	1,419	22	27,677	1,010
Missouri	560	1,127	20,458	5,812	152	79,116	3,711
Montana	2,389	96	197	893	40	12,167	577
Nebraska	884	636	3,885	8,005	51	27,785	1,897
Nevada	685	1,167	6,933	19,338	463	16,734	2,702
New Hampshire	98	329	545	1,553	15	22,260	588
New Jersey	298	8,847	38,107	54,909	291	110,560	3,246
New Mexico	5,176	220	1,130	29,191	54	10,451	807
New York	3,104	16,961	94,940	135,893	724	178,624	8,851
North Carolina	2,795	2,277	56,952	26,697	163	83,853	7,564
North Dakota	1,385	75	590	771	19	9,229	326
Ohio	333	1,984	47,131	12,199	150	163,140	11,781
Oklahoma	16,495	766	10,755	13,983	184	49,157	8,601
Oregon	1,482	1,504	2,420	18,229	411	46,481	4,486
Pennsylvania	533	4,187	47,849	32,669	144	180,472	11,525
Rhode Island	251	337	1,873	5,392	26	11,541	851
South Carolina	335	637	38,750	7,043	84	43,643	3,429
South Dakota	2,729	182	597	1,036	9	12,312	699
Tennessee	270	1,044	28,343	8,522	70	74,908	2,299
Texas	1,847	8,296	69,485	218,698	502	122,902	9,144

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 2016—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Utah	1,266	671	1,434	14,279	828	51,237	1,725
Vermont	58	107	396	178	21	11,517	200
Virginia	456	5,047	42,032	22,073	188	72,979	7,570
Washington	2,649	4,622	7,138	30,773	1,016	67,722	9,733
West Virginia	50	108	1,883	539	9	37,282	1,052
Wisconsin	—	—	—	—	—	—	—
Wyoming	586	59	151	1,523	14	9,232	567
BIE schools <sup>a</sup>	6,031	0	0	0	0	0	0
American Samoa	0	x	0	0	x	0	0
Guam	x	275	x	6	1,536	x	17
Northern Mariana Islands	0	213	0	0	496	0	126
Puerto Rico	51	x	x	103,899	3	112	0
Virgin Islands	x	0	793	236	x	x	21
Federated States of Micronesia	0	0	0	0	1,901	0	0
Republic of Palau	0	0	0	0	86	0	0
Republic of the Marshall Islands	0	0	0	0	639	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

<sup>a</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## **Appendix B**

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



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

The *Individuals with Disabilities Education Act (IDEA)* allows states flexibility in the use of the *developmental delay* category. Per statute, use of the category is optional. Only children and students ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although *IDEA* does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information about the children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 states, the District of Columbia, and Puerto Rico (PR) represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2007 through 2016. Exhibit B-3 identifies whether each state, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) reported any children ages 3 through 5 and any students ages 6 through 9 under the *developmental delay* category in 2016.

**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 2007 through fall 2016**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2007	49	2.86
2008	49	2.73
2009	50	2.78
2010	49	2.84
2011	49	2.89
2012	48	2.98
2013	48	2.94
2014	50	2.99
2015	50	3.06
2016	48	3.17

<sup>a</sup>These are states that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

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

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2007–2016. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. For 2010, 2012, and 2014, data for Wyoming were not available. For 2011 and 2014, data for BIE schools were not available. For 2016, data for Nebraska and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016," 2007–16. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. For 2010, 2012, and 2014, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-2. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 2007 through fall 2016**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2007	35	1.11
2008	34	1.26
2009	37	1.25
2010	35	1.33
2011	35	1.41
2012	36	1.49
2013	36	1.56
2014	36	1.65
2015	37	1.74
2016	36	1.87

<sup>a</sup>These are states that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Percentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: "*IDEA* Part B Child Count and Educational Environments Collection," 2007–16. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. For 2010 and 2011, data for Puerto Rico were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2014, data for BIE schools were not available. For 2016, data for Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2000 to July 1, 2016," 2007–16. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were excluded. For 2010 and 2011, data for Puerto Rico were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data for 2007 through 2010 were accessed spring 2012. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-3. States reporting children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay*, by state: Fall 2016**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Alabama	Yes	Yes
Alaska	Yes	Yes
American Samoa	No	No
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools <sup>a</sup>	Yes	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	No
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	Yes	Yes
Florida	Yes	No
Georgia	Yes	Yes
Guam	Yes	No
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	No
Iowa	No	No
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	—	Yes
Nevada	Yes	No
New Hampshire	Yes	Yes
New Jersey	Yes	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes

See notes at end of exhibit.

**Exhibit B-3. States reporting children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay*, by state: Fall 2016—  
Continued**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Northern Marianas	Yes	Yes
Ohio	Yes	No
Oklahoma	Yes	Yes
Oregon	Yes	No
Pennsylvania	Yes	Yes
Puerto Rico	Yes	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	No
Tennessee	Yes	Yes
Texas	No	No
Utah	Yes	Yes
Vermont	Yes	Yes
Virgin Islands	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	—	—
Wyoming	Yes	Yes

— Data not available.

<sup>a</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## **Appendix C**

### ***IDEA Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services***



## ***IDEA* Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services**

Appendix C presents state-level information on *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS). In particular, Exhibit C-1 presents the number of students who received CEIS and number and percentage of local education agencies (LEAs) and educational service agencies (ESAs) in the 50 states, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands), that were required to use 15 percent of *IDEA* sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily used up to 15 percent of funds reserved for CEIS. Exhibit C-2 presents state-level data on the number and percentage of LEAs and ESAs that met the *Individuals with Disabilities Education Act (IDEA)*, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) section 300.600(a)(2), had an increase in section 611 allocations, and took the *MOE reduction* pursuant to *IDEA* section 613(a)(2)(C) in school year 2015–16.

**Exhibit C-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2015–16**

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
Alabama	802	3	2.2
Alaska	747	1	1.9
American Samoa	0	0	0.0
Arizona	—	—	—
Arkansas	1,855	19	7.3
BIE schools <sup>b</sup>	1,023	24	13.9
California	101,707	45	3.8
Colorado	2,067	1	1.6
Connecticut	817	8	4.9
Delaware	16,446	7	14.9
District of Columbia	5,709	11	21.6
Federated States of Micronesia	0	0	0.0
Florida	37,295	16	21.3
Georgia	6,560	37	18.1
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	6	2	1.4
Illinois	76,485	91	10.7
Indiana	21,194	27	7.0
Iowa	9,651	18	5.1
Kansas	0	0	0.0
Kentucky	5,719	9	5.1
Louisiana	61,075	135	78.0
Maine	202	5	2.0
Maryland	6,732	2	8.0
Massachusetts	15	1	0.2
Michigan	6,185	46	8.0
Minnesota	3,010	75	26.0
Mississippi	10,201	35	24.0
Missouri	370	5	0.9
Montana	0	0	0.0
Nebraska	1,658	10	4.1
Nevada	17,602	2	11.1
New Hampshire	311	3	1.7
New Jersey	17,924	31	4.6
New Mexico	2,110	7	4.5
New York	81,098	86	12.4
North Carolina	11,346	8	2.9

See notes at end of exhibit.

**Exhibit C-1. Number of students who received coordinated early intervening services (CEIS) and number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that were required to use 15 percent of IDEA sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily used up to 15 percent of IDEA sections 611 and 619 funds reserved for CEIS, by state: School year 2015–16—  
Continued**

State	Number of students who received CEIS	LEAs/ESAs required to use or voluntarily used <i>IDEA</i> sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
North Dakota	1,098	4	12.5
Northern Mariana Islands	0	0	0.0
Ohio	9,024	37	3.7
Oklahoma	9,391	10	1.8
Oregon	3,787	8	4.1
Pennsylvania	41,067	3	0.4
Puerto Rico	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	11,192	33	54.1
South Carolina	1,690	9	10.2
South Dakota	647	7	4.6
Tennessee	9,582	7	4.8
Texas	35,200	84	7.0
Utah	4,334	12	8.1
Vermont	2,918	6	10.2
Virgin Islands	1,759	2	100.0
Virginia	5,828	10	7.6
Washington	222	5	1.9
West Virginia	0	0	0.0
Wisconsin	52,173	102	22.7
Wyoming	8,227	25	51.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	706,061	1,134	7.7

— Data not available.

<sup>a</sup>Percentage was calculated by dividing the number of LEAs and ESAs that were required to use 15 percent of *IDEA* sections 611 and 619 funds for CEIS due to significant disproportionality in school year 2015–16 and the number of LEAs and ESAs that voluntarily used up to 15 percent of *IDEA* sections 611 and 619 funds for CEIS, by the total number of LEAs and ESAs in school year 2015–16, then multiplying the result by 100.

<sup>b</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689:

“*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2016.

U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: “*IDEA* Part B Child Count and Educational Environments Collection,” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to

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

**Exhibit C-2. Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in IDEA section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2015–16, by state**

State	LEAs/ESAs had an increase in <i>IDEA</i> section 611 allocations, met requirements, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
Alabama	1	0.7
Alaska	0	0.0
American Samoa	0	0.0
Arizona	—	—
Arkansas	0	0.0
BIE schools <sup>b</sup>	0	0.0
California	0	0.0
Colorado	0	0.0
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia	0	0.0
Federated States of Micronesia	0	0.0
Florida	0	0.0
Georgia	2	1.0
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	0	0.0
Indiana	0	0.0
Iowa	0	0.0
Kansas	0	0.0
Kentucky	58	33.1
Louisiana	0	0.0
Maine	0	0.0
Maryland	0	0.0
Massachusetts	10	2.5
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	12	2.2
Montana	2	0.5
Nebraska	—	—
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	0	0.0
New York	0	0.0
North Carolina	0	0.0

See notes at end of exhibit.

**Exhibit C-2. Number and percentage of local education agencies (LEAs) or educational service agencies (ESAs) that met the IDEA, Part B, requirements under 34 C.F.R. section 300.600(a)(2), had an increase in IDEA section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA section 613(a)(2)(C) in school year 2015–16, by state—Continued**

State	LEAs/ESAs had an increase in <i>IDEA</i> section 611 allocations, met requirements, and took the <i>MOE</i> reduction	
	Number	Percentage <sup>a</sup>
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	1	0.1
Oklahoma	50	9.2
Oregon	0	0.0
Pennsylvania	74	10.9
Puerto Rico	0	0.0
Republic of Palau	0	0.0
Republic of the Marshall Islands	0	0.0
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	0	0.0
Texas	3	0.2
Utah	5	3.4
Vermont	0	0.0
Virgin Islands	0	0.0
Virginia	0	0.0
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	—	—
Wyoming	0	0.0
50 states, DC, BIE schools, PR, outlying areas, and freely associated states	240	1.6

— Data not available.

<sup>a</sup>Percentage was calculated by dividing the number of LEAs and ESAs that met the *IDEA*, Part B, requirements and had an increase in *IDEA* section 611 allocations and took the *MOE* reduction in school year 2015–16, by the total number of LEAs and ESAs, then multiplying the result by 100.

<sup>b</sup>Bureau of Indian Education schools.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: “*IDEA* Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS),” 2016. Data were accessed fall 2017. For actual *IDEA* data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.





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