

U.S. Department of Education



**41st Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2019**

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41st Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2019

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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U.S. Department of Education

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February 2020

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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 to Congress. With the reauthorization of IDEA, the nation reaffirmed its commitment to improving the early intervention and educational results and functional outcomes for infants, toddlers, children, and youths with disabilities (collectively, this group may be referred to in this report as “children with disabilities”).

The *41st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2019*¹ describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for children with disabilities under IDEA, Part B, and early intervention services to infants and toddlers with disabilities and their families under IDEA, Part C; (2) ensuring that the rights of these children with disabilities and their parents are protected; (3) assisting States and localities in providing IDEA services to all children with disabilities; and (4) assessing the effectiveness of efforts to provide IDEA services to children with disabilities. The report focuses on children with disabilities being served under IDEA, Part B and Part C, nationally and at the State level. Part B of IDEA provides funds to States to assist them in making FAPE available to eligible children ages 3 through 21 with disabilities who are in need of special education and related services, whereas Part C of IDEA provides funds to States to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all eligible children from birth through age 2 with disabilities and their families.² Throughout this report, children with disabilities who

¹ The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current data in this report were collected from July 2016 through December 2017. 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,” and will not include “on the Implementation of the Individuals with Disabilities Education Act.”

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

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

This *41st Annual Report to Congress, 2019* follows the *40th Annual Report to Congress, 2018* in sequence and format, and it continues to focus on IDEA results and accountability. Similar to the *40th Annual Report to Congress, 2018*, the *41st Annual Report to Congress, 2019* contains the following six major sections that address the annual report requirements contained in Section 664(d) of IDEA. The sections are (1) a summary and analysis of IDEA Section 618 data at the national level; (2) a summary and analysis of IDEA Section 618 data at the State level;³ (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which States are meeting the requirements of IDEA, Part B and Part C; (4) a summary of special education research conducted under Part E of the Education Sciences Reform Act of 2002; (5) a summary of national special education studies and evaluations conducted under Section 664(a) and (c) of IDEA; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of IDEA and improving its implementation.

The content of this report differs from that of the *40th Annual Report to Congress, 2018* in several ways. The most recent data presented in this report represent the following applicable reporting periods: fall 2017, school year 2016–17, or a 12-month reporting period during 2016–17. Where data are presented for a 10-year period, the oldest data are associated with fall 2008. Due to changes in the Children with Disabilities [IDEA] Early Childhood and Children with Disabilities [IDEA] School Age data collection file specifications, the data collection terms *limited English proficient students* and *LEP students* have been replaced with the term *English learner(s)*, when referring to data collected in the 2017–18 school year. When referring to data collected prior to the 2017–18 school year, the terms *limited English proficient students* and *LEP students* are still used in this report. All three terms have the same underlying meaning and have been used for the same data collection purposes.

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

A summary of each of the six sections and three appendices that make up the *41st Annual Report to Congress, 2019* follows.

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

Section I contains national data pertinent to Part B and Part C of IDEA. It contains four subsections. The four subsections focus on infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; students ages 6 through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. The exhibits provide information about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their participation in and performance on State assessments; their exits from Part B and Part C programs; their disciplinary removals; and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia (DC), the Commonwealth of Puerto Rico (Puerto Rico 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 B and Part C 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 Part B and Part C; their disabilities; the settings in which they receive services; their participation in State assessments; their exits from Part B and Part C programs; their disciplinary removals; and their legal disputes. The characteristics of the personnel employed to provide special education and related services for the children and students are also addressed. The data presented in exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia, 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 the State performance plan (SPP)/annual performance report (APR) of each State. Based on the information provided by the State in the SPP/APR, information obtained through monitoring reviews, and any other public information made available, the Secretary determines if the State meets the requirements and purposes of IDEA, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2018, the Department issued the determination letters on implementation of IDEA for Federal fiscal year (FFY) 2016 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.) § 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 2018 (October 1, 2017, through September 30, 2018) 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 Section 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 Section 664(a) and (c) of IDEA and supported by IES during FFY 2018 (October 1, 2017, through September 30, 2018).

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

Under Section 664(b) of IDEA (as amended in 2004), the Secretary is responsible for carrying out a “national assessment” of activities supported by Federal funds under IDEA. As delegated by the Secretary, IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purpose; (2) provide timely information to the President, Congress, the States, local 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 2018 (October 1, 2017, through September 30, 2018) 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 2017 in each State, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, the Northern Mariana Islands, Guam, and the Virgin Islands) and the children ages 3 through 5 and students ages 6 through 21 served under IDEA, Part B, in 2017 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 and students

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*.⁴ Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 States, the District of Columbia, and Puerto Rico represented by the children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2008 through 2017. 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 2017.

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

Appendix C presents State-level information on the number of students who received coordinated early intervening services (CEIS) and the number and percentage of LEAs and educational service agencies (ESAs) that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS. In addition, State-level data are presented on the number and percentage of LEAs and ESAs that met the IDEA, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2) and had an increase in IDEA, Part B, Section 611 allocations and took the *maintenance of effort (MOE) reduction* pursuant to IDEA Section 613(a)(2)(C) in school year 2016–17.

⁴ This descriptor and other Section 618 data descriptors in this report are italicized within exhibits, text, and notes to clarify that the reference is to a grouping of data.

Key Findings at the National Level

The *41st Annual Report to Congress, 2019* presents data collected from States. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of IDEA Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

Infants and Toddlers Served Under IDEA, Part C

- In 2017, there were 388,694 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 386,155 were served in the 50 States and the District of Columbia. This number represented 3.2 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia (Exhibit 1).
- From 2008 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase steadily to 3.2 percent in 2017. From 2008 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and increased again to 5.4 percent in 2017. The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2008 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to a high of 3 percent in 2017. From 2008 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2017 (Exhibit 2).
- Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.4 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. American Indian or Alaska Native, Asian, 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 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 1.4 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. American Indian or Alaska Native, Asian, 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 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 2017, of the 388,694 infants and toddlers served under Part C, 89.6 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 7.6 percent of those served under Part C. Consequently, 97.2 percent of infants and toddlers served under IDEA, Part C, in 2017 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 5).
- In 2017, *home* was the primary early intervention service setting for at least 85 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native infants and toddlers (12.7 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander infants and toddlers (5.4 percent) (Exhibit 6).
- Of the Part C exiting statuses in 2016–17, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 133,837 of 353,839, or 37.8 percent, of infants and toddlers. An additional 3.8 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 13.1 percent of the infants and toddlers. *Part B eligibility not determined* and *withdrawal by parent (or guardian)* accounted for 11.8 percent and 12.9 percent, respectively (Exhibit 7).
- In 2016–17, 133,837, or 60.7 percent, of the 220,568 children served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 6.1 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 19 percent of the children served under IDEA, Part C, who had reached age 3. The remaining 14.3 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 (8.3 percent) and those who exited with no referrals (6.0 percent) (Exhibit 8).
- During 2016–17, a total of 118 *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 95 (80.5 percent) of the complaints, while 23 (19.5 percent) of the complaints were withdrawn or dismissed. None 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 59 *due process complaints* were received during 2016–17 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. For 52 (88.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For six (10.2 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. A hearing was still pending as of the end of the reporting period for one complaint (1.7 percent) (Exhibit 10).

- During 2016–17, a total of 133 *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 76 (57.1 percent) of the *mediation requests* received. The mediation that was held in eight (6.0 percent) of these cases was related to a *due process complaint*, while the mediation held in 68 (51.1 percent) of these cases was not related to a *due process complaint*. The remaining 57 (42.9 percent) of the *mediation requests* received during the reporting period were withdrawn, dismissed, or otherwise ended without a mediation being held. No *mediation requests* were still pending at the end of the reporting period (Exhibit 11).

Children Ages 3 Through 5 Served Under IDEA, Part B

- In 2017, there were 773,595 children ages 3 through 5 served under Part B in the 48 States for which data were available, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 760,614 were served in 48 States, the District of Columbia, and BIE schools. This number represented 6.6 percent of the resident population ages 3 through 5 (Exhibit 12).
- In 2017, the most prevalent disability category of children ages 3 through 5 served under IDEA, Part B, was *speech or language impairment* (specifically, 328,051 of 773,595 children, or 42.4 percent). The next most common disability category was *developmental delay* (37.2 percent), followed by *autism* (10.8 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 2017, 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. Asian, Black or African American, and Hispanic/Latino children ages 3 through 5, as well as children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios less than 1 (i.e., 0.8, 0.9, 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 2017, a total of 512,748, or 66.3 percent, of the 773,595 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 hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 40 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 22.9 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 4.1 percent of the children ages 3 through 5 served under IDEA, Part B. The educational environment for the remaining students, representing 6.7 percent of the children ages 3 through 5 served under IDEA, Part B, was a *service provider location or some other location not in any other category* (Exhibit 15).

- In 2017, 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. The percentages of students in the racial/ethnic groups served under 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* ranged from 34.4 percent to 45.9 percent. The second most prevalent environment for each racial/ethnic group, except for American Indian or Alaska Native children, was a *separate class*. This category accounted for 33.3 percent of Asian children, 25.5 percent of Black or African American children, 25.7 percent of Hispanic/Latino children, 25 percent of Native Hawaiian or Other Pacific Islander children, 19.8 percent of White children, and 24.6 percent of children associated with two or more racial/ethnic groups. 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 some other location* was the second most prevalent environment for American Indian or Alaska Native children (23.8 percent) (Exhibit 16).
- In 2016, a total of 30,788, or 93.2 percent, of the 33,048 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 2016, a total of 49,164, or 94.2 percent, of the 52,186 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 2017, a total of 6,130,637 students ages 6 through 21 were served under IDEA, Part B, in the 47 States for which data were available, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,030,548 were served in 47 States, the District of Columbia, and BIE schools. This number represented 9.2 percent of the resident population ages 6 through 21 (Exhibit 19).
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2008 was 8.6 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 9.2 percent in 2017. Between 2008 and 2010, the percentage of the population ages 6 through 11 served under IDEA, Part B, decreased from 11 percent to 10.6 percent, where it remained in 2011. The percentage increased to 10.7 percent in 2012 and continued to increase each year thereafter, reaching a high of 11.9 percent in 2017. The percentage of the population ages 12 through 17 served under Part B was 10.9 percent in 2008 and 2009. The percentage decreased to 10.8 percent in 2010 and remained there until it increased to 11 percent in 2014. The percentage continued to increase, reaching a high of 11.5 percent in 2017. The percentage of the population ages 18 through 21 served under Part B was 1.9 percent in 2008 and 2 percent in each year from 2009 through 2017 (Exhibit 20).

- In 2017, the most prevalent disability category of students ages 6 through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,339,866, or 38.2 percent, of the 6,130,637 students ages 6 through 21 served under IDEA, Part B). The next most common disability category was *speech or language impairment* (16.6 percent), followed by *other health impairment* (15.8 percent), *autism* (10.1 percent), *intellectual disability* (6.8 percent), and *emotional disturbance* (5.5 percent). Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.1 percent of students ages 6 through 21 served under IDEA, Part B (Exhibit 21).
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under disability categories changed by two-tenths of a percentage point or less between 2008 and 2017 for all but two 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* also increased by 0.5 of a percentage point (Exhibit 22).
- Between 2008 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, where it remained in 2017. Between 2008 and 2017, 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 86.1 percent, 147.8 percent, and 163.2 percent larger in 2017 than in 2008, respectively (Exhibit 23).
- From 2008 through 2017, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 1 percent to 1.5 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 *other health impairment* were 53.6 percent, 50.5 percent, and 54.2 percent larger in 2017 than in 2008, respectively (Exhibit 24).
- From 2008 through 2011, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* decreased from 3.7 percent to 3.4 percent, where it remained until 2016, when the percentage increased to 3.5 percent. The percentage remained at 3.5 percent in 2017. The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 2.8 percent larger in 2017 than in 2008. However, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under this category were 6.9 percent and 13.1 percent smaller in 2017 than in 2008, respectively (Exhibit 25).
- In 2017, for all disabilities, American Indian or Alaska Native students, Black or African American students, Hispanic/Latino students, and Native Hawaiian or Other Pacific Islander students ages 6 through 21, with risk ratios of 1.6, 1.4, 1.1, 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. With a risk ratio of 1, students associated with two or more races were as likely to be served under IDEA, Part B, as were students ages 6 through 21 in all other racial/ethnic groups combined (Exhibit 26).

- With a risk ratio of 4.1, American Indian or Alaska Native students ages 6 through 21 were more than four times as 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 *orthopedic impairment* and higher than 1 for each of the other disability categories. Asian students ages 6 through 21 were 1.1 times as 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. With a risk ratio higher than 1, Black or African American 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), *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 *hearing impairment* and *speech or language impairment*. With a risk ratio higher 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* (1.2), *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* and *intellectual disability* 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 as 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 higher than 1 for every other disability category as well, compared to all other racial/ethnic groups combined. With a risk ratio higher than 1, White students ages 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: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2), and *traumatic brain injury* (1.3). The risk ratio for White students ages 6 through 21 was equal to 1 for *autism*, *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories. With a risk ratio higher than 1, students ages 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* (1.4), 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 2017, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 44.3 percent of American Indian or Alaska Native students, 23.7 percent of Asian students, 39.8 percent of Black or African American students, 45.7 percent of Hispanic/Latino students, 50.2 percent of Native Hawaiian or Other Pacific Islander students, 34 percent of White students, and 34 percent of students associated with two or more racial/ethnic groups. The same percentage of Asian students (23.7 percent) was reported under the disability category of *speech or language impairment*. *Autism* was the third most prevalent disability category for Asian students (23.6 percent). *Other health*

impairment was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (15.7 percent), Native Hawaiian or Other Pacific Islander students (11.2 percent), White students (18.3 percent), and students associated with two or more racial/ethnic groups (17.6 percent). *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (14.2 percent) and Hispanic/Latino students (17.3 percent) (Exhibit 28).

- In 2017, a total of 5,818,543, or 94.9 percent, of the 6,130,637 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 (63.5 percent) of students ages 6 through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*. Also, 18.1 percent of students ages 6 through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 13.3 percent were educated *inside the regular class less than 40% of the day*. Additionally, 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 2008 through 2017, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 58.5 percent to 63.5 percent. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 21.4 percent in 2008 to 18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 18.1 percent in 2017. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14.9 percent in 2008 to 13.3 percent in 2017. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” fluctuated between 5.1 and 5.3 percent from 2008 through 2012. The percentage dipped to a low of 5 percent in 2013. In 2014, the percentage climbed to 5.3 percent. In 2015, the percentage dropped to 5.2 percent. It dropped again to 5.1 percent in 2016, where it remained in 2017 (Exhibit 30).
- In 2017, 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* (87.2 percent) were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 students, or 17 percent, reported under the category of *intellectual disability* and 13.3 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*. Almost one-half (49.1 percent) of students reported under the category of *intellectual disability* and 46.1 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*. In 2017, larger percentages of students reported under the categories of *deaf-blindness* (26.6 percent) and *multiple disabilities* (24.1 percent), compared to students reported under other disability categories, were educated in “Other environments” (Exhibit 31).
- In 2017, 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, ranging from 56.2 percent to 66.5 percent. The category *inside the regular class 40% through 79% of the day* accounted for between 16.3 and 25.6 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 (21.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group (Exhibit 32).

- In school year 2016–17, between 92.7 and 95.6 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Conversely, between 4.4 and 7.3 percent did not participate (Exhibit 33).
- In school year 2016–17, between 92.3 and 95.6 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Conversely, between 4.4 and 7.7 percent did not participate in a reading assessment (Exhibit 34).
- In school year 2016–17, between 44 and 53.9 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 32.6 and 42.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards 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 2016–17 took an *alternate assessment based on alternate achievement standards* (Exhibit 35).
- In school year 2016–17, between 40.7 and 50.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 35.4 and 46 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in reading. 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 2016–17 took an *alternate assessment based on alternate achievement standards* (Exhibit 36).
- For school year 2016–17, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 48 and 51 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in 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 6.5 percent to 22.9 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. Therefore, 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 50 and 52 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 38.8 percent to 46.7 percent (Exhibit 37).
- For school year 2016–17, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 49 and 52 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged

from 10 percent to 18.4 percent. Non-suppressed data were available for 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 no jurisdictions administered this assessment 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 50 and 52 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged from 42.7 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 2016–17 (specifically, 278,704, or 45.7 percent, of the 609,366 such students). This was followed by *moved, known to be continuing in education* (24.9 percent) and *dropped out* (11.1 percent) (Exhibit 39).
- In 2016–17, a total of 70.5 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 17.1 percent *dropped out*. The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 59 percent in 2007–08 to 70.5 percent in 2016–17. From 2007–08 through 2016–17, the percentage of students who exited special education and school by having *dropped out* generally decreased from 24.6 percent to 17.1 percent (Exhibit 40).
- In comparison to school year 2007–08, the graduation percentage in 2016–17 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 5 percentage points for each disability category except *intellectual disability* (4.7 percentage points), *multiple disabilities* (0.1 percentage points), *orthopedic impairment* (1.6 percentage points), and *visual impairment* (3.4 percentage points). From 2007–08 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. In 2015–16 and 2016–17, 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 percentage from 2007–08 through 2016–17 (Exhibit 41).
- The dropout percentage was lower in school year 2016–17 than in 2007–08 for students who exited IDEA, Part B, and school in all disability categories. The dropout percentage decreases were less than 10 percentage points in each disability category. In each year from 2007–08 through 2016–17, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other reason. In each year, the dropout percentage was no less than 30 percent, which was larger than the dropout percentage for any other disability category (Exhibit 42).
- In 2016, a total of 314,051, or 91.9 percent, of the 341,695 full-time equivalent (FTE) *special education teachers* who provided special education and related services for students ages 6 through 21 under IDEA, Part B, were highly qualified (Exhibit 43).

- In 2016, a total of 409,386, or 93.9 percent, of the 435,817 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 2016, a total of 96.5 percent of all full-time equivalent (FTE) personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, were fully certified. More than 95 percent of FTE related services personnel in 8 of the 11 categories were fully certified. The three exceptions were *physical therapists* (93.5 percent), *occupational therapists* (92.2 percent), and *interpreters* (87.2 percent) (Exhibit 45).
- During the 2016–17 school year, 8,077 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP [individualized education program] team) for drugs, weapons, or serious bodily injury*. Given that 6,455,891 children and students ages 3 through 21 were served under Part B in 2016, in the States for which data were available, this type of action occurred with 13 children and students for every 10,000 children and students who were served under Part B in 2016. A total of 366 children and students ages 3 through 21 served under IDEA, Part B, or 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2016–17. There were 47,728 children and students ages 3 through 21 served under IDEA, Part B, or 71 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2016–17. There were 22,049 children and students ages 3 through 21 served under IDEA, Part B, or 33 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2016–17 (Exhibit 46).
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 43 children and students *unilaterally removed to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 21 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 2016, no more than three children and students were removed by a hearing officer for likely injury during school year 2016–17. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 340 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 131 or less per 10,000 children and students served. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 104 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 64 or less per 10,000 children and students served (Exhibit 47).

- During 2016–17, a total of 5,239 *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 3,504 (66.9 percent) of the complaints, while 1,619 (30.9 percent) of the complaints were withdrawn or dismissed. A total of 116 (2.2 percent) of the complaints that were received during the 2016–17 reporting period were pending or unresolved by the end of the period (Exhibit 48).
- A total of 18,490 *due process complaints* were received during 2016–17 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 11,854 (64.1 percent) of the *due process complaints* received during the 2016–17 reporting period, a resolution was achieved without a hearing. For 2,119 (11.5 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 4,517 (24.4 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 49).
- During 2016–17, a total of 11,413 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 4,012 (35.2 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,798 (24.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 1,105 requests (9.7 percent), a mediation session was still pending as of the end of the 2016–17 reporting period. The remaining 3,498 *mediation requests* (30.6 percent) were withdrawn or otherwise not held by the end of the reporting period (Exhibit 50).
- A total of 99,272, or 1.4 percent, of the 6,904,232 children and students ages 3 through 21 served under Part B in 2017 by 46 States, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services (CEIS) in school year(s) 2014–15, 2015–16, or 2016–17 prior to being served under Part B (Exhibit 51).

Data Sources Used in This Report

This *41st Annual Report to Congress, 2019* contains data 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 sources¹ follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided in this report was accessed in fall 2018.

EDFacts Data Warehouse

Data Collections

The text and exhibits contained in the *41st Annual Report to Congress, 2019* 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 B and Part C legal disputes and their resolution status;
- Participation in and performance on State assessments in math and reading by students served under Part B;

¹ When a data source referenced in the report is a website, the accompanying access date refers to the time when the data were originally gathered from the source 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 October 1, 2017, and December 1, 2017	April 4, 2018
	Cumulative child count	Cumulative for State-designated 12-month reporting period, 2016–17	April 4, 2018
	Point-in-time program settings	State-designated date between October 1, 2017, and December 1, 2017	April 4, 2018
	Exiting	Cumulative for State-designated 12-month reporting period, 2016–17	November 1, 2017
	Dispute resolution	Cumulative for July 1, 2016–June 30, 2017	November 1, 2017
Part B	Child count	State-designated date between October 1, 2017, and December 1, 2017	April 4, 2018
	Educational environments	State-designated date between October 1, 2017, and December 1, 2017	April 4, 2018
	Assessment	State-designated testing date for school year 2016–17	December 13, 2017
	Exiting	Cumulative for July 1, 2016–June 30, 2017	November 1, 2017
	Personnel	State-designated date between October 1, 2016, and December 1, 2016	November 1, 2017
	Discipline	Cumulative for school year 2016–17	November 1, 2017
	Dispute resolution	Cumulative for July 1, 2016–June 30, 2017	November 1, 2017
	MOE reduction and CEIS	FFYs 2015 and 2016 and school years 2014–15, 2015–16, and 2016–17	May 2, 2018

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

Most of Part B and Part C data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. 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., 2016–17).

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

Unlike the other data derived from EDW that are presented in this report, most of the IDEA, Part B *MOE reduction* and CEIS data do not specifically concern and cannot be related to individual participants in the Part B or Part C programs. In general, these data provide information on the percentage of the available reduction taken by local 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 *41st Annual Report to Congress, 2019* were submitted directly by all States to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about States, districts, and schools.

All Part B, Part C, *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 2017; school year 2016–17). 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 2018. The data for fall 2016 and school year 2015–16 were 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, and the data for fall 2013 and for 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 B and Part C data collections are also available at <http://www2.ed.gov/programs/osepidea/618-data/index.html>.

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

Changes in Data Categories and Subcategories

The most current Part B and Part C 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 *40th Annual Report to Congress, 2018*, with the exception of English learner status. In the 2017–18 school year, the data collection terms *limited English proficient students* and *LEP students* were replaced with the term *English learner(s)*.

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](#).

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

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

U.S. Census Bureau

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

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

In this report, annual resident population estimates for the 50 States and the District of Columbia were used to determine the ratios of the resident population served under IDEA, Part B and Part C, and to develop comparisons and conduct data analyses. For ease of presentation, these ratios are shown as percentages throughout the report. When available, annual resident population estimates for Puerto Rico were also used.

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

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

Section I

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

Infants and Toddlers Served Under IDEA, Part C

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

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

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

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

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

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

Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 2008 through fall 2017

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 States and DC	Percentage ^a of resident population birth through age 2 served under Part C in the 50 States and DC
	In the 50 States, DC, PR, and the four outlying areas	In the 50 States and DC		
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
2017	388,694	386,155	11,936,322	3.2

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2008–17. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

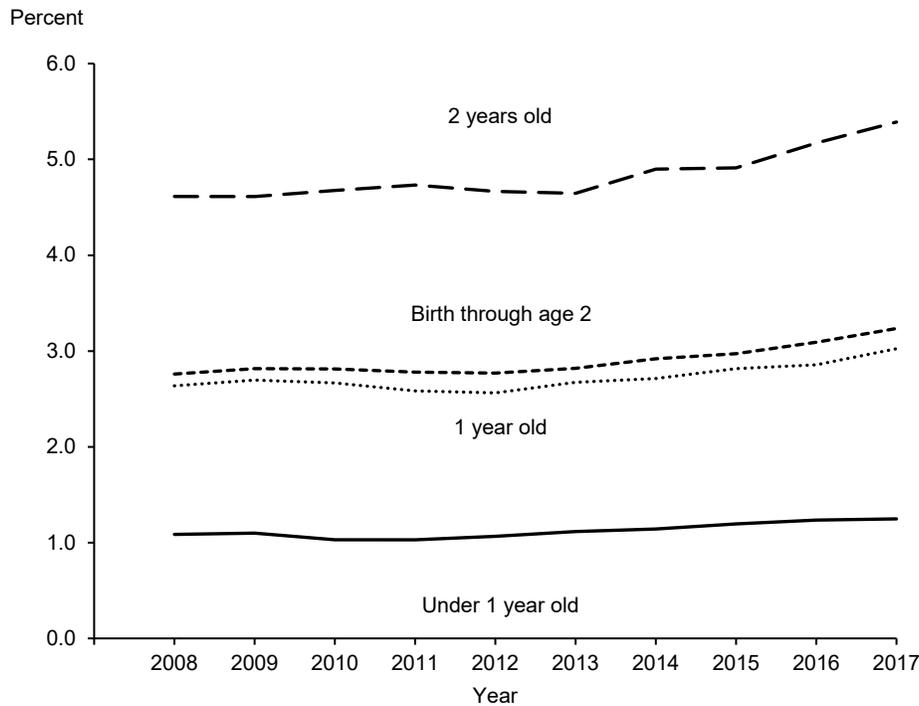
- In 2017, there were 388,694 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 386,155 were served in the 50 States and the District of Columbia. This number represented 3.2 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia.

³ 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. § 303.731(e)(3) on the amount and dates of each payment distributed to tribal entities and the names of the tribal entities. Beginning with the biennial report submitted after July 1, 2012, under 34 C.F.R. § 303.731(e)(1) and (2), tribal entities must submit to 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.

- In 2008, the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in the 50 States, the District of Columbia, Puerto Rico, and the four outlying areas was 342,985. Compared to the number of infants and toddlers served in 2008, the additional 45,709 infants and toddlers served in 2017 represents an increase of 13.3 percent.
- In 2008 through 2013, 2.8 percent of the population of infants and toddlers birth through age 2 in the 50 States and the District of Columbia were served under Part C. Between 2014 and 2017, the percentage of infants and toddlers served increased steadily to 3.2 percent.

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

Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2008 through fall 2017



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, 2008–17. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17*. These data are for the 50 States and DC. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2008 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase steadily to 3.2 percent in 2017.
- From 2008 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and increased again to 5.4 percent in 2017.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2008 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to a high of 3 percent in 2017.
- From 2008 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2017.

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 2017

Race/ethnicity	Child count ^a in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	386,030	11,936,322	3.2	†	†
American Indian or Alaska Native	2,940	97,573	3.0	3.2	0.9
Asian	16,304	588,842	2.8	3.3	0.8
Black or African American	46,785	1,641,596	2.8	3.3	0.9
Hispanic/Latino	103,154	3,119,389	3.3	3.2	1.0
Native Hawaiian or Other Pacific Islander	1,125	24,500	4.4	3.2	1.4
White	200,722	5,887,245	3.4	3.1	1.1
Two or more races	15,001	577,177	2.6	3.3	0.8

† Not applicable.

^aChild count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) on the State-designated data collection date. Data on race/ethnicity were suppressed for 350 infants and toddlers served under Part C in 12 States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2017, 2017*. These data are for the 50 States and DC. Data were accessed fall 2018. 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 1.4 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

- American Indian or Alaska Native, Asian, 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 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, 2016–17

Race/ethnicity	Cumulative child count ^a in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
Total	761,556	11,936,322	6.4	†	†
American Indian or Alaska Native	5,651	97,573	5.7	6.4	0.9
Asian	31,922	588,842	5.4	6.4	0.8
Black or African American	93,865	1,641,596	5.7	6.5	0.9
Hispanic/Latino	199,698	3,119,389	6.4	6.4	1.0
Native Hawaiian or Other Pacific Islander	2,243	24,500	8.9	6.4	1.4
White	398,633	5,887,245	6.8	6.0	1.1
Two or more races	29,545	577,177	5.1	6.4	0.8

† Not applicable.

^aCumulative child count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) during the 12-month reporting period. Data on race/ethnicity were suppressed for 127 infants and toddlers served under Part C in eight States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2017, 2017. These data are for the 50 States and DC. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

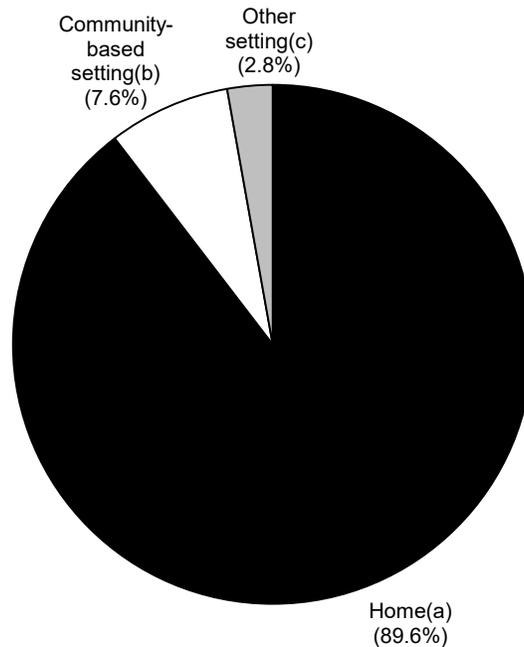
- Cumulative child count data reveal Native Hawaiian or Other Pacific Islander and White infants and toddlers had risk ratios of 1.4 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal American Indian or Alaska Native, Asian, and Black or African American infants and toddlers, and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.8, 0.9, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal 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 an infant's or toddler's home or community settings where typically developing children are present. A multidisciplinary team, including the child's parent(s), determines the primary service setting that is included on the infant's or toddler's individualized family service plan (IFSP).

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

Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2017



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

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

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

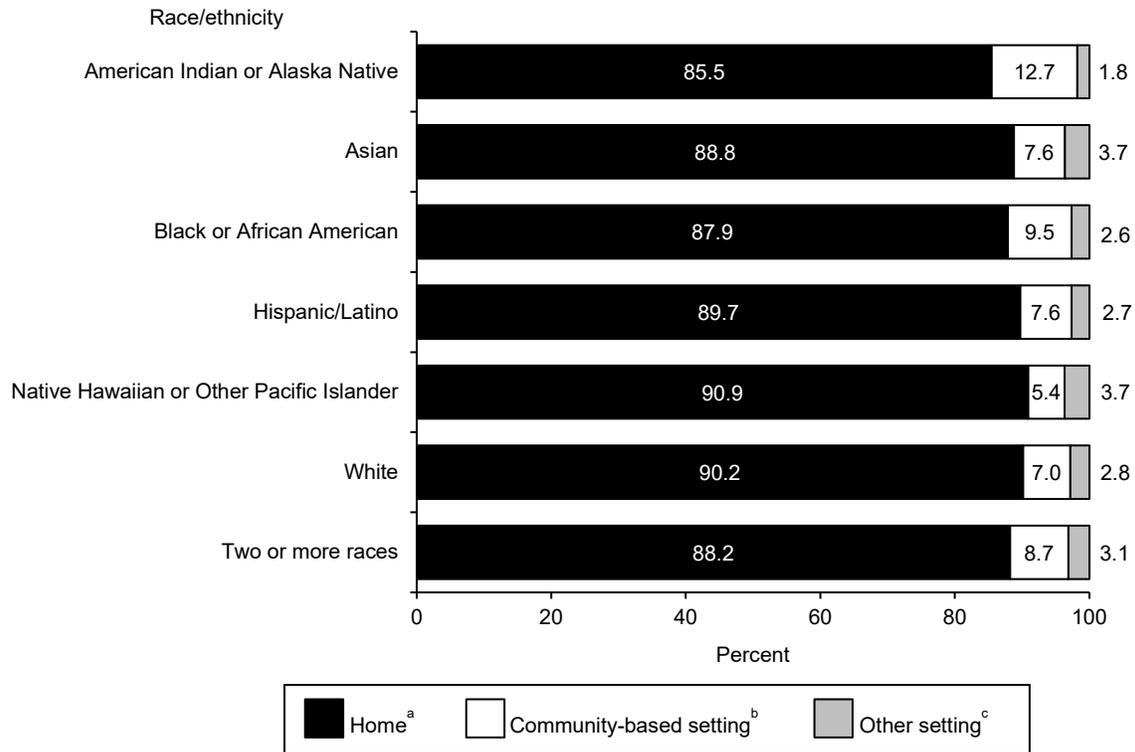
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the primary service setting on the State-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the primary service settings on the State-designated data collection date (388,694), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, of the 388,694 infants and toddlers served under Part C, 89.6 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 7.6 percent of those served under Part C. Consequently, 97.2 percent of infants and toddlers served under IDEA, Part C, in 2017 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 setting?

Exhibit 6. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2017



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

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

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

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

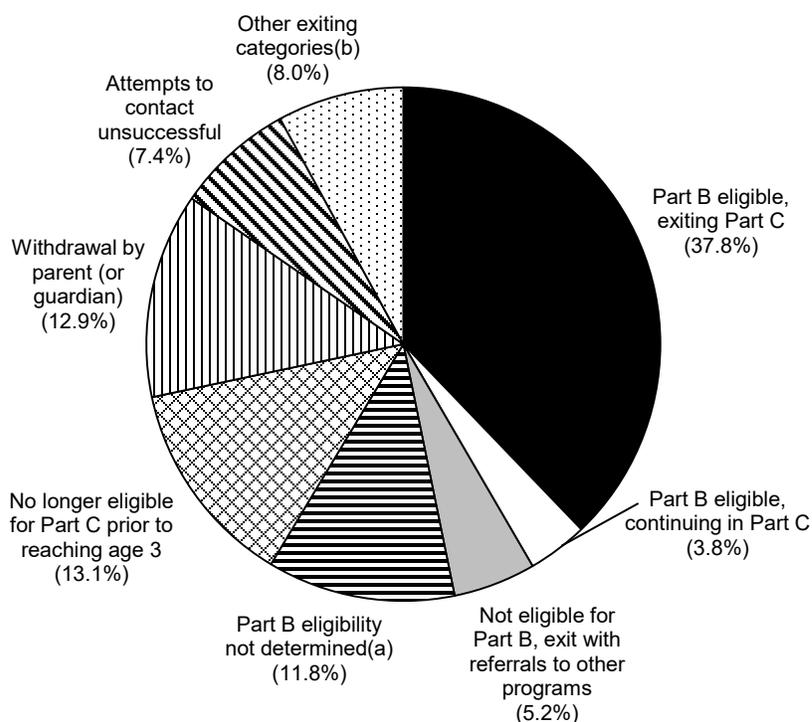
SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, home was the primary early intervention service setting for at least 85 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a community-based setting was associated with American Indian or Alaska Native infants and toddlers (12.7 percent), while the smallest percentage served in this setting was associated with Native Hawaiian or Other Pacific Islander infants and toddlers (5.4 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: 2016–17



(a)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 their Part B eligibility determination had not yet been made or reported or their parents did not consent to transition planning.

(b)“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.7 percent); *deceased* (0.3 percent); and *moved out of state* (3.9 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 (353,839), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

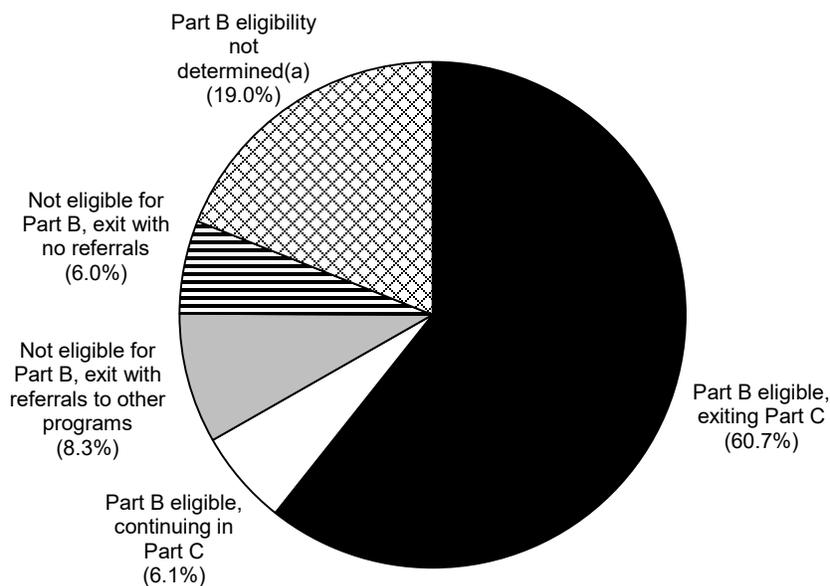
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2016–17. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting statuses in 2016–17, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 133,837 of 353,839, or 37.8 percent, of infants and toddlers. An additional 3.8 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 13.1 percent of the infants and toddlers.
- *Part B eligibility not determined* and *withdrawal by parent (or guardian)* accounted for 11.8 percent and 12.9 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: 2016–17



(a)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 their Part B eligibility determination had not yet been made or reported or their 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 (220,568), 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, 2016–17. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016–17, 133,837, or 60.7 percent, of the 220,568 children served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 6.1 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 19 percent of the children served under IDEA, Part C, who had reached age 3.
- The remaining 14.3 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 (8.3 percent) and those who exited with no referrals (6.0 percent).

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

To protect the interests of infants and toddlers served under IDEA, Part C, and their families, IDEA requires public agencies to implement a formal set of procedural safeguards for infants and toddlers served under IDEA, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part C requirement by a local early intervention service provider or the State lead agency. A second option available to parents and public agencies is a *due process complaint*. By filing a *due process complaint*, a parent may request a due process hearing⁴ regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child’s family. Mediation is a third option available through which parents and early intervention service providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of IDEA, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

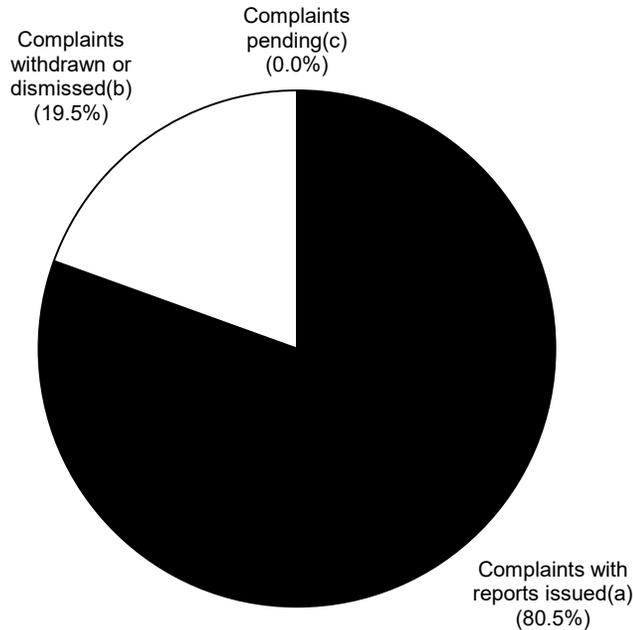
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals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

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

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

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

Exhibit 9. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2016–17



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

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

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

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of IDEA or 34 C.F.R. § 303, including cases in which some required content is absent from the document. Twenty-six 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 118 *written, signed complaints*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

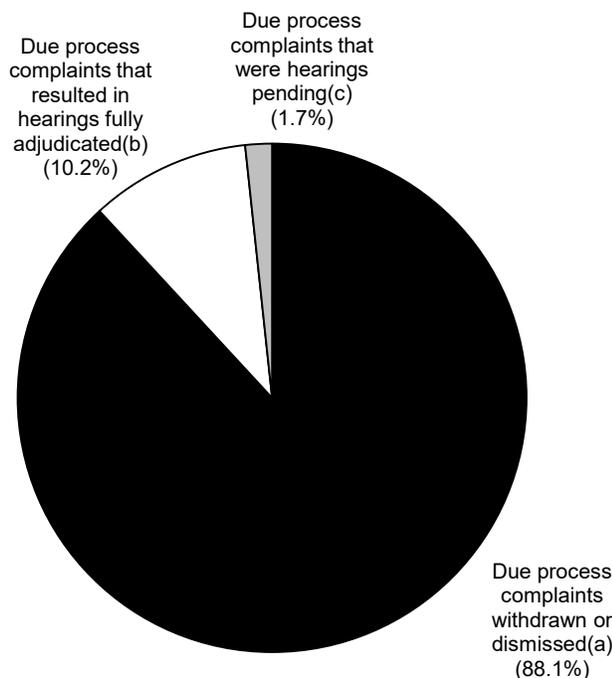
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2016–17. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2016–17, a total of 118 *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 95 (80.5 percent) of the complaints, while 23 (19.5 percent) of the complaints were withdrawn or dismissed. None 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: 2016–17



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

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

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

NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or State lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. Ten 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 59 *due process complaints*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

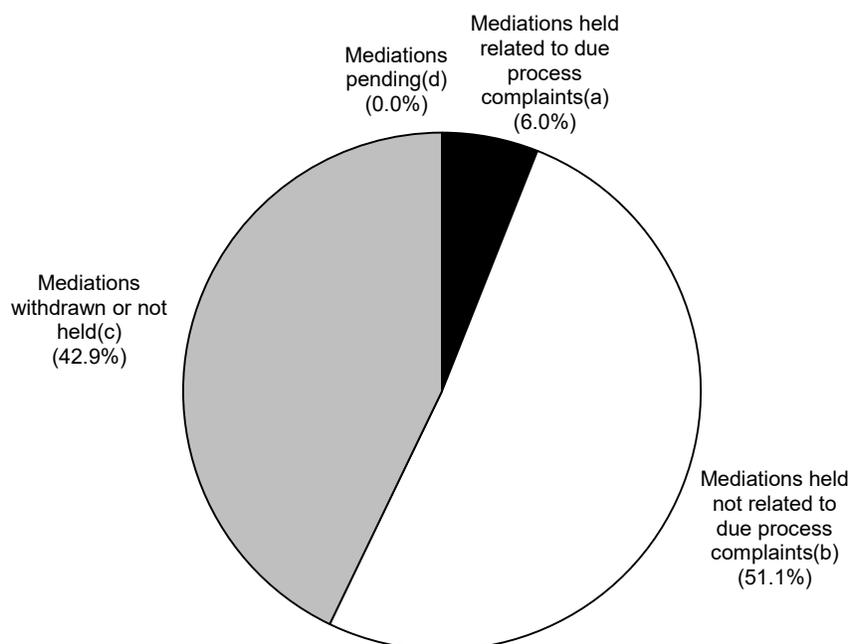
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2016–17. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 59 *due process complaints* were received during 2016–17 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.

- For 52 (88.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For six (10.2 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. A hearing was still pending as of the end of the reporting period for one complaint (1.7 percent).

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

Exhibit 11. Percentage of *mediation requests* for infants and toddlers served under IDEA, Part C, by request status: 2016–17



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

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

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

(d) A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Seven 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 133 *mediation requests*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2016–17. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2016–17, a total of 133 *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 76 (57.1 percent) of the *mediation requests* received. The mediation that was held in eight (6.0 percent) of these cases was related to a *due process complaint*, while the mediation held in 68 (51.1 percent) of these cases was not related to a *due process complaint*. The remaining 57 (42.9 percent) of the *mediation requests* received during the reporting period were withdrawn, dismissed, or otherwise ended without a mediation being held. No *mediation requests* were still pending at the end of the reporting period.

Children Ages 3 Through 5 Served Under IDEA, Part B

Under Part B of IDEA, the Secretary provides funds to States to assist them in providing a free appropriate public education (FAPE) to children ages 3 through 5 and students ages 6 through 21 with disabilities who are in need of special education and related services. The Preschool Grants for Children with Disabilities program (IDEA, Section 619) supplements funding available for children ages 3 through 5 with disabilities under the Grants to States program (IDEA, Section 611). To be eligible for funding under the Preschool Grants for Children with Disabilities program and the Grants to States program for children ages 3 through 5, a State must make FAPE available to all children ages 3 through 5 with disabilities residing in the State.

IDEA, Part B, has four primary purposes:

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

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); 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.^{5,6} As there are some exceptions, such as the exhibits that present Part B data with data about the residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. In this section, there are occasional references to “special education services.” The term is synonymous with services provided under IDEA, Part B.

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

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

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

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

Exhibit 12. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served, by year: Fall 2008 through fall 2017

Year	Total served under Part B (ages 3 through 5)			Percentage ^c of resident population ages 3 through 5 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states ^a	In the 50 States, DC, and BIE schools	Resident population ages 3 through 5 in the 50 States and DC ^b	
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
2017	773,595	760,614	11,584,830	6.6

^aThe three freely associated states were not included in 2008, 2009, 2010, and 2011. In 2013, data were not available for the Federated States of Micronesia.

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

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

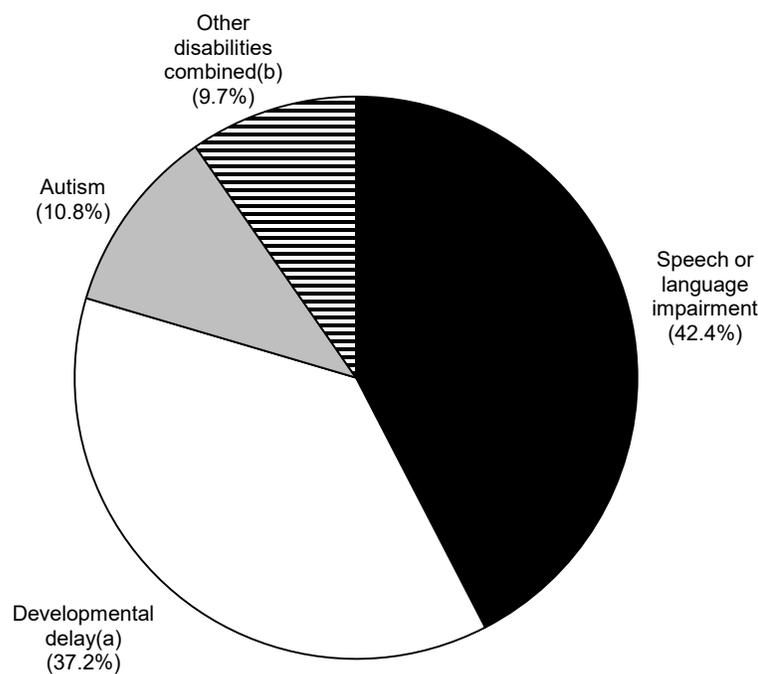
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. For 2008, data for Vermont were not available. For 2010, 2012, and 2013, data for Wyoming were not available. For 2011 and 2013, data for BIE schools were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. For 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. For 2017, data for Minnesota and Wisconsin were excluded. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, there were 773,595 children ages 3 through 5 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, 760,614 were served in 48 States, the District of Columbia, and BIE schools. This number represented 6.6 percent of the resident population ages 3 through 5.
- In 2008, the number of children ages 3 through 5 served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas was 709,004. In 2017, there were 64,591 more children served than in 2008, an increase of 9.1 percent.

- In 2008, 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. In 2014, the percentage served began steadily increasing, reaching a high of 6.6 percent in 2017.

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 2017



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

(b) "Other disabilities combined" includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.3 percent), *hearing impairment* (1.1 percent), *intellectual disability* (1.7 percent), *multiple disabilities* (1.0 percent), *orthopedic impairment* (0.7 percent), *other health impairment* (3.2 percent), *specific learning disability* (1.1 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (0.3 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, in the disability category by the total number of children ages 3 through 5 served under IDEA, Part B (773,595), 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, 2017. These data are for 48 States, BIE schools, DC, PR, the four outlying areas, and the three freely associated states. Data for Minnesota and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, the most prevalent disability category of children ages 3 through 5 served under IDEA, Part B, was *speech or language impairment* (specifically, 328,051 of 773,595 children, or 42.4 percent). The next most common disability category was *developmental delay* (37.2 percent), followed by *autism* (10.8 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 2017

Race/ethnicity	Child count ^a in the 50 States and DC	Resident population ages 3 through 5 in the 50 States, DC, and BIE ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	760,614	11,584,830	6.6	†	†
American Indian or Alaska Native	8,368	95,919	8.7	6.5	1.3
Asian	31,074	587,724	5.3	6.6	0.8
Black or African American	101,052	1,612,817	6.3	6.6	0.9
Hispanic/Latino	191,106	3,054,408	6.3	6.7	0.9
Native Hawaiian or Other Pacific Islander	1,936	23,827	8.1	6.6	1.2
White	394,261	5,666,225	7.0	6.2	1.1
Two or more races	32,817	543,910	6.0	6.6	0.9

† Not applicable.

^aChild count is the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 32 children served under Part B in three States; the total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

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

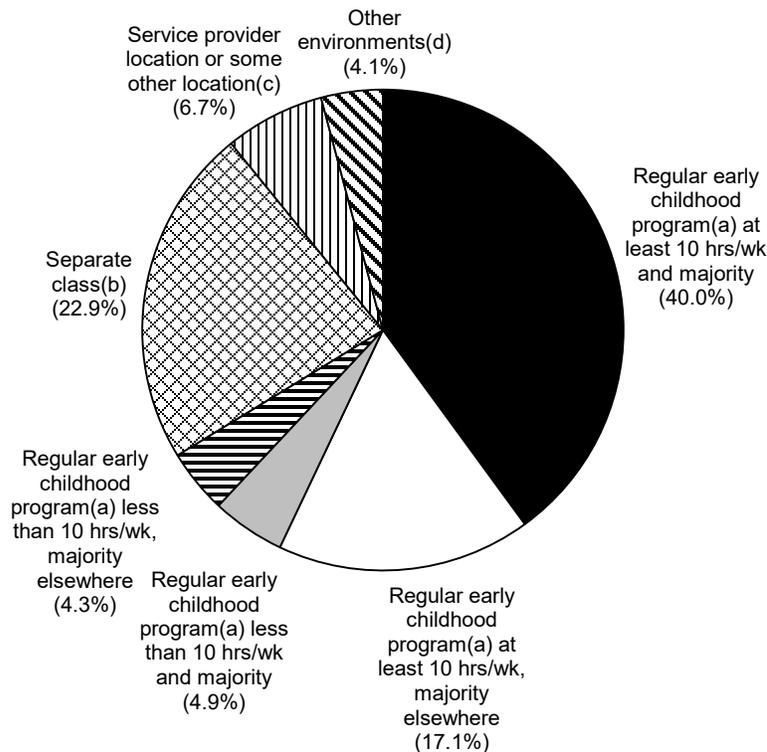
- In 2017, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 had risk ratios above 1 (i.e., 1.3, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 in all other racial/ethnic groups combined.
- Asian, Black or African American, and Hispanic/Latino children ages 3 through 5, as well as children ages 3 through 5 associated with two or more racial/ethnic groups, with risk ratios less than 1 (i.e., 0.8, 0.9, 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, 2017. These data are for 48 States, DC, and BIE schools. Data for Minnesota 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, 2010 to July 1, 2017, 2017. Data for Minnesota and Wisconsin were excluded. Data were accessed fall 2018. 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 2017



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

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

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

(d) "Other environments" consists of *separate school* (2.3 percent), *residential facility* (less than 0.05 percent), and *home* (1.8 percent).

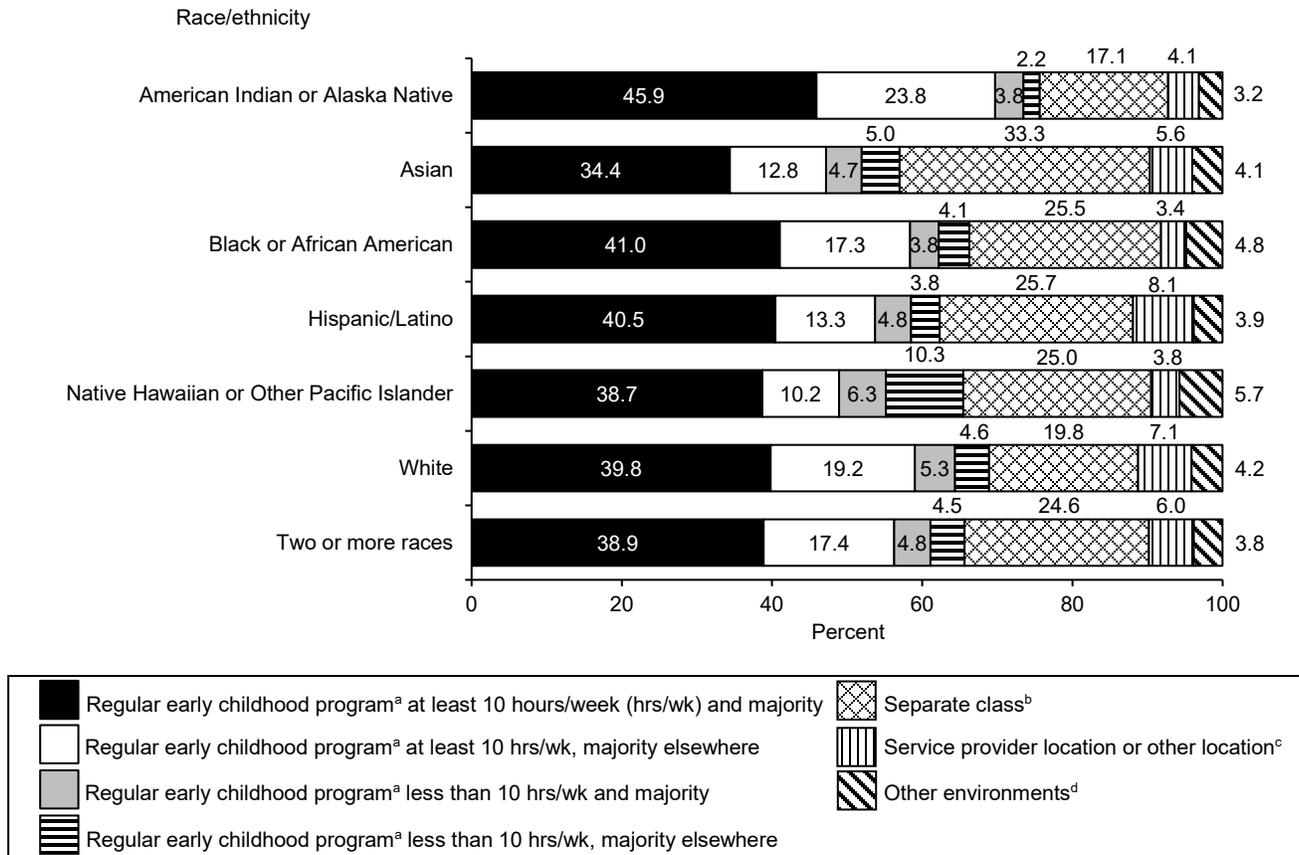
NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B (773,595), in the educational environment by the total number of children ages 3 through 5 served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding.

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. These data are for 48 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Minnesota and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, a total of 512,748, or 66.3 percent, of the 773,595 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 hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children. Moreover, as this category accounted for 40 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 22.9 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 4.1 percent of the children ages 3 through 5 served under IDEA, Part B.
- The educational environment for the remaining students, representing 6.7 percent of the children ages 3 through 5 served under IDEA, Part B, was a *service provider location or some other location not in any other category*.

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

Exhibit 16. Percentage of children ages 3 through 5 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2017



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

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

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

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

NOTE: Percentage was calculated for each racial/ethnic group by dividing the number of children ages 3 through 5 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, 2017. These data are for 48 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data for Minnesota and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 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. The percentages of students in the racial/ethnic groups served under 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* ranged from 34.4 percent to 45.9 percent.
- The second most prevalent environment for each racial/ethnic group, except for American Indian or Alaska Native children, was a *separate class*. This category accounted for 33.3 percent of Asian children, 25.5 percent of Black or African American children, 25.7 percent of Hispanic/Latino children, 25 percent of Native Hawaiian or Other Pacific Islander children, 19.8 percent of White children, and 24.6 percent of children associated with two or more racial/ethnic groups.
- 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 some other location* was the second most prevalent environment for American Indian or Alaska Native children (23.8 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 2016

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2016	33,048	30,788	93.2

^a*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.) § 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. § 1401(10)]. In States where teachers who work with children ages 3 through 5 were not included in the State’s definition of highly qualified, teachers were considered highly qualified if they were (1) personnel who held appropriate State certification or licensure for the position held or (2) personnel who held positions for which no State certification or licensure requirements existed.

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

- In 2016, a total of 30,788, or 93.2 percent, of the 33,048 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, 2016. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Texas were excluded. Data were accessed fall 2018. 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 2016

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2016	52,186	49,164	94.2

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

^bPercentage was calculated by dividing the number of FTE qualified special education paraprofessionals employed to provide special education and related services for 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, 2016. These data are for the 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Texas were excluded. Data were accessed fall 2018. 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 49,164, or 94.2 percent, of the 52,186 FTE special education paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 under IDEA, Part B, were qualified.

Students Ages 6 Through 21 Served Under IDEA, Part B

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

In 1997, the Act was reauthorized with several major revisions (IDEA Amendments of 1997; P.L. 105-17). The reauthorization allowed States the option of using the *developmental delay* category⁷ for children and students ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); 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.^{8,9} As there are some exceptions, such as the exhibits that present Part B data with data about residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. There are occasional references to “special education services” in this section, and this term is synonymous with services provided under IDEA, Part B.

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

⁸ Although 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).

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

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

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

Exhibit 19. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 2008 through fall 2017

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 States and DC ^b	Percentage ^c of resident population ages 6 through 21 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states ^a	In the 50 States, DC, and BIE schools		
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
2017	6,130,637	6,030,548	65,254,124	9.2

^aThe three freely associated states were not included in 2008, 2009, 2010, and 2011. In 2013, data were not available for the Federated States of Micronesia.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. For 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17*. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

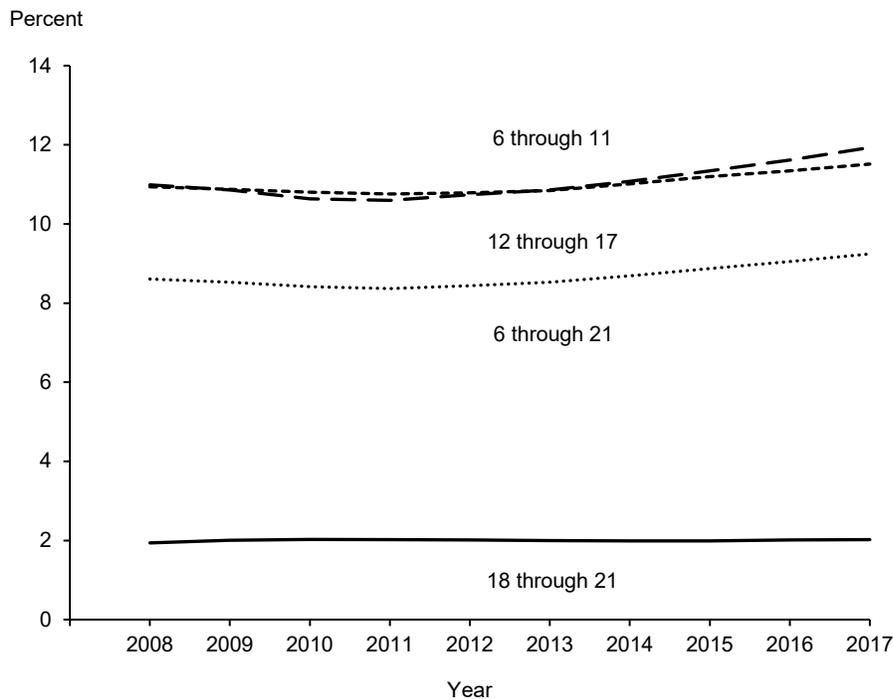
- In 2017, a total of 6,130,637 students ages 6 through 21 were served under IDEA, Part B, in the 47 States for which data were available, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,030,548 were served in 47 States, the District of Columbia, and BIE schools. This number represented 9.2 percent of the resident population ages 6 through 21.
- In 2008, the total number of students ages 6 through 21 served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, BIE schools, Puerto Rico, and the

four outlying areas was 5,889,849. Compared to 2008, the additional 240,788 students in 2017 represents an increase of 4.1 percent.

- In 2008, 8.6 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. This percentage gradually decreased to 8.4 percent in 2010, where it remained until it increased to 8.5 percent in 2013. The percentage of the population served then increased steadily to a high of 9.2 percent in 2017.

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 2008 through fall 2017



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, 2008–17. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17*. These data are for the 50 States and DC with the following exceptions. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

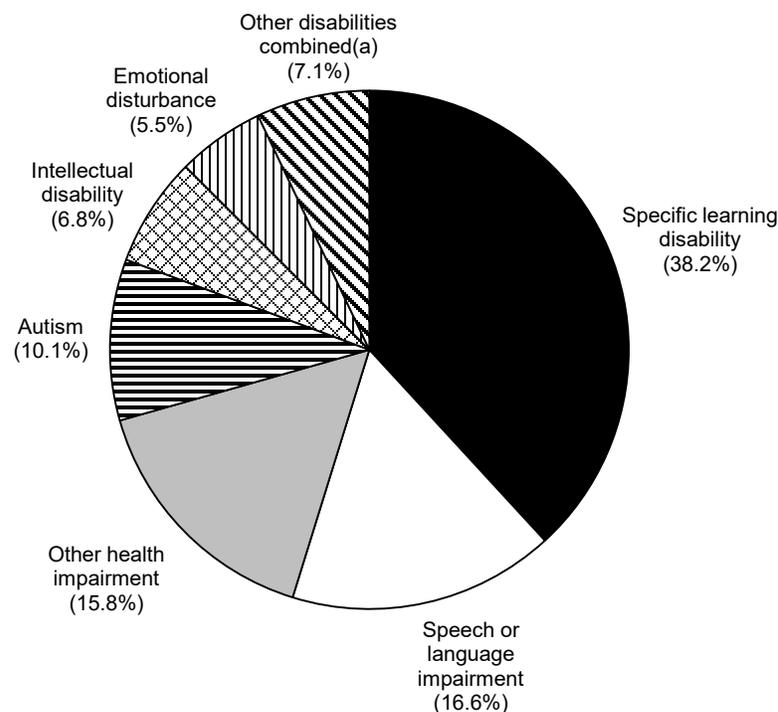
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2008 was 8.6 percent. Thereafter, the percentage gradually decreased, reaching a low of 8.4 percent in

2010. The percentage remained at 8.4 percent until 2013, when it increased to 8.5 percent. The percentage continued to increase gradually to 9.2 percent in 2017.

- Between 2008 and 2010, the percentage of the population ages 6 through 11 served under IDEA, Part B, decreased from 11 percent to 10.6 percent, where it remained in 2011. The percentage increased to 10.7 percent in 2012 and continued to increase each year thereafter, reaching a high of 11.9 percent in 2017.
- The percentage of the population ages 12 through 17 served under Part B was 10.9 percent in 2008 and 2009. The percentage decreased to 10.8 percent in 2010 and remained there until it increased to 11 percent in 2014. The percentage continued to increase, reaching a high of 11.5 percent in 2017.
- The percentage of the population ages 18 through 21 served under Part B was 1.9 percent in 2008 and 2 percent in each year from 2009 through 2017.

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 2017



(a)“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (2.6 percent), *hearing impairment* (1.1 percent), *multiple disabilities* (2.0 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 (6,130,637), then multiplying the result by 100.

- In 2017, the most prevalent disability category of students ages 6 through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,339,866, or 38.2 percent, of the 6,130,637 students ages 6 through 21 served under IDEA, Part B). The next most common disability category was *speech or language impairment* (16.6 percent), followed by *other health impairment* (15.8 percent), *autism* (10.1 percent), *intellectual disability* (6.8 percent), and *emotional disturbance* (5.5 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 7.1 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, 2017. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Vermont, and Wisconsin were not available. Data were accessed fall 2018. 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 2008 through fall 2017

Disability ^a	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
All disabilities below	8.5	8.4	8.3	8.2	8.2	8.3	8.5	8.7	8.8	9.2
Autism	0.4	0.5	0.5	0.6	0.7	0.7	0.8	0.8	0.9	0.9
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.6	0.6	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disability	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairment	1.0	1.0	1.0	1.1	1.1	1.2	1.3	1.3	1.4	1.5
Specific learning disability	3.7	3.6	3.5	3.4	3.4	3.4	3.4	3.4	3.5	3.5
Speech or language impairment	1.6	1.6	1.6	1.5	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.

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

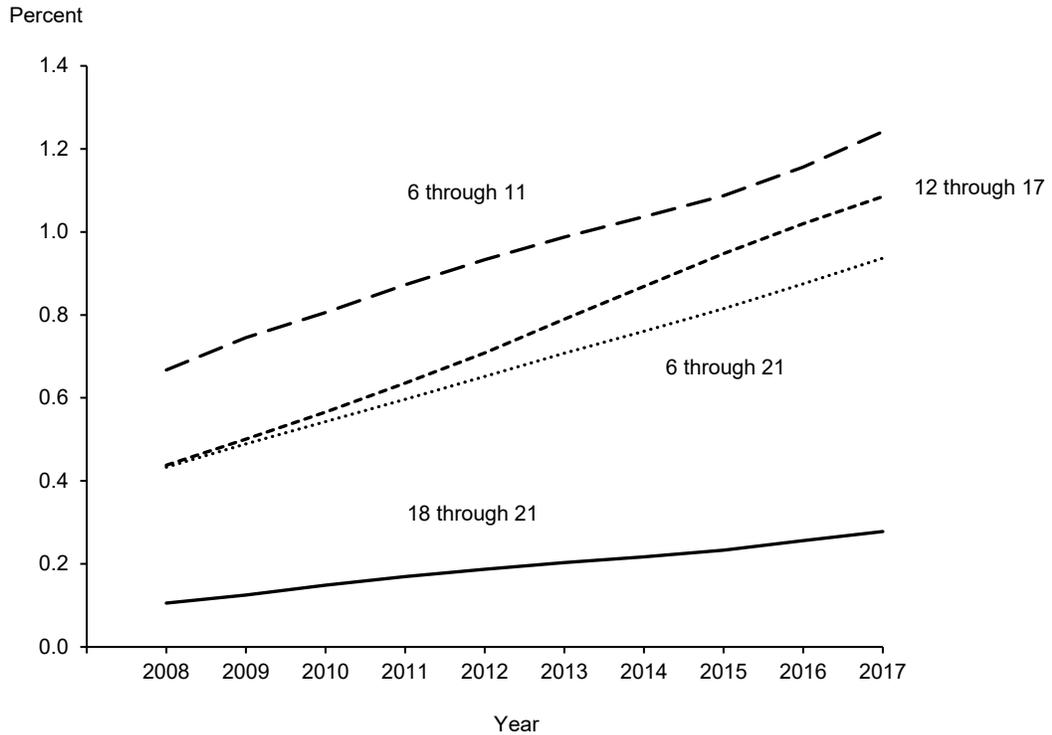
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the 50 States and DC with the following exceptions. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the disability categories changed by two-tenths of a percentage point or less between 2008 and 2017 for all but two 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* also increased by 0.5 of a percentage point.

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

Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *autism*, by year and age group: Fall 2008 through fall 2017



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

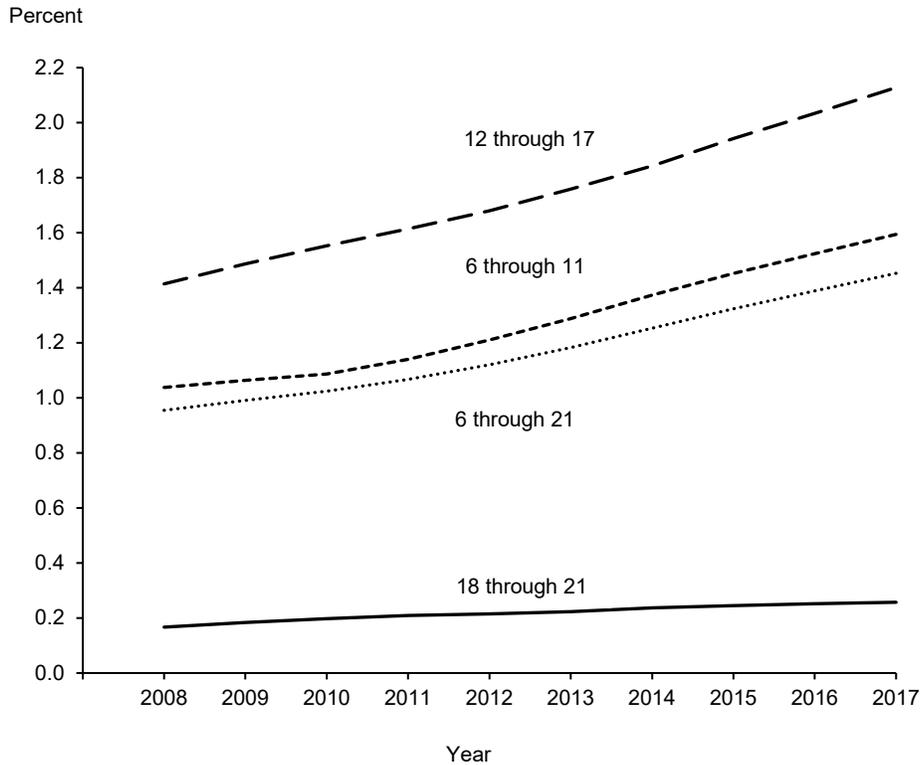
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2008, data for Vermont were not available. For 2010 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the 50 States and DC with the following exceptions. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Between 2008 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, where it remained in 2017.
- Between 2008 and 2017, 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 86.1 percent, 147.8 percent, and 163.2 percent larger in 2017 than in 2008, respectively.

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

Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment*, by year and age group: Fall 2008 through fall 2017



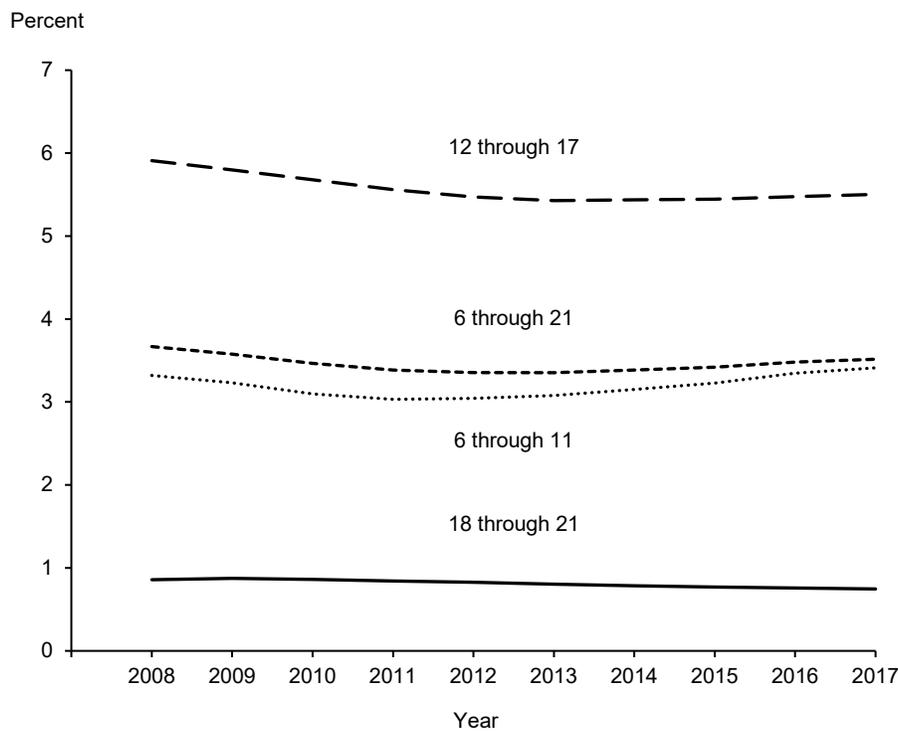
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *other health impairment* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the 50 States and DC with the following exceptions. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2008 through 2017, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 1 percent to 1.5 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 *other health impairment* were 53.6 percent, 50.5 percent, and 54.2 percent larger in 2017 than in 2008, 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, that was reported under the category of *specific learning disability*, by year and age group: Fall 2008 through fall 2017



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

SOURCE: U.S. Department of Education, EDData Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 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. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the 50 States and DC with the following exceptions. For 2008, data for Vermont were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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

- From 2008 through 2011, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* decreased from 3.7 percent to 3.4 percent, where it remained until 2016, when the percentage increased to 3.5 percent. The percentage remained at 3.5 percent in 2017.
- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 2.8 percent larger in 2017 than in 2008. However, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under this category were 6.9 percent and 13.1 percent smaller in 2017 than in 2008, respectively.

accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. 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 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 2017

Race/ethnicity	Child count ^a in the 50 States and DC	Resident population ages 6 through 21 in the 50 States, DC, and BIE ^b	Risk index ^c (%)	Risk index for all other racial/ethnic groups combined ^d (%)	Risk ratio ^e
Total	6,030,548	65,254,124	9.2	†	†
American Indian or Alaska Native	83,737	553,539	15.1	9.2	1.6
Asian	149,292	3,373,909	4.4	9.5	0.5
Black or African American	1,113,210	9,133,210	12.2	8.8	1.4
Hispanic/Latino	1,549,963	16,067,721	9.6	9.1	1.1
Native Hawaiian or Other Pacific Islander	18,128	130,616	13.9	9.2	1.5
White	2,886,222	33,500,838	8.6	9.9	0.9
Two or more races	229,997	2,494,291	9.2	9.2	1.0

† Not applicable.

^aChild 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 25 students served under Part B in one State; the total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

^dRisk index for all other racial/ethnic groups combined (i.e., 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.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. These data are for 47 States, DC, and BIE schools. Data for Maine, Vermont, 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, 2010 to July 1, 2017, 2017. These data are for 47 States, DC, and BIE schools. Data for Maine, Vermont, and Wisconsin were excluded. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, for all disabilities, American Indian or Alaska Native students, Black or African American students, Hispanic/Latino students, and Native Hawaiian or Other Pacific Islander students ages 6 through 21, with risk ratios of 1.6, 1.4, 1.1, 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.
- With a risk ratio of 1, students associated with two or more races were as likely to be served under IDEA, Part B, as were students ages 6 through 21 in all other racial/ethnic groups combined.

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

Exhibit 27. Risk ratio for students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2017

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	1.6	0.5	1.4	1.1	1.5	0.9	1.0
Autism	1.0	1.1	1.1	0.9	1.3	1.0	1.1
Deaf-blindness!	2.1	0.9	0.9	1.0	1.6	1.1	0.8
Developmental delay ^a	4.1	0.5	1.6	0.7	2.1	0.9	1.4
Emotional disturbance	1.6	0.2	2.0	0.7	1.2	1.0	1.4
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	1.7	0.7	0.8
Multiple disabilities	1.9	0.7	1.3	0.8	2.1	1.1	0.9
Orthopedic impairment	1.0	1.0	0.9	1.2	1.6	0.9	0.8
Other health impairment	1.3	0.3	1.4	0.7	1.2	1.2	1.1
Specific learning disability	1.9	0.3	1.5	1.4	1.8	0.7	0.9
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	1.4	1.3	1.0
Visual impairment	1.6	0.9	1.1	0.9	1.7	1.0	0.9

! Interpret data with caution. There were 23 American Indian or Alaska Native students, 60 Asian students, 166 Black or African American students, 314 Hispanic/Latino students, 4 Native Hawaiian or Other Pacific Islander students, 684 White students, and 39 students associated with two or more races reported in the *deaf-blindness* category.

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. These data are for 47 States, DC, and BIE schools. Data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident

- With a risk ratio of 4.1, American Indian or Alaska Native students ages 6 through 21 were more than four times as 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 *orthopedic impairment* and higher than 1 for each of the other disability categories.
- Asian students ages 6 through 21 were 1.1 times as 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.
- With a risk ratio higher than 1, Black or African American 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), *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 *hearing impairment* and *speech or language impairment*.
- With a risk ratio higher 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* (1.2), *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* and *intellectual disability* 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 as 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 higher than 1 for every other disability category as well, compared to all other racial/ethnic groups combined.
- With a risk ratio higher than 1, White students ages 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: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.2), and *traumatic brain injury* (1.3). The risk ratio for White students ages 6 through 21 was equal to 1 for *autism*, *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories.

Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2010 to July 1, 2017, 2017. These data are for 47 States, DC, and BIE schools. Data for Maine, Vermont, and Wisconsin were excluded. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- With a risk ratio higher 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* (1.4), 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 2017

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	5.9	23.6	8.1	8.7	7.4	10.9	10.9
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay ^a	6.4	2.6	2.9	1.9	3.6	2.7	3.7
Emotional disturbance	5.3	2.3	7.3	3.7	3.9	5.8	7.5
Hearing impairment	0.9	2.5	0.8	1.3	2.2	1.0	0.9
Intellectual disability	6.6	7.0	9.7	6.5	6.7	6.0	5.5
Multiple disabilities	2.3	2.9	1.9	1.5	3.0	2.2	1.8
Orthopedic impairment	0.4	1.2	0.4	0.6	0.7	0.6	0.5
Other health impairment	12.8	9.3	15.7	12.1	11.2	18.3	17.6
Specific learning disability	44.3	23.7	39.8	45.7	50.2	34.0	34.0
Speech or language impairment	14.2	23.7	12.5	17.3	9.9	17.6	17.0
Traumatic brain injury	0.4	0.4	0.4	0.3	0.3	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.

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

NOTE: Percentage was calculated by dividing the number of students ages 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, 2017. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Vermont, and Wisconsin were not available. Data were accessed fall 2018. 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 2017, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 44.3 percent of American Indian or Alaska Native students, 23.7 percent of Asian students, 39.8 percent of Black or African

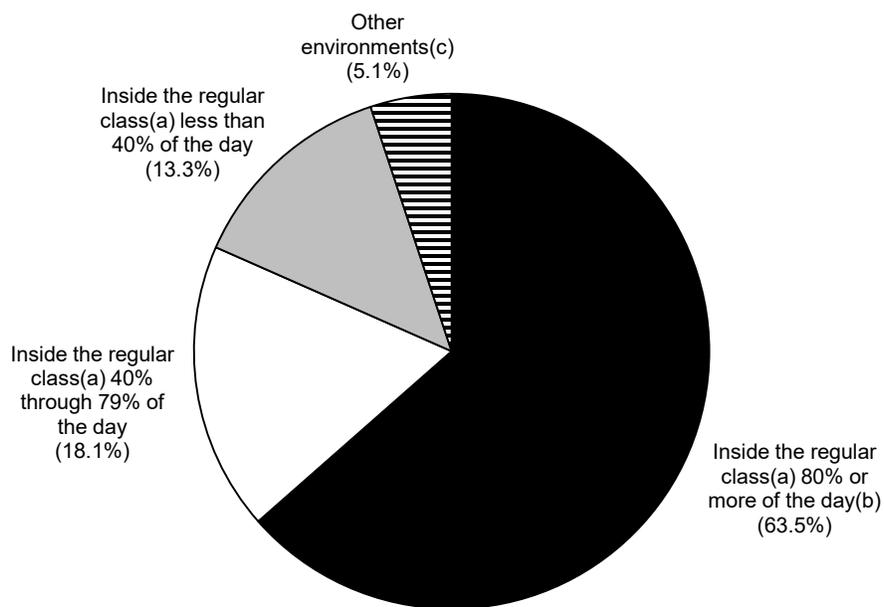
American students, 45.7 percent of Hispanic/Latino students, 50.2 percent of Native Hawaiian or Other Pacific Islander students, 34 percent of White students, and 34 percent of students associated with two or more racial/ethnic groups. The same percentage of Asian students (23.7 percent) was reported under the disability category of *speech or language impairment*.

- *Autism* was the third most prevalent disability category for Asian students (23.6 percent).
- *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (15.7 percent), Native Hawaiian or Other Pacific Islander students (11.2 percent), White students (18.3 percent), and students associated with two or more racial/ethnic groups (17.6 percent).
- *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (14.2 percent) and Hispanic/Latino students (17.3 percent).

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 2017



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

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

(c)“Other environments” consists of *separate school* (2.8 percent), *residential facility* (0.2 percent), *homebound/hospital environment* (0.4 percent), *correctional facilities* (0.2 percent), and *parentally placed in private schools* (1.5 percent).

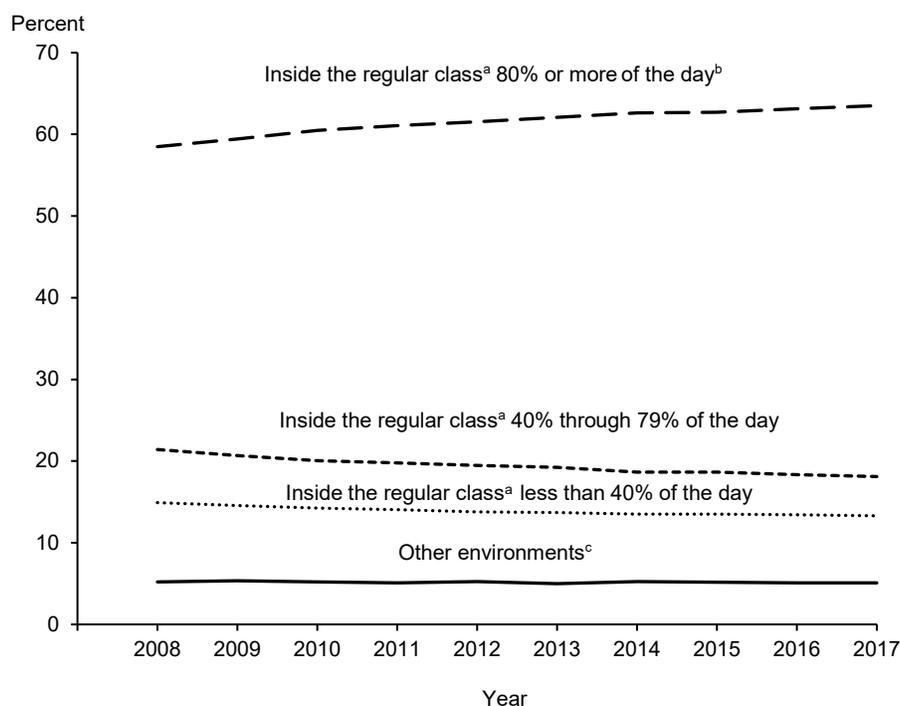
- In 2017, a total of 5,818,543, or 94.9 percent, of the 6,130,637 students ages 6 through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day.
- The majority (63.5 percent) of students ages 6 through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*.
- Also, 18.1 percent of students ages 6 through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 13.3 percent were educated *inside the regular class less than 40% of the day*.
- Additionally, 5.1 percent of students ages 6 through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments.”

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 (6,130,637), 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, 2017. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Vermont, and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 30. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 2008 through fall 2017



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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2008, data for Vermont and the three freely associated states were not available. For 2010, data for Wyoming and the three freely associated states were not available. For 2011, data for BIE schools and the three freely associated states were not available. For 2013, data for BIE schools, American Samoa, and the Federated States of Micronesia were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. Data for 2008 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. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2008 through 2017, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 58.5 percent to 63.5 percent.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 21.4 percent in 2008 to

18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 18.1 percent in 2017.

- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14.9 percent in 2008 to 13.3 percent in 2017.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” fluctuated between 5.1 and 5.3 percent from 2008 through 2012. The percentage dipped to a low of 5 percent in 2013. In 2014, the percentage climbed to 5.3 percent. In 2015, the percentage dropped to 5.2 percent. It dropped again to 5.1 percent in 2016, where it remained in 2017.

How did educational environments differ by disability category?

Exhibit 31. Percentage of students ages 6 through 21 served under IDEA, Part B, within disability categories, by educational environment: Fall 2017

Disability	Percentage of day inside the regular class ^a			Other environments ^c
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day	
All disabilities	63.5	18.1	13.3	5.1
Autism	39.4	18.2	33.6	8.8
Deaf-blindness	24.0	12.6	36.8	26.6
Developmental delay ^d	64.6	19.1	14.8	1.5
Emotional disturbance	48.0	17.4	18.0	16.6
Hearing impairment	62.0	15.1	11.0	11.8
Intellectual disability	17.0	26.7	49.1	7.1
Multiple disabilities	13.3	16.6	46.1	24.1
Orthopedic impairment	53.7	15.3	22.4	8.6
Other health impairment	66.7	20.4	8.7	4.2
Specific learning disability	71.6	21.6	4.9	1.9
Speech or language impairment	87.2	4.9	4.1	3.9
Traumatic brain injury	50.9	21.6	19.5	7.9
Visual impairment	68.1	12.2	9.3	10.4

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

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

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

^dStates’ use of the *developmental delay* category is optional for children 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.

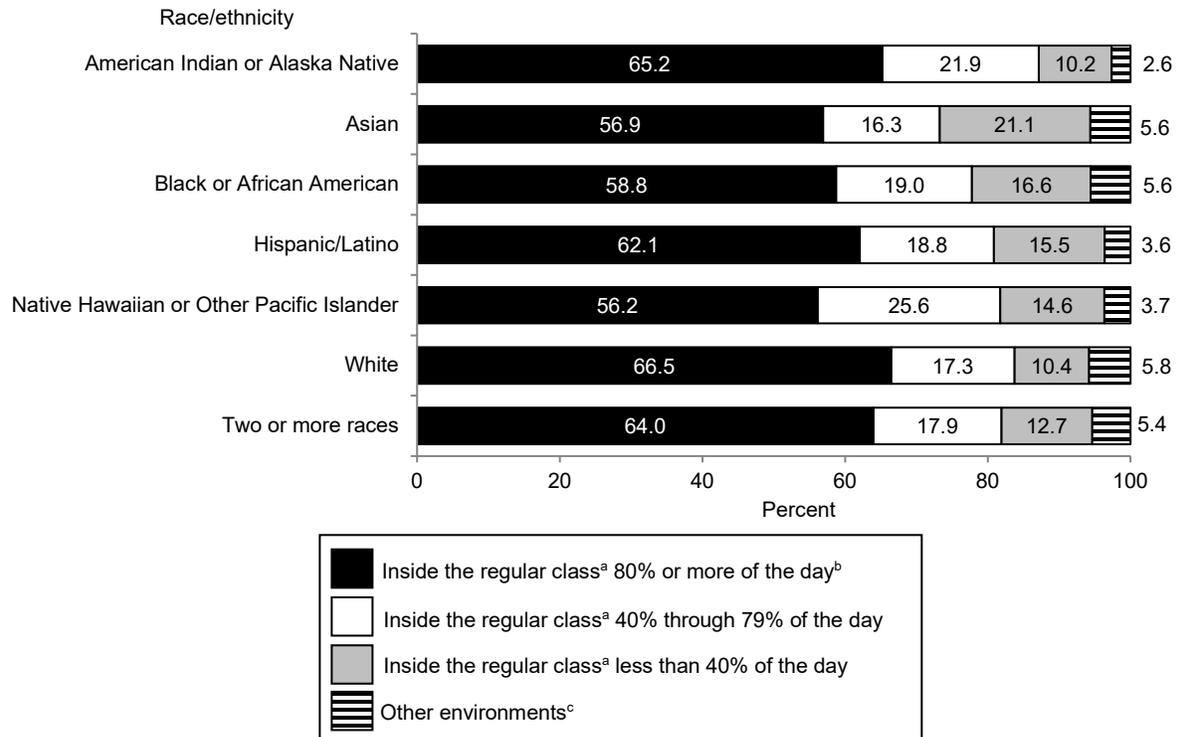
NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category and the educational environment by the total number of students ages 6 through 21 served under IDEA, Part B, in the disability category and all educational environments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

- In 2017, 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* (87.2 percent) were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 students, or 17 percent, reported under the category of *intellectual disability* and 13.3 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.
- Almost one-half (49.1 percent) of students reported under the category of *intellectual disability* and 46.1 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*.
- In 2017, larger percentages of students reported under the categories of *deaf-blindness* (26.6 percent) and *multiple disabilities* (24.1 percent), compared to students reported under other disability categories, were educated in “Other environments.”

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Vermont, and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

Exhibit 32. Percentage of students ages 6 through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2017



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

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

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

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the 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, 2017. These data are for 47 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Vermont, and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 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, ranging from 56.2 percent to 66.5 percent.
- The category *inside the regular class 40% through 79% of the day* accounted for between 16.3 and 25.6 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 (21.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group.

Part B Participation and Performance on State Assessments

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

Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in State math assessments: School year 2016–17

Content area and student grade level	Participants ^a	Nonparticipants ^b	Total ^c
Math			
Grade 3 ^d	95.5	4.5	549,062
Grade 4 ^e	95.6	4.4	557,738
Grade 5 ^f	95.6	4.4	558,192
Grade 6	95.1	4.9	533,337
Grade 7 ^f	94.4	5.6	521,309
Grade 8	93.8	6.2	505,926
High school	92.7	7.3	557,789

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^cStudents with a medical exemption for math assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.3 percent of students in each grade.

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

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

^fNo 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.

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, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2016–17, between 92.7 and 95.6 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Conversely, between 4.4 and 7.3 percent did not participate.

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 2016–17

Content area and student grade level	Participants ^a	Nonparticipants ^b	Total ^c
Reading ^d			
Grade 3 ^e	95.5	4.5	549,102
Grade 4 ^f	95.5	4.5	557,710
Grade 5 ^g	95.6	4.4	556,926
Grade 6	95.2	4.8	533,744
Grade 7 ^g	94.7	5.3	522,270
Grade 8	93.9	6.1	504,099
High school	92.3	7.7	554,948

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^cStudents with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for less than 0.3 percent of students in each grade.

^dPercentages 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.

^eNo 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.

^fNo 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.

^gNo 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.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Assessment Collection, 2016–17. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2016–17, between 92.3 and 95.6 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Conversely, between 4.4 and 7.7 percent did not participate in a reading assessment.

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 2016–17

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b		
	With accommodations	Without accommodations	Grade-level standards ^c	Modified standards ^d	Alternate standards ^e
Math ^f					
Grade 3 ^g	44.0	42.8	#	0.0	8.7
Grade 4 ^h	50.8	36.3	#	0.0	8.4
Grade 5 ⁱ	53.9	32.9	#	0.0	8.7
Grade 6	53.7	32.6	#	0.0	8.8
Grade 7 ⁱ	52.2	32.7	#	0.0	9.5
Grade 8	51.0	33.1	#	0.0	9.6
High school	46.4	37.3	#	#	9.0

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

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

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

^cAlternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State’s regular assessment. 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.) § 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. § 200.6(a)(2)(ii)(B).

^dAlternate 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.

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

^fStudents 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 0.3 percent of students in each grade.

^gNo 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.

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

ⁱNo 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.

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

- In school year 2016–17, between 44 and 53.9 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 32.6 and 42.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards 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 2016–17 took an *alternate assessment based on alternate achievement standards*.

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, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. 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 2016–17

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b		
	With accommodations	Without accommodations	Grade-level standards ^c	Modified standards ^d	Alternate standards ^e
Reading ^{f,g}					
Grade 3 ^h	40.7	46.0	0.1	0.0	8.7
Grade 4 ⁱ	47.8	39.3	0.1	0.0	8.4
Grade 5 ^j	49.7	37.4	#	0.0	8.5
Grade 6	50.7	35.7	#	0.0	8.8
Grade 7 ^j	49.7	35.4	#	0.0	9.5
Grade 8	48.8	35.8	#	0.0	9.3
High school	46.7	36.8	#	#	8.8

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

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

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

^cAlternate assessment based on grade-level 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.) § 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. § 200.6(a)(2)(ii)(B).

^dAlternate 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.

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

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

^gStudents 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 0.3 percent of students in each grade.

^hNo 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.

ⁱNo 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.

^jNo 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.

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

- In school year 2016–17, between 40.7 and 50.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 35.4 and 46 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in reading.
- 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 2016–17 took an *alternate assessment based on alternate achievement standards*.

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, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. 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 2016–17

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b					
			Grade-level standards ^c		Modified standards ^d		Alternate standards ^e	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Math								
Grade 3 ^f	50	22.9	0	—	0	—	52	46.1
Grade 4 ^g	51	17.6	0	—	0	—	51	44.0
Grade 5 ^h	50	12.9	0	—	0	—	51	43.1
Grade 6	50	10.2	0	—	0	—	50	38.8
Grade 7 ^h	50	8.1	0	—	0	—	52	46.7
Grade 8	50	6.5	0	—	0	—	52	44.6
High school	48	6.7	0	—	0	—	51	42.0

— Median percentage cannot be calculated.

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

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

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

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

^eAlternate assessment based on alternate achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations (C.F.R.) § 200.1(d).

^fNo 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.

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

^hNo 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.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Assessment Collection, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For school year 2016–17, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 48 and 51 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in 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 6.5 percent to 22.9 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. Therefore, 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 50 and 52 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 38.8 percent to 46.7 percent.

Exhibit 38. Numbers of States assessing students served under IDEA, Part B, in grades 3 through 8 and high school in reading and median percentages of those students who were proficient, by assessment type: School year 2016–17

Content area and student grade level	Regular assessment (grade-level standards) ^a		Alternate assessment ^b					
			Grade-level standards ^c		Modified standards ^d		Alternate standards ^e	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Reading ^f								
Grade 3 ^g	51	18.4	1	—	0	—	52	49.3
Grade 4 ^h	52	16.3	1	—	0	—	50	48.1
Grade 5 ⁱ	52	14.4	1	—	0	—	50	48.9
Grade 6	51	11.5	1	—	0	—	50	46.0
Grade 7 ⁱ	50	11.3	1	—	0	—	51	51.0
Grade 8	51	10.0	1	—	0	—	50	42.7
High school	49	13.2	0	—	0	—	50	47.8

— Median percentage cannot be calculated.

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

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

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

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

^eAlternate assessment based on alternate achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the State has defined under 34 Code of Federal Regulations (C.F.R.) 200.1(d).

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

^gNo 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.

^hNo 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.

ⁱNo 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.

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

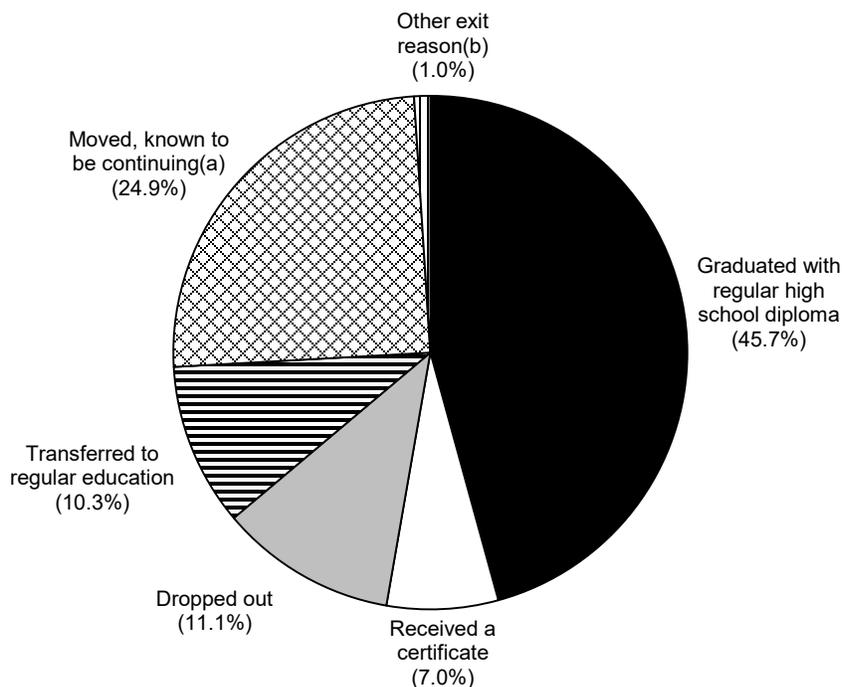
- For school year 2016–17, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, BIE schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 49 and 52 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged from 10 percent to 18.4 percent.
- Non-suppressed data were available for 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 no jurisdictions administered this assessment 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 50 and 52 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient with these reading tests ranged from 42.7 percent to 51 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Assessment Collection, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2018. 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: 2016–17



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

(b)“Other exit reason” includes *reached maximum age* for services (0.8 percent) and *died* (0.2 percent).

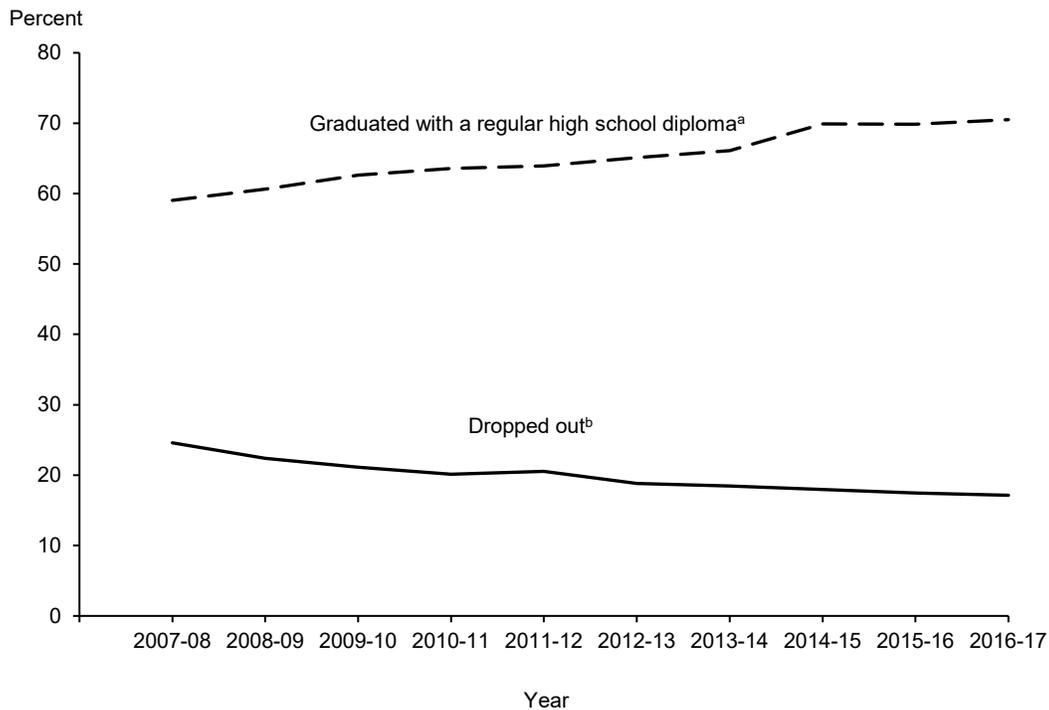
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *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, who were reported in the exit reason category by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in all the exit reason categories (609,366), 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, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Exiting Collection, 2016–17. 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 2018. 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 2016–17 (specifically, 278,704, or 45.7 percent, of the 609,366 such students). This was followed by *moved, known to be continuing* in education (24.9 percent) and *dropped out* (11.1 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: 2007–08 through 2016–17



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

^b*Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see 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, who were 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, 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 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 2016–17, a total of 70.5 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 17.1 percent *dropped out*.
- The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 59 percent in 2007–08 to 70.5 percent in 2016–17.
- From 2007–08 through 2016–17, the percentage of students who exited special education and school by having *dropped out* generally decreased from 24.6 percent to 17.1 percent.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Exiting Collection, 2007–08 through 2016–17. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2007–08, data for the three freely associated states, Texas, Vermont, and DC were not available. For 2008–09, data for the three freely associated states and Vermont were not available. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. Data for 2007–08 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. Data for 2016–17 were accessed fall 2018. 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: 2007–08 through 2016–17

Disability	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
All disabilities	59.0	60.6	62.6	63.6	63.9	65.1	66.1	69.9	69.9	70.5
Autism	63.2	64.4	66.2	64.8	64.6	64.2	65.5	68.4	69.2	70.0
Deaf-blindness ^a	56.8	63.6	60.0	51.6	47.0	56.1	52.0	51.1	56.3	53.3
Emotional disturbance	45.6	47.4	49.9	52.3	51.1	53.8	54.7	57.6	57.0	57.6
Hearing impairment	69.7	71.7	71.8	73.1	73.4	72.1	74.2	80.3	80.5	79.6
Intellectual disability	37.6	38.7	40.7	39.9	40.3	42.7	40.8	42.4	42.2	42.3
Multiple disabilities	45.7	48.1	47.6	47.2	48.6	45.5	46.0	49.9	47.7	45.8
Orthopedic impairment	62.0	61.2	62.8	62.3	61.8	63.2	65.6	64.4	64.2	63.6
Other health impairment	66.5	67.3	69.2	70.0	69.9	71.1	72.1	74.7	74.3	74.4
Specific learning disability	64.2	65.5	67.4	68.4	68.8	70.1	70.8	75.5	75.4	76.4
Speech or language impairment	66.6	68.3	70.3	72.6	74.6	76.2	77.8	81.1	83.1	84.8
Traumatic brain injury	64.9	67.9	68.0	67.7	68.6	69.0	69.2	75.1	70.9	73.1
Visual impairment	77.1	75.0	77.9	78.6	77.1	76.8	78.2	82.1	82.9	80.5

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

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) § 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” The U.S. Department of Education collects data on 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, who were reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the 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.

SOURCE: U.S. Department of Education, ED^{FACTS} Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Exiting Collection, 2007–08 through 2016–17. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2007–08, data for the three freely associated states, Texas, Vermont, and DC were not available. For 2008–09, data for the three freely associated states and Vermont were not available.

- In comparison to school year 2007–08, the graduation percentage in 2016–17 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 5 percentage points for each disability category except *intellectual disability* (4.7 percentage points), *multiple disabilities* (0.1 percentage points), *orthopedic impairment* (1.6 percentage points), and *visual impairment* (3.4 percentage points).
- From 2007–08 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. In 2015–16 and 2016–17, 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 2007–08 through 2016–17.

For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16, and 2016–17, data for Illinois were not available. Data for 2007–08 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. Data for 2016–17 were accessed fall 2018. 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: 2007–08 through 2016–17

Disability	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
All disabilities	24.6	22.4	21.1	20.1	20.5	18.8	18.5	18.0	17.5	17.1
Autism	7.0	6.2	6.6	6.3	7.3	7.1	7.3	7.5	6.6	6.8
Deaf-blindness ^a	9.5	9.1	13.3	15.1	14.5	14.6	12.8	14.8	8.5	5.3
Emotional disturbance	43.3	40.6	38.7	37.0	38.1	35.4	35.2	35.0	34.8	34.8
Hearing impairment	11.1	10.5	10.2	10.2	10.2	9.5	9.4	8.4	8.8	8.7
Intellectual disability	21.5	19.8	19.2	18.5	18.8	17.9	16.8	16.9	15.5	15.3
Multiple disabilities	17.6	14.9	13.9	13.1	15.8	15.2	14.2	14.7	11.9	11.4
Orthopedic impairment	13.1	13.6	12.4	11.5	11.4	10.7	11.0	9.8	9.2	7.2
Other health impairment	22.4	20.4	19.1	18.4	19.2	18.1	17.6	17.8	17.3	17.7
Specific learning disability	23.6	21.4	20.2	19.4	19.9	18.0	18.1	17.4	17.2	16.7
Speech or language impairment	20.5	18.8	17.0	16.0	15.6	14.5	13.4	13.3	13.0	11.4
Traumatic brain injury	14.6	13.2	12.5	11.4	12.3	11.1	12.2	10.8	11.4	11.1
Visual impairment	9.6	9.6	8.4	8.5	7.3	8.0	6.4	7.0	6.3	7.0

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

NOTE: *Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit reason categories described below). 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, who were reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the 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, 2007–08 through 2016–17. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2007–08, data for the three freely associated states, Texas, Vermont, and DC were not available. For 2008–09, data for the three freely associated states and Vermont were not available. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. Data for 2007–08 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. Data for 2016–17 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The dropout percentage was lower in school year 2016–17 than in 2007–08 for students who exited IDEA, Part B, and school in all disability categories. The dropout percentage decreases were less than 10 percentage points in each disability category.
- In each year from 2007–08 through 2016–17, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other reason. In each year, the dropout percentage was no less than 30 percent, which was larger than the dropout percentage for any other disability category.

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

To what extent were full-time equivalent teachers who were employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, 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 2016

Year	Total number FTE employed	Number FTE highly qualified ^a	Percentage ^b FTE highly qualified
2016	341,695	314,051	91.9

^a*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.) § 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. § 1401(10)].

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Personnel Collection, 2016. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Texas were excluded. Data were accessed fall 2018. 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 314,051, or 91.9 percent, of the 341,695 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 2016

Year	Total number FTE employed	Number FTE qualified ^a	Percentage ^b FTE qualified
2016	435,817	409,386	93.9

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Personnel Collection, 2016. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Texas were excluded. Data were accessed fall 2018. 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 409,386, or 93.9 percent, of the 435,817 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 2016, 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 2016

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage ^a FTE fully certified
Total	210,976	203,518	96.5
Audiologists	1,275	1,226	96.1
Counselors and rehabilitation counselors	17,198	16,923	98.4
Interpreters	6,417	5,596	87.2
Medical/nursing service staff	16,980	16,294	96.0
Occupational therapists	21,878	20,180	92.2
Orientation and mobility specialists	1,591	1,531	96.2
Physical education teachers and recreation and therapeutic recreation specialists	13,287	12,896	97.1
Physical therapists	8,402	7,859	93.5
Psychologists	35,975	35,461	98.6
Social workers	17,636	17,218	97.6
Speech-language pathologists	70,337	68,335	97.2

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

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

- In 2016, a total of 96.5 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* (93.5 percent), *occupational therapists* (92.2 percent), and *interpreters* (87.2 percent).

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.) § 300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Personnel Collection, 2016. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and two freely associated states. Data for the Republic of Marshall Islands were not available. Data were accessed fall 2018. 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 2016–17, 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 2016–17

Type of disciplinary removal	Number served ^a	Number disciplined ^b	Number disciplined per 10,000 served ^c
Removed to an interim alternative educational setting ^d			
Removed unilaterally by school personnel ^e for drugs, weapons, or serious bodily injury ^f	6,455,891	8,077	13
Removed by hearing officer for likely injury ^g	6,455,891	366	1
Suspended or expelled >10 days during school year ^h			
Received out-of-school suspensions or expulsions ⁱ	6,750,041	47,728	71
Received in-school suspensions ^j	6,750,041	22,049	33

^aExcludes counts from jurisdictions that did not have data available for the disciplinary removal category.

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

^cRatio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2016–17 school year, whereas the denominator is based on point-in-time data from fall 2016.

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

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

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

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

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

ⁱData for Nebraska and Wisconsin were excluded, and data for Wyoming were not available for this disciplinary category.

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

- During the 2016–17 school year, 8,077 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 6,455,891 children and students ages 3 through 21 were served under Part B in 2016, in the States for which data were available, this type of action occurred with 13 children and students for every 10,000 children and students who were served under Part B in 2016.
- A total of 366 children and students ages 3 through 21 served under IDEA, Part B, or 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2016–17.
- There were 47,728 children and students ages 3 through 21 served under IDEA, Part B, or 71 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2016–17.
- There were 22,049 children and students ages 3 through 21 served under IDEA, Part B, or 33 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2016–17.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Discipline Collection, 2016–17. 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 Wyoming were not available. Data for Nebraska and Wisconsin were excluded. Data were accessed fall 2018. 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 47 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data for Wyoming were excluded. Data were accessed fall 2018. 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 2016–17

Disability	Removed to an interim alternative educational setting ^a		Suspended or expelled >10 days during school year ^b	
	Removed unilaterally by school personnel ^c for drugs, weapons, or serious bodily injury ^d	Removed by hearing officer for likely injury ^e	Received out-of-school suspensions or expulsions ^f	Received in-school suspensions ^g
All disabilities	13	1	71	33
Autism	3	#	16	6
Deaf-blindness	0	0	0	0
Developmental delay ^h	1	#	8	1
Emotional disturbance	43	3	340	104
Hearing impairment	8	#	26	14
Intellectual disability	9	#	61	31
Multiple disabilities	5	#	32	8
Orthopedic impairment	1	0	6	6
Other health impairment	21	1	131	64
Specific learning disability	17	1	76	41
Speech or language impairment	2	#	11	6
Traumatic brain injury	6	0	49	18
Visual impairment	7	0	19	14

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

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

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

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

^dData for Nebraska and Wisconsin were excluded, and data for Illinois and Wyoming were not available for this disciplinary category.

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

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

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

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

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 43 children and students *unilaterally removed to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 21 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 2016, no more than three children and students were removed by a hearing officer for likely injury during school year 2016–17.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 340 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 131 or less per 10,000 children and students served.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016, there were 104 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2016–17. The ratio for the children and students reported under each of the other disability categories was 64 or less per 10,000 children and students served.

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2016–17 school year, whereas the denominator is based on point-in-time data from fall 2016. 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, 2016–17. 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 Wyoming were not available. Data for Nebraska and Wisconsin were excluded. Data were accessed fall 2018. 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 47 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Nebraska and Wisconsin were not available. Data for Wyoming were excluded. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

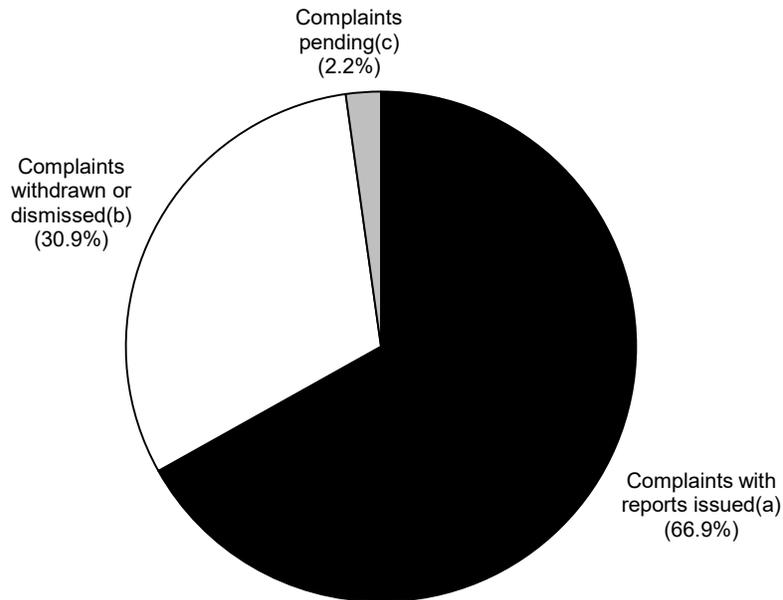
To protect the interests of children and students served under IDEA, Part B, the Act requires States to implement a formal set of procedural safeguards for children and students served under IDEA, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes.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

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

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

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

Exhibit 48. Percentage of *written, signed complaints* for children and students served under IDEA, Part B, by complaint status: 2016–17



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

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

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

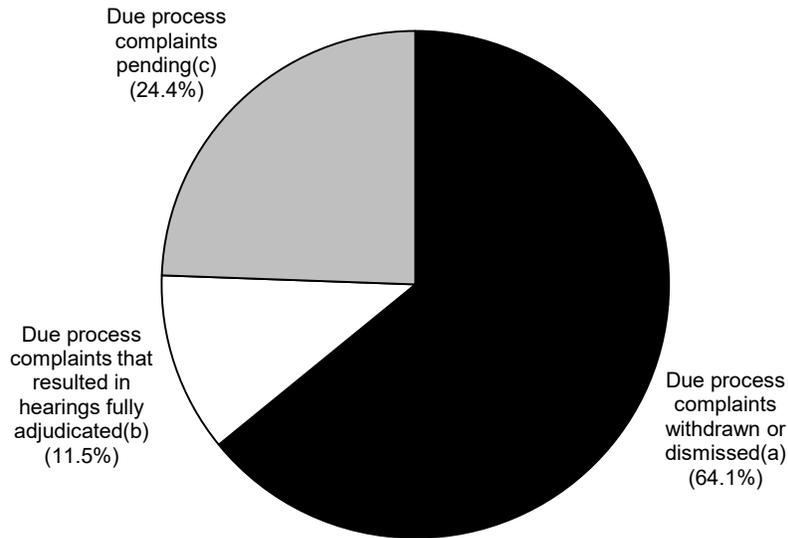
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of IDEA or 34 Code of Federal Regulations (C.F.R.) § 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. The 50 States, DC, BIE schools, PR, and two outlying areas reported one or more complaints. Percentage was based on a total of 5,239 *written, signed complaints*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: IDEA Part B Dispute Resolution Survey, 2016–17. 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 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2016–17, a total of 5,239 *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 3,504 (66.9 percent) of the complaints, while 1,619 (30.9 percent) of the complaints were withdrawn or dismissed. A total of 116 (2.2 percent) of the complaints that were received during the 2016–17 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: 2016–17



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

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

(c) A *due process complaint pending* is a *due process complaint* for which a due process hearing has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. States also report under the category *decision within extended timeline* on the number of written decisions from a fully adjudicated hearing that were provided to the parties in the due process hearing more than 45 days after the expiration of the 30-day or adjusted resolution period but within a specific time extension granted by the hearing officer at the request of either party. The data collection does not require States to report the specific period of time granted in these time extensions. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. The 50 States, DC, PR, BIE schools, and one outlying area reported one or more *due process complaints*. Percentage was based on a total of 18,490 *due process complaints*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

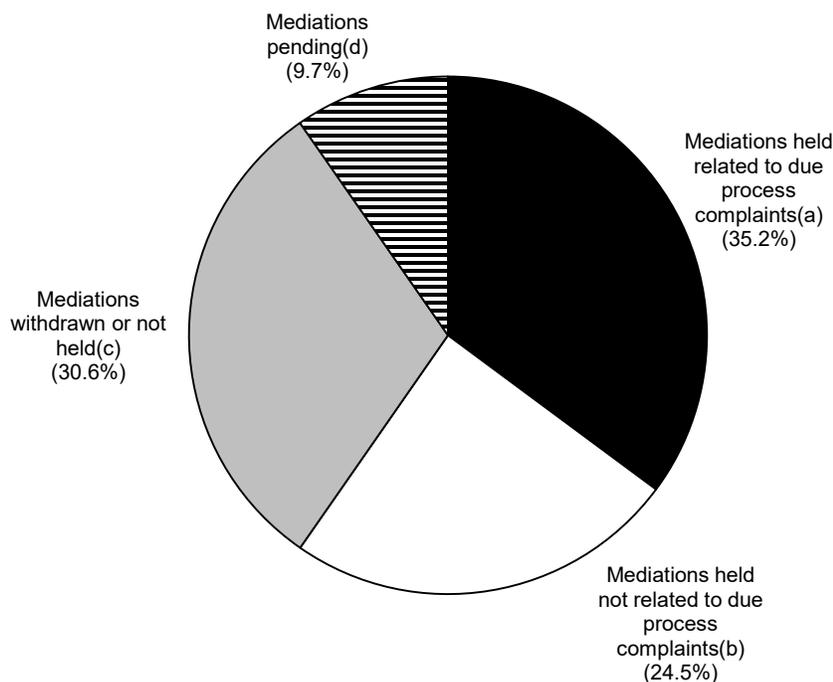
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: IDEA Part B Dispute Resolution Survey, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 18,490 *due process complaints* were received during 2016–17 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.

- For 11,854 (64.1 percent) of the *due process complaints* received during the 2016–17 reporting period, a resolution was achieved without a hearing. For 2,119 (11.5 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For 4,517 (24.4 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: 2016–17



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

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

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

(d) A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. The 50 States, DC, PR, BIE schools, and two outlying areas reported one or more *mediation requests*. Percentage was based on a total of 11,413 *mediation requests*. Data are from the reporting period between July 1, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: IDEA Part B Dispute Resolution Survey, 2016–17. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2016–17, a total of 11,413 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 4,012 (35.2 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,798 (24.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 1,105 requests (9.7 percent), a mediation session was still pending as of the end of the 2016–17 reporting period. The remaining 3,498 *mediation requests* (30.6 percent) were withdrawn or otherwise not held by the end of the reporting period.

Coordinated Early Intervening Services

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

An LEA can reserve up to 15 percent of the amount it receives under Part B of IDEA, less any amount reduced by the LEA pursuant to 34 C.F.R. § 300.205 (adjustment to local fiscal efforts), to develop and implement CEIS. However, an LEA is required to reserve 15 percent of the amount of 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>, and Significant Disproportionality Essential Questions and Answers, <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>).

How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2017 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 2014–15, 2015–16, or 2016–17: Fall 2017

Year	Children and students served under Part B who received CEIS in school year(s) 2014–15, 2015–16, or 2016–17	
	Number	Percentage ^a
2017	99,272	1.4

^aPercentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B in 2017 who received CEIS any time during school year(s) 2014–15, 2015–16, or 2016–17 by the number of children and students ages 3 through 21 served under Part B in 2017, 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), 2017. These data are for 46 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Minnesota, Vermont, and Wisconsin were excluded. Data were accessed fall 2018. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. These data are for 46 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Maine, Minnesota, Vermont, and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 99,272, or 1.4 percent, of the 6,904,232 children and students ages 3 through 21 served under Part B in 2017 by 46 States, the District of Columbia, BIE schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2014–15, 2015–16, or 2016–17 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 *41st Annual Report to Congress, 2019* addresses a set of questions developed by the U.S. Department of Education (Department) based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an examination of data elements addressing areas of particular interest.

The discussion in this section offers a different perspective from that presented in Section I, which features counts, percentages, and ratios that represent the nation as a whole. The measures in Section I for Part B and Part C represent the 50 States, the District of Columbia (DC), Puerto Rico (PR), and the 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 Part B and Part C, these measures are based on data for the 50 States, the District of Columbia, and Puerto Rico; for Part B only, the measures usually also represent 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 to match with the first year of the 10-year trend window included in some exhibits in Section I (see “Data Sources Used in This Report”).

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

Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity, since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for 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.) § 99.31(a)(3), subject to the requirements of Section 99.35 of the Family Educational Rights and Privacy Act (FERPA) regulations, authorized representatives of the Secretary may have access to personally identifiable information from students' education records in connection with an audit or evaluation of Federal or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. However, under 34 C.F.R. § 99.35(b)(1) of the FERPA regulations, information collected by authorized representatives of the Secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Such officials may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements in 34 C.F.R. § 99.33(b). It is the policy of the Department to be consistent with the provisions of IDEA and FERPA privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. 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 2017, and how did the percentages change between 2008 and 2017?

Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2008 and fall 2017

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	2.8	3.2	0.5	16.7
Alabama	1.6	2.1	0.5	28.9
Alaska	1.9	2.6	0.8	41.5
Arizona	2.0	2.2	0.2	10.6
Arkansas	2.4	0.8	-1.6	-66.0
California	2.6	3.2	0.5	20.5
Colorado	2.3	3.8	1.5	65.6
Connecticut	3.8	4.6	0.8	20.1
Delaware	2.5	3.3	0.8	33.7
District of Columbia	1.5	2.9	1.4	94.0
Florida	2.0	2.3	0.3	13.7
Georgia	1.3	2.4	1.1	78.9
Hawaii	6.9	3.2	-3.7	-53.4
Idaho	2.6	2.9	0.3	10.7
Illinois	3.7	3.5	-0.2	-4.7
Indiana	3.7	4.1	0.4	10.1
Iowa	2.9	2.5	-0.5	-16.5
Kansas	2.8	4.4	1.6	57.0
Kentucky	2.9	3.1	0.1	4.8
Louisiana	2.1	2.7	0.7	32.4
Maine	2.3	2.4	0.1	3.2
Maryland	3.3	3.9	0.5	16.2
Massachusetts	6.7	9.5	2.8	41.4
Michigan	2.7	3.1	0.3	12.4
Minnesota	2.1	2.8	0.7	33.4
Mississippi	1.6	1.8	0.2	13.2
Missouri	1.6	3.0	1.4	84.3
Montana	2.0	2.2	0.2	12.0
Nebraska	1.8	2.5	0.7	35.9
Nevada	1.8	2.9	1.2	67.4
New Hampshire	3.3	5.4	2.1	63.7
New Jersey	3.0	4.4	1.4	45.0

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 2017—Continued

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
New Mexico	5.0	7.5	2.5	49.5
New York	4.4	4.4	#	-0.2
North Carolina	2.4	2.9	0.5	18.6
North Dakota	3.6	4.2	0.5	14.7
Ohio	3.4	2.5	-0.9	-25.6
Oklahoma	1.9	1.7	-0.2	-10.3
Oregon	1.8	2.9	1.1	62.7
Pennsylvania	3.8	5.0	1.2	29.9
Puerto Rico	3.5	2.6	-0.8	-23.9
Rhode Island	5.0	6.1	1.2	23.4
South Carolina	2.4	2.8	0.4	17.7
South Dakota	3.2	3.3	#	1.2
Tennessee	1.8	2.8	1.0	56.8
Texas	2.3	2.1	-0.2	-7.8
Utah	2.0	2.9	1.0	48.3
Vermont	4.0	7.0	3.0	74.1
Virginia	2.1	3.3	1.2	60.2
Washington	1.9	3.0	1.1	59.9
West Virginia	4.2	6.2	2.0	47.5
Wisconsin	2.8	2.9	0.1	4.1
Wyoming	4.6	5.4	0.8	17.2

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

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 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 2017. U.S. Department of Commerce, U.S. Census Bureau. State Single Year of Age and Sex Population Estimates: April 1, 2010 to July 1, 2017—RESIDENT, 2008 and 2017. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 3.2 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 0.8 to 9.5 percent. The percentage was larger than 5 percent in the following seven States: Massachusetts (9.5 percent), New Mexico (7.5 percent), Vermont (7.0 percent), West Virginia (6.2 percent), Rhode Island (6.1 percent), New Hampshire (5.4 percent), and Wyoming (5.4 percent). In contrast, the percentage was less than 2 percent in the following three States: Mississippi (1.8 percent), Oklahoma (1.7 percent), and Arkansas (0.8 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.
- The percentage of the population served increased by more than 10 percent between 2008 and 2017 for 39 States. Included among these States were the following four in which the percent change was larger than 70 percent: the District of Columbia (94.0 percent), Missouri (84.3 percent), Georgia (78.9 percent), and Vermont (74.1 percent). This change represented a difference greater than 2 percentage points only in Vermont (3.0 percentage points).
- Between 2008 and 2017, the following six States experienced a percent change decrease greater than 10 percent: Arkansas (-66.0 percent), Hawaii (-53.4 percent), Ohio (-25.6 percent), Puerto Rico (-23.9 percent), Iowa (-16.5 percent), and Oklahoma (-10.3 percent). This change represented a difference greater than 2 percentage points only in Hawaii (-3.7 percentage points).

How did the States compare with regard to the percentage of the resident population birth through age 2 within each racial/ethnic group who were served under IDEA, Part C, in 2017?

Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2017

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	3.0	2.8	2.8	3.3	4.6	3.4	2.6
Alabama	1.4	1.8	2.0	1.3	3.6	2.2	2.1
Alaska	4.6	1.7	1.4	2.0	1.9	2.5	1.9
Arizona	2.3	1.6	2.3	1.9	2.3	2.7	1.8
Arkansas	0.0	0.5	0.9	0.4	0.9	0.9	0.9
California	2.7	2.7	3.4	3.6	1.6	3.0	1.7
Colorado	2.6	3.6	3.5	3.6	7.2	4.1	2.3
Connecticut	x	2.8	4.1	5.6	x	4.5	2.2
Delaware	x	4.0	3.5	2.9	x	3.6	0.2
District of Columbia	x	1.2	3.3	2.8	0.0	x	3.5
Florida	1.7	1.7	2.3	2.7	2.2	2.0	1.8
Georgia	3.9	2.0	2.4	2.3	2.8	2.6	1.3
Hawaii	x	4.7	x	2.0	3.7	2.8	3.2
Idaho	3.8	1.7	1.7	2.3	3.2	3.1	3.3
Illinois	x	2.2	3.0	3.9	x	3.6	2.3
Indiana	2.7	2.9	3.6	3.6	6.2	4.2	5.1
Iowa	2.2	2.4	2.8	2.5	3.2	2.3	3.9
Kansas	2.2	3.7	3.8	4.4	15.5	4.6	3.3
Kentucky	2.7	2.9	2.6	2.9	11.7	3.1	3.4
Louisiana	x	2.5	3.4	1.8	x	2.5	3.1
Maine	x	2.4	4.3	1.9	x	2.3	2.8
Maryland	2.0	3.6	3.6	3.9	6.3	4.0	4.1
Massachusetts	9.7	7.6	9.4	11.1	13.9	9.4	7.7
Michigan	4.2	2.1	2.9	2.4	6.6	3.4	1.5
Minnesota	4.6	2.4	2.7	2.9	4.7	2.9	2.6
Mississippi	x	2.0	2.0	1.0	x	1.9	1.2
Missouri	1.4	2.9	3.2	2.9	4.2	3.0	2.5
Montana	3.5	2.0	4.9	1.6	12.1	2.1	1.9
Nebraska	2.8	2.4	1.8	2.2	4.8	2.6	1.3
Nevada	1.9	2.6	2.8	2.9	2.8	3.2	2.8
New Hampshire	x	4.4	4.9	3.1	x	5.5	6.3
New Jersey	5.2	3.5	3.2	5.3	6.9	4.3	5.5
New Mexico	4.6	6.3	6.5	8.6	6.7	6.6	4.6
New York	3.9	3.3	3.2	4.1	68.3	5.4	1.6
North Carolina	2.5	2.0	3.2	2.8	3.5	3.0	1.6

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 2017—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	5.6	x	1.9	2.9	x	3.9	10.9
Ohio	2.5	2.3	2.3	2.3	11.0	2.6	2.3
Oklahoma	1.0	1.6	1.4	1.5	2.2	2.0	1.3
Oregon	2.3	2.4	2.2	2.8	1.5	3.2	1.9
Pennsylvania	4.5	3.9	4.9	5.0	3.1	4.9	8.4
Rhode Island	2.7	3.7	6.6	6.0	0.0	6.6	4.2
South Carolina	0.7	2.4	2.9	2.6	12.5	2.8	3.1
South Dakota	4.2	2.7	3.1	2.1	9.3	3.3	3.0
Tennessee	2.1	2.5	2.5	2.1	11.9	3.0	2.5
Texas	0.9	1.1	1.4	2.3	5.5	2.5	0.5
Utah	3.4	2.0	2.5	3.3	2.8	2.9	2.1
Vermont	x	5.8	5.3	4.4	x	6.3	7.2
Virginia	1.9	2.9	2.9	2.6	3.9	3.5	4.9
Washington	3.6	2.5	3.0	3.2	3.2	3.0	2.6
West Virginia	x	8.5	4.0	2.0	x	6.5	5.4
Wisconsin	3.1	1.7	3.7	3.7	4.7	2.7	2.5
Wyoming	9.0	5.3	2.5	4.7	0.0	5.4	7.1

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

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by the State on the State-designated data collection date by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated with available non-suppressed data by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by all States on their State-designated data collection dates by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all States, then multiplying the result by 100. Data on race/ethnicity were suppressed for 350 infants and toddlers served under Part C in 12 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, 2017. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2017. Data for Puerto Rico were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander, compared to the percentages of other racial/ethnic groups, was served under IDEA, Part C, in the 51 States (“All States”). Specifically, 4.6 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part C. In contrast, the percentage of the resident population birth through age 2 who were associated with two or more racial/ethnic groups 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, 2.6 percent of those who were associated with two or more racial/ethnic groups were served under Part C.

- In 2017, 3 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All States.” The percentages ranged from 0 to 9.7 percent in the 40 individual States for which non-suppressed data were available. The percentage was more than 5 percent in the following four States: Massachusetts (9.7 percent), Wyoming (9.0 percent), North Dakota (5.6 percent), and New Jersey (5.2 percent). In contrast, the percentage was less than 1 percent in the following three States: Texas (0.9 percent), South Carolina (0.7 percent), and Arkansas (0.0 percent).
- In 2017, 2.8 percent of the resident population birth through age 2 who were Asian were served under Part C in “All States.” The percentages ranged from 0.5 to 8.5 percent in the 50 individual States for which non-suppressed data were available. In the following five States, the percentage was more than 5 percent: West Virginia (8.5 percent), Massachusetts (7.6 percent), New Mexico (6.3 percent), Vermont (5.8 percent), and Wyoming (5.3 percent). In contrast, the percentage was less than 2 percent for 10 States.
- In 2017, 2.8 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 0.9 to 9.4 percent in the 50 individual States for which non-suppressed data were available. In the following four States, the percentage was more than 5 percent: Massachusetts (9.4 percent), Rhode Island (6.6 percent), New Mexico (6.5 percent), and Vermont (5.3 percent). In contrast, the percentage was less than 2 percent for the following seven States: North Dakota (1.9 percent), Nebraska (1.8 percent), Idaho (1.7 percent), Alaska (1.4 percent), Oklahoma (1.4 percent), Texas (1.4 percent), and Arkansas (0.9 percent).
- In 2017, 3.3 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 0.4 to 11.1 percent in the 51 individual States. The percentage was more than 5 percent in the following five States: Massachusetts (11.1 percent), New Mexico (8.6 percent), Rhode Island (6.0 percent), Connecticut (5.6 percent), and New Jersey (5.3 percent). In contrast, the percentage was less than 2 percent in the following eight States: Arizona (1.9 percent), Maine (1.9 percent), Louisiana (1.8 percent), Montana (1.6 percent), Oklahoma (1.5 percent), Alabama (1.3 percent), Mississippi (1.0 percent), and Arkansas (0.4 percent).
- In 2017, 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 68.3 percent in the 41 individual States for which non-suppressed data were available. The percentage was larger than 10 percent in the following eight States: New York (68.3 percent), Kansas (15.5 percent), Massachusetts (13.9 percent), South Carolina (12.5 percent), Montana (12.1 percent), Tennessee (11.9 percent), Kentucky (11.7 percent), and Ohio (11.0 percent). In contrast, the percentage served in the District of Columbia, Rhode Island, and Wyoming was 0 percent.
- In 2017, 3.4 percent of the resident population birth through age 2 who were White were served under Part C in “All States.” The percentages ranged from 0.9 to 9.4 percent in the 50 individual States for which non-suppressed data were available. The percentage was larger than 5 percent in the following eight States: Massachusetts (9.4 percent), New Mexico (6.6 percent), Rhode Island (6.6 percent), West Virginia (6.5 percent), Vermont (6.3 percent), New Hampshire (5.5 percent), New York (5.4 percent), and Wyoming (5.4 percent). In contrast, the percentage was 2 percent or less in the following four States: Florida (2.0 percent), Oklahoma (2.0 percent), Mississippi (1.9 percent), and Arkansas (0.9 percent).

- In 2017, 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 0.2 to 10.9 percent in the 51 individual States. The percentage was more than 6 percent in the following six States: North Dakota (10.9 percent), Pennsylvania (8.4 percent), Massachusetts (7.7 percent), Vermont (7.2 percent), Wyoming (7.1 percent), and New Hampshire (6.3 percent). In contrast, the percentage was less than 1 percent in the following three States: Arkansas (0.9 percent), Texas (0.5 percent), and Delaware (0.2 percent).

Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2016–17

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	5.8	5.4	5.7	6.4	9.2	6.8	5.1
Alabama	2.2	4.2	4.1	2.7	8.2	4.2	4.4
Alaska	9.8	3.4	3.3	4.2	6.7	5.4	4.1
Arizona	4.4	3.1	4.1	3.6	8.1	5.1	3.3
Arkansas	x	1.2	2.0	1.1	x	2.1	1.7
California	4.4	4.7	5.8	6.0	2.8	5.0	2.6
Colorado	4.7	7.7	6.9	6.9	13.4	7.9	4.5
Connecticut	1.7	6.1	8.1	11.4	56.9	8.9	4.5
Delaware	7.1	7.7	7.8	6.5	20.0	7.9	0.2
District of Columbia	x	3.0	6.5	5.5	x	4.8	6.8
Florida	5.0	3.6	4.9	5.4	4.1	4.2	3.6
Georgia	7.5	3.9	4.5	4.3	5.3	4.9	2.4
Hawaii	2.9	9.0	6.0	3.9	8.0	6.2	7.1
Idaho	7.2	4.4	4.6	4.1	4.5	5.9	6.3
Illinois	3.9	5.7	7.8	10.0	9.2	9.2	5.6
Indiana	5.1	8.0	8.1	8.2	12.3	9.2	12.1
Iowa	10.7	4.7	5.7	4.9	8.8	5.0	9.0
Kansas	5.9	6.9	7.9	8.5	23.6	8.7	7.9
Kentucky	6.7	6.6	5.5	6.1	14.8	6.5	7.5
Louisiana	x	4.9	6.3	3.3	x	4.8	6.0
Maine	x	6.0	8.4	4.2	x	5.6	6.4
Maryland	3.7	6.8	6.4	6.9	10.6	7.3	7.4
Massachusetts	15.6	14.9	18.8	20.9	22.1	18.4	15.6
Michigan	8.1	3.8	6.1	5.2	13.9	6.7	3.6
Minnesota	9.0	4.1	5.4	5.5	9.9	5.1	4.6
Mississippi	2.9	5.0	4.5	2.2	10.3	4.5	3.3
Missouri	1.8	5.1	5.6	4.7	8.5	5.2	4.1
Montana	8.8	x	15.0	4.2	x	5.3	5.1
Nebraska	10.6	6.3	4.9	2.8	14.3	5.1	7.4
Nevada	4.3	4.7	5.5	5.5	5.2	6.3	5.4
New Hampshire	3.4	8.7	10.0	5.7	31.3	10.4	13.4
New Jersey	8.7	7.3	6.5	10.1	29.6	8.9	10.3
New Mexico	9.4	11.8	12.8	15.8	8.3	12.6	9.2
New York ^a	6.8	6.6	6.6	8.4	118.3	10.8	2.9
North Carolina	4.5	4.3	6.0	5.6	8.7	5.7	3.2
North Dakota	11.7	3.5	4.2	5.3	9.7	7.7	20.5
Ohio	5.4	4.8	4.7	5.0	20.3	5.3	4.9
Oklahoma	2.0	2.8	3.1	3.4	9.0	3.9	3.0

See notes at end of exhibit.

Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2016–17—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	3.6	5.2	6.0	6.7	3.6	6.5	3.8
Pennsylvania	8.3	7.4	9.3	9.1	6.2	9.4	14.7
Rhode Island	x	9.2	13.6	12.7	x	13.2	7.8
South Carolina	3.9	5.2	5.3	5.2	13.3	5.2	5.5
South Dakota	7.8	5.4	5.2	5.0	14.0	6.0	5.5
Tennessee	5.6	5.3	4.9	4.3	24.4	5.7	5.0
Texas	2.2	2.7	3.1	4.8	12.3	5.4	1.2
Utah	7.2	4.6	4.8	6.7	5.7	6.1	4.4
Vermont	x	6.1	5.6	5.1	x	6.8	7.5
Virginia	3.6	5.6	5.6	4.9	7.4	6.8	9.4
Washington	6.4	5.2	5.8	6.3	6.5	5.9	5.0
West Virginia	4.1	15.2	8.9	4.1	25.0	12.0	10.9
Wisconsin	6.8	3.8	7.7	7.9	4.7	6.0	5.4
Wyoming	16.2	6.4	x	8.1	x	9.6	11.6

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

^aThe percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 420 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (497 infants and toddlers).

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander, compared to the percentages of other racial/ethnic groups, was served under IDEA, Part C, during the 12-month reporting period in the 51 States (“All States”). Specifically, 9.2 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part C. In contrast, a smaller percentage of the resident population of infants and toddlers who were reported under two or more racial/ethnic groups was served under IDEA, Part C, in “All States,” compared to the percentages of other racial/ethnic groups. Specifically, 5.1 percent who were associated with two or more racial/ethnic groups were served under Part C.

- In 2016–17, 5.8 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 1.7 to 16.2 percent in the 45 individual States for which non-suppressed data were available. The percentage was larger than 10 percent in the following five States: Wyoming (16.2 percent), Massachusetts (15.6 percent), North Dakota (11.7 percent), Iowa (10.7 percent), and Nebraska (10.6 percent). In contrast, less than 3 percent were served in the following seven States: Hawaii (2.9 percent), Mississippi (2.9 percent), Alabama (2.2 percent), Texas (2.2 percent), Oklahoma (2.0 percent), Missouri (1.8 percent), and Connecticut (1.7 percent).
- In 2016–17, 5.4 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 15.2 percent in the 50 individual States for which non-suppressed data were available. The percentage was more than 10 percent in the following three States: West Virginia (15.2 percent), Massachusetts (14.9 percent), and New Mexico (11.8 percent). In contrast, less than 3 percent was served in the following three States: Oklahoma (2.8 percent), Texas (2.7 percent), and Arkansas (1.2 percent).
- In 2016–17, 5.7 percent of the resident population birth through age 2 who were Black or African American were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 2 to 18.8 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 (18.8 percent), Montana (15.0 percent), Rhode Island (13.6 percent), and New Mexico (12.8 percent). In contrast, the percentage was less than 4 percent in the following four States: Alaska (3.3 percent), Oklahoma (3.1 percent), Texas (3.1 percent), and Arkansas (2.0 percent).
- In 2016–17, 6.4 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1.1 to 20.9 percent in the 51 individual States. The percentage was larger than 10 percent in the following five States: Massachusetts (20.9 percent), New Mexico (15.8 percent), Rhode Island (12.7 percent), Connecticut (11.4 percent), and New Jersey (10.1 percent). In contrast, the percentage was less than 3 percent in the following four States: Nebraska (2.8 percent), Alabama (2.7 percent), Mississippi (2.2 percent), and Arkansas (1.1 percent).
- In 2016–17, 9.2 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 2.8 to 56.9 percent in the 43 individual States for which non-suppressed data were available.¹¹ The percentage was larger than 25 percent in the following three States: Connecticut (56.9 percent), New Hampshire (31.3 percent), and New Jersey (29.6 percent). In contrast, the percentage was less than 5 percent in the following five States: Wisconsin (4.7 percent), Idaho (4.5 percent), Florida (4.1 percent), Oregon (3.6 percent), and California (2.8 percent).

¹¹ The percentage calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 420 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (497 infants and toddlers).

- In 2016–17, 6.8 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 2.1 percent to 18.4 percent in the 51 individual States. The percentage was larger than 10 percent in the following six States: Massachusetts (18.4 percent), Rhode Island (13.2 percent), New Mexico (12.6 percent), West Virginia (12.0 percent), New York (10.8 percent), and New Hampshire (10.4 percent). In contrast, the percentage was less than 5 percent in the following eight States: Georgia (4.9 percent), the District of Columbia (4.8 percent), Louisiana (4.8 percent), Mississippi (4.5 percent), Alabama (4.2 percent), Florida (4.2 percent), Oklahoma (3.9 percent), and Arkansas (2.1 percent).
- In 2016–17, 5.1 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 0.2 to 20.5 percent in the 51 individual States. The percentage was larger than 12 percent in the following five States: North Dakota (20.5 percent), Massachusetts (15.6 percent), Pennsylvania (14.7 percent), New Hampshire (13.4 percent), and Indiana (12.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Arkansas (1.7 percent), Texas (1.2 percent), and Delaware (0.2 percent).

Part C Primary Early Intervention Service Settings

How did the States compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting in 2017, and how did the distributions change between 2008 and 2017?

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 2017

State	2008			2017		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
All States	86.1	5.7	8.1	89.6	7.6	2.8
Alabama	78.7	9.4	11.8	92.4	7.4	0.1
Alaska	88.5	7.3	4.2	87.3	11.7	0.9
Arizona	75.5	0.5	24.0	98.0	0.1	2.0
Arkansas	17.4	24.2	58.4	51.4	38.7	9.8
California	82.3	3.9	13.7	86.4	9.2	4.4
Colorado	97.0	1.8	1.2	97.9	2.0	0.1
Connecticut	95.1	4.6	0.3	97.3	2.7	#
Delaware	78.9	11.0	10.1	85.5	11.0	3.5
District of Columbia	38.5	43.4	18.1	51.8	48.2	0.0
Florida	52.7	8.2	39.1	83.9	9.0	7.1
Georgia	98.5	0.4	1.1	92.3	7.2	0.5
Hawaii	91.6	2.8	5.6	90.5	5.1	4.3
Idaho	94.0	2.7	3.3	92.3	7.5	0.2
Illinois	88.1	4.2	7.8	91.9	7.0	1.1
Indiana	93.6	4.9	1.5	86.2	9.6	4.2
Iowa	96.1	2.5	1.5	96.1	2.3	1.6
Kansas	95.5	3.0	1.5	97.9	1.9	0.2
Kentucky	87.7	11.8	0.5	96.6	2.9	0.5
Louisiana	96.7	3.1	0.2	96.2	3.5	0.4
Maine	72.4	18.0	9.6	90.5	8.7	0.8
Maryland	83.9	8.4	7.7	83.7	13.8	2.6
Massachusetts	88.0	10.4	1.6	75.7	24.2	0.2
Michigan	85.3	8.0	6.7	93.4	3.7	2.9
Minnesota	91.2	3.3	5.5	94.9	3.0	2.2
Mississippi	85.0	6.2	8.8	74.9	14.0	11.1
Missouri	92.7	5.4	2.0	93.0	6.4	0.6
Montana	91.8	7.1	1.1	98.1	1.3	0.6
Nebraska	85.7	7.2	7.0	93.5	6.0	0.5
Nevada	97.8	1.9	0.2	97.6	1.9	0.5
New Hampshire	95.5	0.9	3.6	93.5	4.6	1.9
New Jersey	92.5	6.2	1.2	90.5	9.4	0.1
New Mexico	76.8	21.4	1.9	83.8	15.1	1.1
New York	90.1	2.5	7.4	87.6	4.7	7.7
North Carolina	90.2	8.8	1.0	92.9	6.3	0.8

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 2017—Continued

State	2008			2017		
	Home ^a	Community-based setting ^b	Other setting ^c	Home ^a	Community-based setting ^b	Other setting ^c
North Dakota	98.4	1.0	0.6	100.0	0.0	0.0
Ohio	86.6	3.6	9.8	95.4	3.6	1.0
Oklahoma	95.1	2.9	2.0	86.9	9.6	3.5
Oregon	90.3	2.9	6.8	93.4	4.8	1.8
Pennsylvania	97.6	2.0	0.4	98.2	1.7	0.1
Puerto Rico	85.1	x	x	83.3	16.7	0.0
Rhode Island	84.4	6.6	9.0	97.7	1.3	1.0
South Carolina	83.2	0.8	16.1	92.0	5.8	2.2
South Dakota	80.8	18.4	0.8	76.6	23.4	0.1
Tennessee	72.9	17.1	10.0	76.9	6.7	16.4
Texas	94.5	5.1	0.4	94.9	4.3	0.7
Utah	67.4	3.2	29.3	87.8	6.6	5.6
Vermont	85.0	12.7	2.4	57.5	31.8	10.7
Virginia	75.4	4.4	20.3	90.6	3.8	5.6
Washington	66.8	16.0	17.3	84.2	12.0	3.8
West Virginia	97.6	2.4	0.0	94.7	5.3	#
Wisconsin	90.8	3.9	5.3	93.8	5.8	0.4
Wyoming	77.2	x	x	73.0	22.7	4.2

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.

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State who were reported in the primary service setting on the State-designated data collection date for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State on the State-designated data collection date for the year, then multiplying the result by 100. Percentage for "All States" was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States who were reported in the primary service setting on their State-designated data collection dates for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States on their State-designated data collection dates for the year, then multiplying the result by 100. Percentage for "All States" for 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 2017. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. 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 2017 were 89.6 percent, 7.6 percent, and 2.8 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 2017. In addition, more than 50 percent of infants and toddlers in every State were served in a *home*.
- 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 2016–17?

Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and State: 2016–17

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All States	13.1	37.8	3.8	5.2	3.7	11.8	0.3	3.9	12.9	7.4
Alabama	11.4	33.2	0.0	2.3	4.8	5.1	0.8	3.3	28.5	10.7
Alaska	16.5	40.1	0.0	3.5	3.1	5.8	0.4	8.3	12.6	9.6
Arizona	4.4	49.0	0.0	4.3	3.1	9.5	0.8	4.2	16.2	8.6
Arkansas	11.8	36.7	0.0	16.4	7.6	14.7	0.0	1.3	10.0	1.4
California	6.5	39.0	0.0	6.8	3.3	27.1	0.4	2.2	7.8	6.8
Colorado	4.9	41.6	0.0	7.2	4.9	11.2	0.3	5.7	18.5	5.7
Connecticut	7.5	46.8	0.0	7.0	4.0	8.2	0.2	4.3	15.0	7.0
Delaware	13.8	43.6	0.0	2.5	4.4	5.7	0.5	4.6	14.3	10.6
District of Columbia	23.0	12.9	19.2	0.9	5.9	2.8	0.3	9.9	14.1	10.9
Florida	6.1	45.6	0.0	3.0	2.3	20.5	0.3	4.0	8.6	9.8
Georgia	1.7	53.4	0.0	8.0	5.3	14.8	#	1.1	9.6	6.2
Hawaii	8.1	28.1	0.0	4.4	4.8	17.8	0.2	10.6	18.0	8.0
Idaho	9.8	33.6	0.0	4.8	6.2	10.0	0.5	6.5	19.1	9.7
Illinois	16.0	44.8	0.0	7.9	0.5	13.0	0.2	3.1	7.9	6.5
Indiana	24.8	30.8	0.0	3.0	6.1	14.7	0.3	3.0	13.1	4.3
Iowa	12.7	37.1	0.0	18.3	1.8	0.8	0.5	3.9	18.7	6.3
Kansas	14.5	49.0	0.0	3.7	4.6	6.9	0.3	5.8	10.1	5.1
Kentucky	15.2	51.1	0.0	6.9	10.7	4.8	0.2	4.5	1.1	5.4
Louisiana	17.6	36.9	0.0	5.4	2.3	9.6	0.8	6.1	9.8	11.5
Maine	3.3	42.2	0.0	0.7	4.4	16.4	0.1	2.8	21.0	9.1

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: 2016–17—Continued

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	24.7	17.8	30.7	0.9	0.5	2.7	0.2	3.9	10.9	7.6
Massachusetts	19.4	39.8	0.0	7.5	0.9	0.0	0.1	4.2	15.3	12.7
Michigan	13.7	39.1	0.0	2.9	6.9	4.7	0.4	7.6	13.5	11.1
Minnesota	7.5	55.0	0.0	6.2	10.6	1.0	0.2	2.8	14.3	2.3
Mississippi	9.5	38.2	0.0	2.1	6.8	15.3	0.4	5.6	13.6	8.4
Missouri	5.5	54.4	0.0	6.5	8.6	4.1	0.7	4.5	12.0	3.8
Montana	13.7	36.6	0.0	4.0	4.0	11.1	0.0	5.1	20.8	4.9
Nebraska	8.9	19.9	48.5	0.3	2.0	0.0	0.6	4.7	9.9	5.2
Nevada	8.3	37.2	0.0	2.5	0.8	16.7	0.4	7.1	16.9	10.0
New Hampshire	21.5	39.0	0.0	5.0	3.7	7.0	0.3	5.2	11.2	7.1
New Jersey	11.3	37.7	0.0	14.7	2.6	12.6	0.1	3.1	13.3	4.5
New Mexico	9.0	29.2	0.0	5.5	5.0	10.1	0.2	8.3	18.8	13.9
New York	10.5	31.2	33.0	0.9	2.8	10.9	0.2	2.7	5.6	2.1
North Carolina	8.4	34.2	0.0	3.2	5.0	20.4	0.4	4.0	13.6	10.8
North Dakota	0.0	38.5	0.0	17.5	1.5	20.5	0.2	8.4	8.7	4.7
Ohio	16.9	43.4	0.0	4.8	5.3	6.0	0.4	2.5	11.8	9.0
Oklahoma	12.6	32.6	0.0	1.8	1.4	19.0	0.4	5.4	13.0	13.7
Oregon	5.7	57.5	0.0	0.1	7.9	0.7	0.4	5.5	14.4	7.8
Pennsylvania	28.0	41.5	0.0	1.8	2.5	8.8	0.3	3.1	8.6	5.4
Puerto Rico	31.2	17.7	0.0	0.0	0.0	33.6	0.1	4.7	5.8	6.9
Rhode Island	15.8	32.5	0.0	4.7	5.7	7.3	0.1	4.4	17.7	11.8
South Carolina	9.3	38.2	0.0	9.5	11.4	9.7	0.8	4.0	11.0	6.2
South Dakota	16.3	45.2	0.0	14.0	6.7	1.9	0.4	6.4	2.6	6.6
Tennessee	5.2	31.8	0.0	4.4	3.1	18.4	0.5	4.6	22.1	9.9
Texas	15.3	29.3	0.0	4.6	2.0	11.6	0.2	3.6	22.9	10.4

See notes at end of exhibit.

Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and State: 2016–17—Continued

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined ^a	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Utah	4.2	41.9	0.0	2.1	7.6	9.7	0.2	4.6	25.4	4.2
Vermont	19.5	53.5	0.0	2.5	6.7	0.2	0.5	3.9	7.1	6.0
Virginia	18.9	27.5	0.0	6.5	10.1	5.7	0.3	5.9	17.1	8.0
Washington	6.9	41.5	0.0	8.2	4.6	6.6	0.3	5.2	19.7	6.9
West Virginia	6.6	26.8	0.0	5.4	3.6	17.2	0.3	5.4	29.0	5.8
Wisconsin	15.9	40.8	0.0	3.4	3.3	13.7	0.2	1.9	14.6	6.2
Wyoming	23.5	41.7	0.0	6.1	2.9	0.9	0.2	9.4	8.4	6.9

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

^aThe *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but their Part B eligibility determination had not yet been made or reported or their 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, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016–17, the most prevalent Part C exit status was *Part B eligible, exiting Part C*. This exit status accounted for 37.8 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 46 of the 52 States. In the following six States, this exit status accounted for the majority of exits: Oregon (57.5 percent), Minnesota (55.0 percent), Missouri (54.4 percent), Vermont (53.5 percent), Georgia (53.4 percent), and Kentucky (51.1 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,” and it represented 13.1 percent of the exits. This category was the most prevalent Part C exit status for only the District of Columbia (23.0 percent).
- The category of *Part B eligibility not determined* accounted for 11.8 percent of the Part C exits for “All States” and was the most prevalent Part C exit status for Puerto Rico (33.6 percent).
- The category of *Part B eligible, continuing in Part C* accounted for 3.8 percent of the Part C exits for “All States” but was the most prevalent Part C exit status for Nebraska (48.5 percent), New York (33.0 percent), and Maryland (30.7 percent).

Part C Dispute Resolution

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

How did the States compare with regard to the following ratios in 2016–17:

- 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: 2016–17

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
All States	0.3	0.2	0.4
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	2.5	0.0	0.0
Arkansas	0.6	0.0	0.0
California	0.5	0.7	0.7
Colorado	0.3	0.2	0.0
Connecticut	1.0	0.2	0.2
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	1.3
Florida	0.0	0.0	0.0
Georgia	0.1	0.0	0.0
Hawaii	0.6	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.4	0.0	0.0
Indiana	0.0	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.4	0.0	0.0
Louisiana	2.4	0.2	0.0
Maine	0.0	0.0	0.0
Maryland	0.2	0.0	0.0
Massachusetts	0.1	#	0.1
Michigan	0.1	0.0	0.0
Minnesota	0.0	0.0	0.0
Mississippi	3.6	0.0	0.0
Missouri	0.2	0.2	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	2.4	0.0	0.0
New Hampshire	0.5	0.0	0.0
New Jersey	0.4	0.0	0.1
New Mexico	0.0	0.0	0.0
New York	0.4	0.7	3.1
North Carolina	0.3	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.0	0.1	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.0	0.0	0.0
Puerto Rico	0.7	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: 2016–17—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 1,000 infants and toddlers served		
Rhode Island	0.0	0.0	0.0
South Carolina	0.5	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.2	0.2	0.2
Texas	0.1	#	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.0	0.0	0.0
Washington	0.0	0.0	0.0
West Virginia	1.2	0.0	0.0
Wisconsin	0.2	0.0	0.0
Wyoming	0.0	0.0	0.0

Ratio was non-zero but smaller than 5 per 10,000 infants and toddlers served.

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization that alleges a violation of a requirement of Part C of IDEA. The total number of *written, signed complaints* in 2016–17 was 118.

^bA *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or early intervention setting of a child with a disability or to the provision of early intervention services to such child. The total number of *due process complaints* in 2016–17 was 59.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2016–17 was 133.

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, 2016, and June 30, 2017, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2016–17. Data were accessed fall 2018. 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>.

- In 2016–17, 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 26 States and larger than 1 per 1,000 infants and toddlers served in the following five States: Mississippi (3.6 per 1,000 infants and toddlers), Arizona (2.5 per 1,000 infants and toddlers), Louisiana (2.4 per 1,000 infants and toddlers), Nevada (2.4 per 1,000 infants and toddlers), and West Virginia (1.2 per 1,000 infants and toddlers).
- In 2016–17, there were 0.2 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were less than 1 per 1,000 infants and toddlers in each of the 52 individual States, including 42 States in which the ratios were zero.

- In 2016–17, 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 45 States and larger than 1 per 1,000 infants and toddlers served in the following two States: New York (3.1 per 1,000 infants and toddlers) and the District of Columbia (1.3 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 2017, and how did the percentages change between 2008 and 2017?

Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2008 and fall 2017

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	5.8	6.6	0.8	13.8
Alabama	3.9	4.4	0.5	12.7
Alaska	6.6	7.6	1.0	15.2
Arizona	5.1	6.2	1.1	22.2
Arkansas	10.6	11.9	1.4	12.8
BIE schools	—	—	—	—
California	4.7	5.6	0.9	20.2
Colorado	5.5	7.1	1.6	28.5
Connecticut	6.1	8.1	1.9	31.3
Delaware	6.7	7.9	1.2	17.4
District of Columbia	3.1	7.1	4.0	126.1
Florida	5.3	5.8	0.6	10.7
Georgia	3.9	4.7	0.8	19.2
Hawaii	5.0	4.5	-0.4	-8.7
Idaho	5.6	5.3	-0.3	-5.3
Illinois	7.2	8.0	0.8	11.1
Indiana	7.2	7.3	0.1	1.7
Iowa	5.1	5.8	0.8	15.0
Kansas	8.3	10.0	1.7	20.2
Kentucky	11.9	10.9	-1.0	-8.4
Louisiana	5.3	5.4	0.1	2.0
Maine	8.5	8.6	0.1	1.0
Maryland	5.6	6.5	0.9	15.7
Massachusetts	7.3	8.3	1.0	13.4
Michigan	6.5	6.2	-0.3	-4.0
Minnesota	6.8	—	—	—
Mississippi	7.2	7.4	0.2	2.7
Missouri	6.6	8.1	1.5	23.0
Montana	5.4	4.4	-1.0	-19.3
Nebraska	5.8	7.8	2.0	34.6
Nevada	5.5	8.0	2.5	45.5
New Hampshire	6.5	8.9	2.5	38.0
New Jersey	4.5	6.2	1.7	37.6

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 2017—Continued

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
New Mexico	7.7	5.6	-2.1	-26.9
New York	9.0	10.4	1.4	16.1
North Carolina	5.0	5.4	0.4	7.5
North Dakota	6.6	7.0	0.4	6.3
Ohio	5.3	6.0	0.7	13.2
Oklahoma	4.9	6.1	1.2	24.1
Oregon	6.5	7.9	1.5	22.6
Pennsylvania	6.7	8.4	1.7	25.9
Puerto Rico	5.7	12.8	7.1	125.7
Rhode Island	8.1	9.7	1.6	19.6
South Carolina	6.2	5.4	-0.8	-12.9
South Dakota	8.2	8.0	-0.2	-3.0
Tennessee	5.1	5.7	0.6	11.6
Texas	3.3	4.1	0.8	22.6
Utah	5.6	7.1	1.5	26.5
Vermont	—	10.9	—	—
Virginia	5.7	6.0	0.3	5.1
Washington	5.6	6.0	0.4	6.8
West Virginia	9.4	8.6	-0.9	-9.1
Wisconsin	7.0	—	—	—
Wyoming	14.0	15.4	1.4	9.7

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 2017. Data for Minnesota and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008 and 2017. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for Minnesota and Wisconsin were excluded. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 6.6 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 4.1 to 15.4 percent. The percentage was more than 10 percent in the following six States: Wyoming (15.4 percent), Puerto Rico (12.8 percent), Arkansas (11.9 percent), Kentucky (10.9 percent), Vermont (10.9 percent), and New York (10.4 percent). In contrast, the percentage was less than 5 percent in the following five States: Georgia

(4.7 percent), Hawaii (4.5 percent), Alabama (4.4 percent), Montana (4.4 percent), and Texas (4.1 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.
- The percentage of the population served increased by more than 10 percent between 2008 and 2017 for 31 of the 49 States for which data were available at both time points. A percent change greater than 100 percent occurred in the District of Columbia (126.1 percent) and Puerto Rico (125.7 percent). This change represented a difference of 4 percentage points for the District of Columbia and 7.1 percentage points for Puerto Rico.
- Between 2008 and 2017, the following three States experienced a percent change decrease greater than 10 percent: New Mexico (-26.9 percent), Montana (-19.3 percent), and South Carolina (-12.9 percent). However, this change represented a difference greater than one percentage point for only New Mexico (-2.1 percentage points).

How did the States compare with regard to the percentage of the resident population ages 3 through 5 within each racial/ethnic group who were served under IDEA, Part B, in 2017?

Exhibit 59. Percentage of the population ages 3 through 5 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2017

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States ^a	8.7	5.3	6.3	6.3	8.1	7.0	6.0
Alabama	3.5	4.3	4.4	3.4	6.9	4.8	1.8
Alaska	9.3	7.1	7.1	4.9	16.4	6.9	9.7
Arizona	5.8	5.4	5.0	6.2	8.5	6.6	5.3
Arkansas	4.5	6.2	17.4	8.9	8.3	11.7	5.4
BIE schools	—	—	—	—	—	—	—
California	6.7	4.6	5.6	6.2	3.8	4.8	6.5
Colorado	8.2	6.8	6.5	7.9	10.1	6.7	6.3
Connecticut	2.3	6.8	8.0	9.6	17.9	7.6	7.1
Delaware	4.8	6.2	7.4	7.9	16.7	8.6	4.9
District of Columbia	x	4.1	9.5	7.1	x	2.8	3.9
Florida	8.1	5.0	6.5	5.9	10.0	5.5	5.1
Georgia	3.8	4.3	4.7	4.7	5.9	4.8	4.0
Hawaii	6.7	4.7	3.7	3.9	10.5	4.6	3.0
Idaho	7.8	5.5	5.1	4.9	0.0	5.5	3.7
Illinois	19.4	6.9	6.4	8.1	16.6	8.4	9.7
Indiana	6.2	4.8	5.9	7.1	17.2	7.6	8.3
Iowa	8.5	4.1	6.7	4.8	7.2	5.8	7.5
Kansas	13.8	7.3	8.7	9.2	14.9	10.5	9.5
Kentucky	5.0	6.0	9.3	9.6	11.9	11.3	9.6
Louisiana	4.2	3.6	6.2	3.4	15.3	5.3	3.8
Maine	10.8	9.7	11.9	4.2	13.6	8.6	6.7
Maryland	8.9	6.2	6.9	6.7	19.8	6.2	5.2
Massachusetts	6.9	7.6	8.4	9.1	10.6	8.1	7.2
Michigan	7.4	5.0	5.1	5.9	18.6	6.6	6.0
Minnesota	—	—	—	—	—	—	—
Mississippi	2.2	7.2	7.3	3.5	8.3	8.0	6.5
Missouri	6.2	6.9	6.9	6.1	9.7	8.7	6.9
Montana	6.3	2.7	4.5	3.1	11.5	4.3	3.9
Nebraska	9.9	6.8	6.2	7.2	15.4	8.2	7.0
Nevada	8.4	5.1	7.9	8.0	10.2	8.7	7.0
New Hampshire	14.3	7.0	10.4	9.0	38.9	9.1	5.1
New Jersey	8.6	5.9	5.6	6.8	16.4	6.2	4.7
New Mexico	5.0	x	4.3	5.5	x	6.7	3.5
New York	26.3	6.7	9.6	10.9	21.7	11.4	6.3

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 2017—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	10.1	3.9	6.0	5.0	7.9	5.4	4.4
North Dakota	9.3	4.8	7.4	5.3	27.8	7.0	5.3
Ohio	5.0	4.8	4.3	4.9	5.8	6.5	6.7
Oklahoma	12.5	3.9	4.6	3.9	4.1	6.1	5.9
Oregon	6.5	5.6	6.7	8.5	6.2	8.2	6.1
Pennsylvania	7.4	6.7	9.0	8.5	6.8	8.3	9.9
Rhode Island	10.6	7.5	7.1	8.8	18.2	10.9	6.8
South Carolina	4.8	4.1	5.7	4.7	5.4	5.2	7.2
South Dakota	11.8	4.6	5.3	5.2	23.5	7.8	7.9
Tennessee	5.9	6.0	5.2	4.2	7.4	6.2	4.0
Texas	7.5	4.1	3.8	4.3	6.2	4.0	3.5
Utah	9.5	6.1	6.1	6.1	9.0	7.5	3.5
Vermont	x	8.6	10.6	3.8	x	11.4	4.6
Virginia	8.6	5.2	5.9	5.9	11.8	6.1	5.8
Washington	5.3	4.2	5.5	7.0	4.3	5.8	6.8
West Virginia	3.7	1.7	7.2	6.1	16.7	8.8	6.9
Wisconsin	—	—	—	—	—	—	—
Wyoming	19.3	14.0	8.0	11.9	41.2	15.6	25.3

— Percentage cannot be calculated because data were not available.

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

^aChild count is the number of children ages 3 through 5 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 32 children served under Part B in three 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, 2017. Data for BIE schools, Minnesota, 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, 2010 to July 1, 2017, 2017. 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 Minnesota and Wisconsin were excluded. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 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 49 States (“All States”) for which data were available. Specifically, 8.7 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All States.” In contrast, 5.3 percent of the resident population who were Asian were served under IDEA, Part B in “All States.”

- In 2017, 8.7 percent of the resident population who were American Indian or Alaska Native were served under Part B in “All States.” The percentages ranged from 2.2 to 26.3 percent in the 47 individual States for which non-suppressed data were available. The percentage was more than 15 percent in the following three States: New York (26.3 percent), Illinois (19.4 percent), and Wyoming (19.3 percent). In contrast, the percentage was less than 4 percent in the following five States: Georgia (3.8 percent), West Virginia (3.7 percent), Alabama (3.5 percent), Connecticut (2.3 percent), and Mississippi (2.2 percent).
- In 2017, 5.3 percent of the resident population ages 3 through 5 who were Asian were served under Part B in “All States.” The percentages ranged from 1.7 to 14 percent in the 48 individual States for which non-suppressed data were available. The percentage was more than 8 percent in the following three States: Wyoming (14.0 percent), Maine (9.7 percent), and Vermont (8.6 percent). In contrast, the percentage was less than 4 percent in the following five States: North Carolina (3.9 percent), Oklahoma (3.9 percent), Louisiana (3.6 percent), Montana (2.7 percent), and West Virginia (1.7 percent).
- In 2017, 6.3 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 3.7 to 17.4 percent in the 49 individual States for which data were available. In the following four States, the percentage was more than 10 percent: Arkansas (17.4 percent), Maine (11.9 percent), Vermont (10.6 percent), and New Hampshire (10.4 percent). In contrast, the percentage was less than 5 percent in the following eight States: Georgia (4.7 percent), Oklahoma (4.6 percent), Montana (4.5 percent), Alabama (4.4 percent), New Mexico (4.3 percent), Ohio (4.3 percent), Texas (3.8 percent), and Hawaii (3.7 percent).
- In 2017, 6.3 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 3.1 to 11.9 percent in the 49 individual States for which data were available. In the following seven States, the percentage was 9 percent or more: Wyoming (11.9 percent), New York (10.9 percent), Connecticut (9.6 percent), Kentucky (9.6 percent), Kansas (9.2 percent), Massachusetts (9.1 percent), and New Hampshire (9.0 percent). In contrast, the percentage was less than 4 percent in the following seven States: Hawaii (3.9 percent), Oklahoma (3.9 percent), Vermont (3.8 percent), Mississippi (3.5 percent), Alabama (3.4 percent), Louisiana (3.4 percent), and Montana (3.1 percent).
- In 2017, 8.1 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 41.2 percent in the 46 individual States for which non-suppressed data were available. The percentage was more than 20 percent in the following five States: Wyoming (41.2 percent), New Hampshire (38.9 percent), North Dakota (27.8 percent), South Dakota (23.5 percent), and New York (21.7 percent). In contrast, the percentage was less than 5 percent in the following four States: Washington (4.3 percent), Oklahoma (4.1 percent), California (3.8 percent), and Idaho (0.0 percent).
- In 2017, 7 percent of the resident population ages 3 through 5 who were White were served under Part B in “All States.” The percentages ranged from 2.8 to 15.6 percent in the 49 individual States for which data were available. The percentage was more than 10 percent in the following seven States: Wyoming (15.6 percent), Arkansas (11.7 percent), New York (11.4 percent), Vermont (11.4 percent), Kentucky (11.3 percent), Rhode Island (10.9 percent), and Kansas (10.5 percent). In contrast, the percentage was less than 5 percent in the following seven States: Alabama (4.8 percent), California (4.8 percent), Georgia (4.8 percent), Hawaii (4.6 percent), Montana (4.3 percent), Texas (4.0 percent), and the District of Columbia (2.8 percent).

- In 2017, 6 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 to 25.3 percent in the 49 individual States for which data were available. In the following six States, the percentage was more than 9 percent: Wyoming (25.3 percent), Pennsylvania (9.9 percent), Alaska (9.7 percent), Illinois (9.7 percent), Kentucky (9.6 percent), and Kansas (9.5 percent). In contrast, the percentage was less than 4 percent in the following nine States: the District of Columbia (3.9 percent), Montana (3.9 percent), Louisiana (3.8 percent), Idaho (3.7 percent), New Mexico (3.5 percent), Texas (3.5 percent), Utah (3.5 percent), Hawaii (3.0 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 2017?

Exhibit 60. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and State: Fall 2017

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All States	39.9	17.1	4.9	4.3	22.9	2.3	#	1.8	6.7
Alabama	45.9	31.1	6.6	3.2	1.8	0.6	0.1	1.5	9.2
Alaska	22.5	19.9	1.4	1.8	49.5	0.3	0.0	1.9	2.8
Arizona	45.2	2.3	8.9	0.8	39.6	0.3	0.0	0.2	2.6
Arkansas	28.2	41.2	0.0	0.3	1.1	26.1	#	0.1	2.9
BIE schools	90.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0
California	29.8	8.0	7.5	4.5	31.6	2.2	#	3.1	13.3
Colorado	85.1	8.2	2.2	0.2	2.8	1.1	#	0.2	0.2
Connecticut	68.2	6.0	3.0	0.4	17.1	1.1	#	0.2	3.9
Delaware	48.2	9.5	1.0	3.1	29.9	4.6	0.1	0.5	3.1
District of Columbia	51.1	29.8	0.6	1.6	15.6	0.6	0.0	0.0	0.7
Florida	32.5	4.0	7.6	4.6	46.7	1.8	#	0.4	2.3
Georgia	39.2	19.3	2.7	4.9	27.1	0.3	0.0	1.6	4.8
Hawaii	17.1	6.4	10.3	35.8	27.1	0.6	0.2	0.8	1.7
Idaho	17.8	10.1	6.6	4.6	48.5	6.0	0.1	0.2	6.1
Illinois	38.5	23.5	2.3	3.5	22.1	2.8	#	0.3	7.0
Indiana	35.5	9.9	4.5	3.8	30.3	2.2	#	0.4	13.3
Iowa	30.2	46.8	2.4	6.5	5.5	0.1	#	0.7	7.7
Kansas	31.3	20.3	6.6	5.5	34.4	0.2	0.0	1.3	0.4
Kentucky	64.1	20.8	5.1	4.1	3.0	0.4	0.1	0.2	2.1
Louisiana	19.7	51.3	0.6	16.5	4.9	0.2	#	3.5	3.4
Maine	62.9	9.2	5.4	2.1	7.3	7.7	0.0	#	5.3

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 2017—
Continued**

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Maryland	57.1	6.3	5.7	4.9	15.7	1.8	#	0.4	8.2
Massachusetts	44.1	14.0	10.3	5.2	15.5	1.3	0.0	0.1	9.6
Michigan	25.2	14.6	3.5	3.5	36.7	1.8	#	1.6	13.2
Minnesota	—	—	—	—	—	—	—	—	—
Mississippi	53.6	12.9	4.8	2.6	15.1	2.2	#	1.0	7.8
Missouri	41.6	20.1	2.0	4.1	23.9	1.1	0.0	0.8	6.4
Montana	30.3	8.0	10.2	1.7	31.4	0.8	0.0	1.0	16.6
Nebraska	75.8	3.0	4.5	1.0	2.9	0.7	0.0	7.7	4.3
Nevada	32.8	11.5	1.3	4.3	43.3	0.3	0.0	0.6	6.0
New Hampshire	40.9	18.2	17.5	7.8	12.8	0.1	0.1	2.6	0.0
New Jersey	40.4	4.9	5.3	9.3	35.4	4.2	#	0.3	0.1
New Mexico	40.1	5.8	4.1	2.4	34.5	6.0	0.0	0.4	6.9
New York	41.6	25.4	1.9	2.2	17.4	5.1	#	5.2	1.1
North Carolina	33.0	28.7	1.9	3.5	20.8	1.0	0.1	1.8	9.2
North Dakota	24.9	28.0	3.6	3.2	31.2	1.8	#	0.8	6.5
Ohio	69.2	4.6	2.1	0.9	16.1	2.3	#	1.6	3.2
Oklahoma	30.7	40.7	1.8	2.9	16.3	0.3	0.1	0.5	6.6
Oregon	37.3	19.8	7.8	7.9	18.7	0.3	#	6.9	1.3
Pennsylvania	54.2	4.7	11.9	3.8	13.2	1.3	#	5.7	5.1
Puerto Rico	74.0	0.0	5.2	0.0	0.0	0.2	0.0	0.4	20.2
Rhode Island	48.2	12.7	0.8	0.8	12.7	1.1	0.0	0.3	23.4
South Carolina	40.7	15.2	8.2	3.9	22.8	0.8	#	1.2	7.2
South Dakota	19.8	49.8	4.4	4.7	14.2	0.2	0.1	1.0	5.8
Tennessee	21.8	30.1	2.5	3.5	33.0	0.7	#	0.4	8.0
Texas	30.3	31.5	1.5	8.0	16.8	0.1	#	0.6	11.2
Utah	21.0	13.2	18.9	5.4	33.2	1.5	0.0	0.2	6.7

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 2017—
Continued**

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Vermont	67.5	9.7	8.1	1.2	0.1	0.5	#	5.3	7.5
Virginia	30.5	20.3	4.0	11.0	25.2	0.2	#	2.2	6.7
Washington	19.4	21.6	4.4	3.0	39.9	1.9	#	0.3	9.4
West Virginia	31.6	46.9	0.9	2.8	8.3	0.2	0.1	0.8	8.5
Wisconsin	—	—	—	—	—	—	—	—	—
Wyoming	51.9	4.9	17.3	1.2	6.9	17.0	#	0.3	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.

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

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data for Minnesota and Wisconsin were not available. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 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 22.9 percent of the children.
- In 31 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 14 of those States, this category accounted for a majority of the children. The percentage was more than 80 percent in two States: BIE schools (90.0 percent) and Colorado (85.1 percent).
- In 12 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 three States: Alaska (49.5 percent), Idaho (48.8 percent), and Florida (46.7 percent).
- In seven 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 Louisiana (51.3 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 (35.8 percent).

How did the States compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were English learners, by educational environment, in 2017?

Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2017

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
All States	42.4	16.7	5.0	3.8	21.8	1.9	#	1.9	6.6
Alabama	39.2	38.3	5.8	5.8	5.8	0.0	0.0	0.8	4.2
Alaska	39.6	8.8	0.0	1.1	46.2	1.1	0.0	3.3	0.0
Arizona	77.0	0.0	22.8	0.0	0.2	0.0	0.0	0.0	0.0
Arkansas	34.5	14.7	0.0	0.0	1.4	48.3	0.0	0.1	1.0
BIE schools	90.9	0.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0
California	30.4	8.3	6.6	4.3	27.9	2.7	#	4.1	15.8
Colorado	80.0	16.0	0.5	0.4	3.0	0.1	0.0	0.0	0.0
Connecticut	89.6	2.5	0.0	0.0	7.5	0.4	0.0	0.0	0.0
Delaware	62.8	0.0	0.9	0.0	36.3	0.0	0.0	0.0	0.0
District of Columbia	49.9	35.3	0.3	2.1	11.6	0.3	0.0	0.0	0.6
Florida	31.7	2.7	7.3	6.4	49.5	0.9	0.0	0.3	1.3
Georgia	47.0	28.8	3.5	6.1	13.8	0.0	0.0	0.0	0.7
Hawaii	29.6	9.9	5.6	23.9	29.6	1.4	0.0	0.0	0.0
Idaho	50.0	23.0	0.0	2.7	21.6	0.0	0.0	0.0	2.7
Illinois	51.1	14.8	2.9	1.6	23.9	2.7	0.0	0.1	2.9
Indiana	61.4	9.0	1.6	0.3	20.5	0.0	0.0	0.3	6.9
Iowa	17.8	76.0	0.0	1.4	4.1	0.0	0.0	0.0	0.7
Kansas	38.1	22.5	6.0	7.4	26.1	0.0	0.0	0.0	0.0
Kentucky	53.0	27.4	9.1	7.3	2.4	0.0	0.0	0.0	0.6
Louisiana	—	—	—	—	—	—	—	—	—
Maine	65.2	4.3	3.3	1.1	19.6	4.3	0.0	0.0	2.2
Maryland	60.4	7.4	2.2	1.2	21.6	0.7	0.0	0.8	5.8

See notes at end of exhibit.

Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2017—Continued

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Massachusetts	47.8	12.2	12.8	2.7	20.4	0.4	0.0	0.0	3.7
Michigan	34.9	19.5	2.4	2.2	24.5	0.7	0.0	0.7	15.0
Minnesota	—	—	—	—	—	—	—	—	—
Mississippi	71.2	6.1	10.6	0.0	10.6	0.0	0.0	0.0	1.5
Missouri	84.4	10.5	0.0	0.4	2.7	1.2	0.0	0.4	0.4
Montana	87.5	6.3	0.0	0.0	0.0	0.0	0.0	6.3	0.0
Nebraska	90.9	2.5	2.1	0.0	2.5	0.0	0.0	0.8	1.2
Nevada	48.7	12.4	1.4	8.4	27.4	0.1	0.0	0.0	1.6
New Hampshire	17.5	15.0	7.5	17.5	40.0	0.0	0.0	2.5	0.0
New Jersey	64.3	4.3	7.1	8.9	14.1	0.7	0.0	0.5	0.1
New Mexico	86.3	2.0	3.9	2.0	3.9	0.0	0.0	0.0	2.0
New York	47.4	40.1	0.0	0.5	9.6	2.4	0.0	0.0	0.0
North Carolina	43.2	27.3	2.4	2.8	22.0	0.4	0.0	0.2	1.7
North Dakota	54.5	18.2	0.0	0.0	27.3	0.0	0.0	0.0	0.0
Ohio	77.4	3.8	1.1	0.5	15.3	0.5	0.0	0.5	0.8
Oklahoma	28.1	35.7	2.9	2.5	25.9	0.0	0.0	0.4	4.5
Oregon	41.3	17.5	6.0	5.0	20.2	0.3	#	8.7	0.8
Pennsylvania	52.5	4.2	5.7	1.8	18.7	1.5	0.0	8.1	7.6
Puerto Rico ^d	—	—	—	—	—	—	—	—	—
Rhode Island	63.6	4.5	0.9	0.9	5.5	0.0	0.0	0.9	23.6
South Carolina	37.2	10.2	11.8	3.8	28.6	0.3	0.0	1.1	7.1
South Dakota	30.0	70.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tennessee	41.8	12.1	4.4	4.4	22.0	1.1	0.0	0.0	14.3
Texas	38.6	44.7	1.0	4.3	3.1	0.0	0.0	0.2	8.0
Utah	43.7	31.3	5.2	1.1	18.3	0.0	0.0	0.0	0.4

See notes at end of exhibit.

Exhibit 61. Percentage of children ages 3 through 5 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2017—Continued

State	Regular early childhood program ^a				Separate class ^b	Separate school ^b	Residential facility ^b	Home	Service provider location ^c
	At least 10 hours per week and majority	At least 10 hours per week, majority elsewhere	Less than 10 hours per week and majority	Less than 10 hours per week, majority elsewhere					
Vermont	77.8	11.1	11.1	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	44.3	30.7	2.8	14.6	6.9	0.0	0.0	0.0	0.7
Washington	27.5	42.8	4.4	2.3	20.0	0.6	0.0	0.0	2.5
West Virginia	37.5	37.5	12.5	12.5	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.

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

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

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

^dLanguage proficiency is determined with regard to Spanish for Puerto Rico.

NOTE: In school year 2017–18, the data collection term *limited English proficient student* was replaced with the term *English learner*. Percentage for each State was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of children ages 3 through 5 served under IDEA, Part B, who were *English learners* by the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of children ages 3 through 5 served under IDEA, Part B, who were *English learners* by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 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 *English learners* served under IDEA, Part B, in the 49 States (“All States”) that reported some children who were *English learners* and for which data were available. Specifically, the percentage associated with this category for “All States” was 42.4 percent. The category that accounted for the second largest percentage of children in “All States” was *separate class*, which accounted for 21.8 percent of the children.
- In 38 individual States, the educational environment category *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were *English learners* than any other category. In 22 of those States, the category accounted for a majority of the children who were *English learners*. The percentage was larger than 90 percent in the following three States: Wyoming (100.0 percent), BIE schools (90.9 percent), and Nebraska (90.9 percent).
- 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 *English learners* than any other category in the following five States: Iowa (76.0 percent), South Dakota (70.0 percent), Texas (44.7 percent), Washington (42.8 percent), and Oklahoma (35.7 percent).
- The educational environment category of *separate class* accounted for a larger percentage of children who were *English learners* than any other category in the following three States: Florida (49.5 percent), Alaska (46.2 percent), and New Hampshire (40.0 percent).
- The educational environment category representing children who attended a *separate school* accounted for a larger percentage of children who were *English learners* than any other category in Arkansas (48.3 percent).

Part B Personnel

How did the States compare with regard to the following ratios in 2016:

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 2016

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
All States	4.5	4.2	0.3
Alabama	4.4	4.3	#
Alaska	3.8	3.0	0.8
Arizona	5.7	5.4	0.3
Arkansas	4.3	4.0	0.4
BIE schools	8.8	6.3	2.5
California	2.3	2.2	0.1
Colorado	3.1	2.8	0.3
Connecticut	4.9	4.8	#
Delaware	1.5	0.9	0.6
District of Columbia	3.8	0.9	2.9
Florida	4.7	4.4	0.3
Georgia	5.1	4.5	0.6
Hawaii	10.1	9.5	0.6
Idaho	5.5	4.6	0.9
Illinois	3.6	3.6	#
Indiana	0.7	#	0.7
Iowa	8.0	8.0	0.0
Kansas	4.6	4.6	0.0
Kentucky	2.7	2.6	#
Louisiana	5.7	5.3	0.4
Maine	1.6	1.6	0.0
Maryland	5.6	5.0	0.6
Massachusetts	5.8	5.5	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 2016—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 children served		
Michigan	3.4	3.4	0.0
Minnesota	4.8	4.4	0.4
Mississippi	1.1	1.1	0.0
Missouri	7.0	6.7	0.3
Montana	4.0	3.7	0.2
Nebraska	—	—	—
Nevada	5.9	4.6	1.4
New Hampshire	5.7	5.7	0.0
New Jersey	7.4	6.1	1.3
New Mexico	8.7	8.6	#
New York	5.9	5.7	0.2
North Carolina	6.1	5.8	0.3
North Dakota	4.7	4.7	0.0
Ohio	5.1	4.7	0.4
Oklahoma	4.4	3.9	0.5
Oregon	1.5	0.8	0.7
Pennsylvania	3.5	3.5	#
Puerto Rico	8.3	6.5	1.9
Rhode Island	5.5	5.3	0.3
South Carolina	7.4	7.1	0.3
South Dakota	4.9	4.6	0.3
Tennessee	4.1	3.8	0.3
Texas	—	—	—
Utah	3.2	2.8	0.4
Vermont	6.5	6.1	0.4
Virginia	3.8	3.8	#
Washington	4.0	3.9	0.1
West Virginia	7.0	6.4	0.6
Wisconsin	—	—	—
Wyoming	2.7	2.6	0.2

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

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the State standard for highly qualified based on the criteria identified in 20 United States Code (U.S.C.) § 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in Section 9101 of the Elementary and Secondary Education Act 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. § 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 2016, there were 4.5 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 50 States for which data were available (“All States”). Ratios of 8 or more FTE *special education teachers* per 100 children served were observed in the following five States: Hawaii (10.1 FTEs per 100 children), BIE schools (8.8 FTEs per 100 children), New Mexico (8.7 FTEs per 100 children), Puerto Rico (8.3 FTEs per 100 children), and Iowa (8.0 FTEs per 100 children). In contrast, the following five States had ratios smaller than 2 FTE *special education teachers* per 100 children served: Maine (1.6 FTEs per 100 children), Delaware (1.5 FTEs per 100 children), Oregon (1.5 FTEs per 100 children), Mississippi (1.1 FTEs per 100 children), and Indiana (0.7 FTEs per 100 children).
- In 2016, there were 4.2 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 50 States for which data were available (“All States”). A ratio of 7 or more FTE highly qualified *special education teachers* per 100 children served was observed in the following four States: Hawaii (9.5 FTEs per 100 children), New Mexico (8.6 FTEs per 100 children), Iowa (8.0 FTEs per 100 children), and South Carolina (7.1 FTEs per 100 children). In contrast, a ratio smaller than 1 FTE highly qualified *special education teacher* per 100 children served was found for the following four States: Delaware (0.9 FTEs per 100 children), the District of Columbia (0.9 FTEs per 100 children), Oregon (0.8 FTEs per 100 children), and Indiana (less than .05 FTEs per 100 children).
- In 2016, there were 0.3 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 50 States for which data were available (“All States”). The ratio was smaller than 1 FTE not highly qualified *special education teacher* per 100 children served for all but the following five States: the District of Columbia (2.9 FTEs per 100 children), BIE schools (2.5 FTEs per 100 children), Puerto Rico (1.9 FTEs per 100 children), Nevada (1.4 FTEs per 100 children), and New Jersey (1.3 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, 2016. Data for Texas were not available. Data for Nebraska and Wisconsin were excluded. Data were accessed fall 2018. 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 Texas 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>.

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 2017, and how did the percentages change between 2008 and 2017?

Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2008 and fall 2017

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	8.6	9.3	0.7	7.6
Alabama	7.2	8.3	1.0	14.3
Alaska	9.6	10.6	1.0	10.5
Arizona	7.8	8.4	0.6	7.7
Arkansas	8.3	9.3	1.1	12.8
California	7.1	8.4	1.3	17.9
Colorado	6.8	7.7	0.9	13.2
Connecticut	7.9	9.7	1.7	21.9
Delaware	8.8	11.0	2.3	25.6
District of Columbia	9.3	10.3	1.1	11.4
Florida	9.5	9.2	-0.2	-2.5
Georgia	7.5	8.6	1.1	14.9
Hawaii	6.6	6.4	-0.2	-3.0
Idaho	6.6	7.4	0.9	13.5
Illinois	9.9	9.8	-0.1	-0.9
Indiana	10.7	10.9	0.2	2.0
Iowa	9.2	8.7	-0.5	-5.8
Kansas	8.7	9.6	0.9	10.1
Kentucky	9.5	9.5	-0.1	-0.9
Louisiana	7.5	7.7	0.1	1.8
Maine	11.1	—	—	—
Maryland	7.4	7.8	0.4	5.2
Massachusetts	11.0	11.6	0.5	4.9
Michigan	9.2	8.7	-0.5	-5.2
Minnesota	9.2	10.3	1.1	11.7
Mississippi	8.1	9.3	1.3	15.5
Missouri	9.0	9.0	#	-0.3
Montana	7.6	8.3	0.7	9.1
Nebraska	9.8	10.4	0.6	6.0
Nevada	7.4	8.6	1.2	16.0
New Hampshire	9.6	10.1	0.4	4.6
New Jersey	11.3	12.2	0.9	8.3
New Mexico	8.6	10.9	2.3	26.2
New York	9.3	11.9	2.6	27.4

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 2017—Continued

State	2008	2017	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
North Carolina	8.3	8.5	0.2	2.9
North Dakota	8.1	8.2	0.1	1.0
Ohio	9.5	10.2	0.7	6.9
Oklahoma	10.5	12.0	1.4	13.6
Oregon	8.9	9.6	0.7	7.4
Pennsylvania	9.9	11.4	1.6	15.8
Puerto Rico	10.7	14.2	3.6	33.4
Rhode Island	10.6	9.8	-0.8	-7.4
South Carolina	9.2	9.4	0.2	2.0
South Dakota	8.5	9.7	1.2	14.4
Tennessee	7.9	8.5	0.7	8.4
Texas	7.1	6.9	-0.2	-2.6
Utah	8.0	9.1	1.1	13.2
Vermont	—	—	—	—
Virginia	8.9	9.0	0.2	1.8
Washington	7.9	8.8	0.9	11.3
West Virginia	11.3	12.2	0.9	8.3
Wisconsin	8.9	—	—	—
Wyoming	9.9	10.0	0.1	1.1

— Percentage cannot be calculated because data were not available.

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

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 2017. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008 and 2017. 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 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, 9.3 percent of the resident population ages 6 through 21 in the 49 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 14.2 percent. In the following four States, the percentage was 12 percent or larger: Puerto Rico (14.2 percent), New Jersey (12.2 percent), West Virginia (12.2 percent), and Oklahoma (12.0 percent). In contrast, less than 8 percent of the resident population was served in the following six States: Maryland (7.8 percent), Colorado (7.7 percent), Louisiana (7.7 percent), Idaho (7.4 percent), Texas (6.9 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.
- The percentage of the population served increased by more than 10 percent between 2008 and 2017 for 22 of the 49 States for which data were available at both time points. A percent change greater than 25 percent occurred in the following four States: Puerto Rico (33.4 percent), New York (27.4 percent), New Mexico (26.2 percent), and Delaware (25.6 percent). This change represented a difference greater than 3 percentage points in only Puerto Rico (3.6 percentage points).
- Between 2008 and 2017, the following three States experienced a percent change decrease greater than 5 percent: Rhode Island (-7.4 percent), Iowa (-5.8 percent), and Michigan (-5.2 percent). However, this change did not represent a difference greater than 1 percentage point for any of these States.

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 2017?

Exhibit 64. Percentage of the population ages 6 through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2017

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	15.1	4.4	12.2	9.6	13.9	8.6	9.2
Alabama	13.3	3.3	10.4	7.5	8.7	7.5	6.3
Alaska	16.4	6.0	10.5	8.3	14.4	9.0	11.8
Arizona	10.5	3.6	11.6	8.7	12.5	7.8	7.1
Arkansas	8.8	4.6	12.0	9.0	11.0	8.8	7.2
BIE schools	—	—	—	—	—	—	—
California	16.1	4.3	13.4	9.2	9.4	7.6	7.0
Colorado	13.2	4.1	10.5	9.5	10.4	6.6	7.7
Connecticut	13.3	4.3	14.0	12.9	23.2	8.1	8.2
Delaware	17.7	4.1	16.0	12.2	33.8	8.9	8.1
District of Columbia	x	1.9	15.2	10.5	x	1.9	3.8
Florida	11.9	4.2	11.7	9.2	16.6	8.3	9.8
Georgia	8.6	3.8	10.1	9.0	10.6	7.6	9.6
Hawaii	13.8	4.5	6.7	6.4	21.0	5.4	2.6
Idaho	15.1	6.5	11.2	8.5	0.0	7.1	7.1
Illinois	19.8	4.4	13.3	10.4	31.6	8.8	11.9
Indiana	13.8	3.8	13.9	10.3	12.1	10.6	15.7
Iowa	16.4	3.6	17.8	11.0	15.1	7.8	11.9
Kansas	13.8	4.4	13.7	9.7	13.2	9.2	11.2
Kentucky	8.4	4.1	11.1	9.0	7.8	9.4	9.8
Louisiana	7.4	3.3	10.2	5.5	10.4	6.3	6.5
Maine	—	—	—	—	—	—	—
Maryland	10.1	3.6	10.3	8.7	19.7	6.3	6.8
Massachusetts	17.1	5.0	14.7	16.0	22.0	10.7	12.1
Michigan	12.1	3.5	11.8	8.4	21.2	8.3	8.4
Minnesota	20.1	6.9	14.8	13.0	13.4	9.3	13.2
Mississippi	3.4	4.5	10.6	5.9	11.5	8.6	9.4
Missouri	10.4	4.3	12.2	7.6	7.2	8.7	8.8
Montana	13.4	4.6	14.1	8.2	24.5	7.7	7.6
Nebraska	18.2	6.2	16.3	12.2	14.4	9.4	13.9
Nevada	14.0	3.4	13.1	8.4	12.8	8.2	8.8
New Hampshire	17.8	4.3	14.9	10.2	64.7	10.3	4.3
New Jersey	9.8	5.4	15.3	12.9	48.6	12.6	7.6
New Mexico	11.4	4.4	14.6	11.5	23.7	9.5	8.5
New York	25.4	5.8	16.4	15.9	46.9	9.6	9.6

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 2017—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	10.8	3.7	11.5	9.1	10.6	7.2	10.3
North Dakota	12.2	3.8	12.4	10.3	27.6	7.6	7.1
Ohio	9.1	3.9	14.0	9.8	14.1	9.5	12.4
Oklahoma	19.1	4.4	15.4	10.7	11.0	10.8	11.9
Oregon	15.1	4.2	12.8	11.1	10.3	9.2	10.3
Pennsylvania	17.0	4.6	15.4	12.8	18.5	10.7	14.7
Rhode Island	23.5	4.1	12.8	12.0	19.1	8.9	10.1
South Carolina	10.1	3.9	12.7	8.3	11.5	7.7	12.3
South Dakota	12.3	6.4	12.7	11.6	18.3	9.0	11.4
Tennessee	7.9	4.3	10.5	8.0	11.2	8.3	6.3
Texas	10.8	3.4	9.1	7.2	9.6	6.1	6.9
Utah	17.3	4.2	14.7	10.9	9.5	8.7	7.4
Vermont	—	—	—	—	—	—	—
Virginia	10.9	4.8	12.2	11.0	15.1	7.9	9.4
Washington	12.3	4.2	11.9	10.9	8.3	8.2	9.7
West Virginia	8.5	3.9	14.3	7.4	10.3	12.4	10.0
Wisconsin	—	—	—	—	—	—	—
Wyoming	16.5	5.2	9.6	9.5	22.2	9.7	15.8

— Percentage cannot be calculated because data were not available.

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

NOTE: Child count is the number of students ages 6 through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 25 students served under Part B in one State. The total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported in the racial/ethnic group by the estimated U.S. resident population ages 6 through 21 in the racial/ethnic group in all States, then multiplying the result by 100. Percentage for “All States” includes data for BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data for Puerto Rico were excluded. Data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2017. Data for Puerto Rico were not available. Data for Maine, Vermont, and 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 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Larger percentages of the resident population ages 6 through 21 who were American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander were served under IDEA, Part B, in the 48 States (“All States”) for which data were available, compared to the percentages of the resident populations of the other racial/ethnic groups. Specifically, 15.1 percent of the resident population who were American Indian or Alaska Native and 13.9 percent of the resident population who were Native Hawaiian or Other Pacific Islander were served under Part B. In

contrast, 4.4 percent of the resident population who were Asian in “All States” were served under IDEA, Part B.

- In 2017, 15.1 percent of the resident population ages 6 through 21 who were American Indian or Alaska Native were served under Part B in the 47 States (“All States”) for which non-suppressed data were available. The percentages ranged from 3.4 to 25.4 percent in the individual States. In the following three States, the percentage was larger than 20 percent: New York (25.4 percent), Rhode Island (23.5 percent), and Minnesota (20.1 percent). In contrast, the percentage was less than 8 percent in the following three States: Tennessee (7.9 percent), Louisiana (7.4 percent), and Mississippi (3.4 percent).
- In 2017, 4.4 percent of the resident population ages 6 through 21 who were Asian were served under Part B in the 48 States (“All States”) for which data were available. The percentages ranged from 1.9 to 6.9 percent in the individual States. The percentage was larger than 6 percent in the following four States: Minnesota (6.9 percent), Idaho (6.5 percent), South Dakota (6.4 percent), and Nebraska (6.2 percent). In contrast, the percentage was less than 4 percent in 16 States, including the District of Columbia, where the percentage was 1.9 percent.
- In 2017, 12.2 percent of the resident population ages 6 through 21 who were Black or African American were served under Part B in the 48 States (“All States”) for which data were available. The percentages ranged from 6.7 to 17.8 percent in the individual States. In the following three States, the percentage was larger than 16 percent: Iowa (17.8 percent), New York (16.4 percent), and Nebraska (16.3 percent). In contrast, the percentage was less than 10 percent in the following three States: Wyoming (9.6 percent), Texas (9.1 percent), and Hawaii (6.7 percent).
- In 2017, 9.6 percent of the resident population ages 6 through 21 who were Hispanic/Latino were served under Part B in the 48 States (“All States”) for which data were available. The percentages ranged from 5.5 to 16 percent in the individual States. The percentage was more than 15 percent in Massachusetts (16.0 percent) and New York (15.9 percent). In contrast, the percentage was less than 7 percent in the following three States: Hawaii (6.4 percent), Mississippi (5.9 percent), and Louisiana (5.5 percent).
- In 2017, 13.9 percent of the resident population ages 6 through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 47 States (“All States”) for which non-suppressed data were available. The percentages ranged from 0 to 64.7 percent in the individual States. The percentage was more than 30 percent in the following five States: New Hampshire (64.7 percent), New Jersey (48.6 percent), New York (46.9 percent), Delaware (33.8 percent), and Illinois (31.6 percent). In contrast, the percentage was less than 9 percent in the following five States: Alabama (8.7 percent), Washington (8.3 percent), Kentucky (7.8 percent), Missouri (7.2 percent), and Idaho (0.0 percent).
- In 2017, 8.6 percent of the resident population ages 6 through 21 who were White were served under Part B in the 48 States (“All States”) for which data were available. The percentages ranged from 1.9 to 12.6 percent in the individual States. The percentage was greater than 10 percent in the following seven States: New Jersey (12.6 percent), West Virginia (12.4 percent), Oklahoma (10.8 percent), Massachusetts (10.7 percent), Pennsylvania (10.7 percent), Indiana (10.6 percent), and New Hampshire (10.3 percent). In contrast, the percentage was less than 6 percent in Hawaii (5.4 percent) and the District of Columbia (1.9 percent).

- In 2017, 9.2 percent of the resident population ages 6 through 21 who were associated with two or more races were served under Part B in the 48 States (“All States”) for which data were available. The percentages ranged from 2.6 to 15.8 percent in the individual States. The percentage was greater than 13 percent in the following five States: Wyoming (15.8 percent), Indiana (15.7 percent), Pennsylvania (14.7 percent), Nebraska (13.9 percent), and Minnesota (13.2 percent). In contrast, the percentage was less than 5 percent in the following three States: New Hampshire (4.3 percent), the District of Columbia (3.8 percent), and Hawaii (2.6 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 2017, and how did the percentages change between 2008 and 2017?

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2008 and fall 2017

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	5.0	10.1	5.1	102.2
Alabama	3.9	8.6	4.7	119.5
Alaska	3.7	8.3	4.6	125.7
Arizona	4.7	9.9	5.2	108.9
Arkansas	4.0	8.0	4.0	101.6
BIE schools	1.1	3.9	2.8	264.9
California	7.0	13.4	6.4	91.9
Colorado	3.3	7.9	4.6	137.2
Connecticut	7.3	12.1	4.8	66.6
Delaware	4.3	8.6	4.2	97.0
District of Columbia	3.1	8.0	4.9	159.7
Florida	3.6	10.4	6.9	192.2
Georgia	5.3	9.8	4.4	82.6
Hawaii	5.5	9.2	3.6	65.7
Idaho	6.0	10.2	4.2	70.8
Illinois	4.3	9.0	4.8	111.6
Indiana	5.9	9.6	3.7	61.7
Iowa	1.1	1.1	#	-1.1
Kansas	3.4	6.6	3.2	95.1
Kentucky	3.1	7.5	4.4	139.5
Louisiana	3.3	6.9	3.7	112.4
Maine	6.1	—	—	—
Maryland	7.4	11.5	4.1	55.4
Massachusetts	5.2	11.4	6.3	121.4
Michigan	5.8	10.1	4.3	75.2
Minnesota	10.5	14.8	4.3	40.9
Mississippi	2.4	7.8	5.4	224.6
Missouri	4.7	10.2	5.4	114.4
Montana	2.8	5.1	2.3	81.4
Nebraska	3.7	8.1	4.4	120.9
Nevada	5.6	12.5	6.9	124.5
New Hampshire	4.5	10.2	5.8	128.9
New Jersey	4.4	8.9	4.5	103.6
New Mexico	2.4	6.2	3.8	159.5
New York	4.5	8.3	3.8	84.5
North Carolina	5.1	10.0	4.9	96.6
North Dakota	4.0	9.2	5.1	126.5
Ohio	4.7	9.3	4.7	100.0

See notes at end of exhibit.

Exhibit 65. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2008 and fall 2017—Continued

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
Oklahoma	2.5	6.1	3.6	143.2
Oregon	9.3	12.2	2.9	31.2
Pennsylvania	5.2	10.8	5.6	108.1
Puerto Rico	1.4	4.9	3.5	246.6
Rhode Island	5.4	11.0	5.6	104.8
South Carolina	2.9	8.1	5.2	182.8
South Dakota	3.8	7.3	3.5	91.8
Tennessee	3.8	8.7	4.9	128.9
Texas	5.5	12.6	7.1	130.2
Utah	4.8	8.1	3.3	67.5
Vermont	—	—	—	—
Virginia	5.3	12.4	7.1	134.6
Washington	5.6	10.5	4.9	86.8
West Virginia	2.5	5.7	3.2	126.0
Wisconsin	5.7	—	—	—
Wyoming	3.6	7.3	3.7	105.1

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

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008 and 2017. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, a total of 10.1 percent of students ages 6 through 21 served under IDEA, Part B, in the 50 States (“All States”) for which data were available were reported under the category of *autism*. The percentages ranged from 1.1 to 14.8 percent in the individual States. More than 12 percent of the students served in the following seven States were reported under the category of *autism*: Minnesota (14.8 percent), California (13.4 percent), Texas (12.6 percent), Nevada (12.5 percent), Virginia (12.4 percent), Oregon (12.2 percent), and Connecticut (12.1 percent). In contrast, less than 5 percent of the students served in the following three States were reported under the category of *autism*: Puerto Rico (4.9 percent), BIE schools (3.9 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 2017 than in 2008 in 49 of the 50 States for which data for both time periods were available. The sole exception was Iowa; however, the difference between the two time periods was less than 1 percentage point.
- The percent change for 30 of the 49 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 2017 than in 2008 exceeded 100 percent. A percent change increase of more than 200 percent was found in the following three States: BIE schools (264.9 percent), Puerto Rico (246.6 percent), and Mississippi (224.6 percent). This percent change represented a difference greater than 5 percentage points for only Mississippi (5.4 percentage points).

How did the States compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairment in 2017, and how did the percentages change between 2008 and 2017?

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2008 and fall 2017

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	11.0	15.8	4.8	43.7
Alabama	8.2	14.7	6.4	77.8
Alaska	11.9	15.7	3.8	32.4
Arizona	6.7	9.8	3.1	46.4
Arkansas	15.3	20.1	4.8	31.4
BIE schools	6.1	9.6	3.5	56.4
California	7.8	13.5	5.7	73.5
Colorado	—	12.4	—	—
Connecticut	18.5	22.1	3.6	19.3
Delaware	12.5	13.8	1.3	10.4
District of Columbia	4.9	17.6	12.6	254.9
Florida	6.7	11.4	4.7	70.5
Georgia	15.6	16.7	1.1	6.9
Hawaii	15.1	17.4	2.3	15.5
Idaho	10.9	22.0	11.0	100.9
Illinois	9.0	14.1	5.1	56.1
Indiana	7.5	15.3	7.8	104.0
Iowa	0.1	0.1	#	-7.9
Kansas	12.5	12.5	#	-0.2
Kentucky	17.6	17.2	-0.4	-2.4
Louisiana	12.3	14.8	2.5	20.7
Maine	18.6	—	—	—
Maryland	16.3	19.4	3.1	18.8
Massachusetts	7.5	14.5	7.1	94.5
Michigan	9.0	14.4	5.4	59.6
Minnesota	14.2	16.6	2.4	16.7
Mississippi	10.4	20.0	9.6	91.9
Missouri	14.5	22.0	7.5	51.4
Montana	10.8	13.1	2.3	21.2
Nebraska	13.1	14.6	1.5	11.5
Nevada	7.3	10.8	3.5	48.1
New Hampshire	17.7	20.0	2.3	13.3
New Jersey	13.5	21.7	8.1	60.0
New Mexico	7.9	9.6	1.7	21.2
New York	13.6	17.1	3.5	25.7
North Carolina	17.3	19.4	2.1	11.9
North Dakota	12.5	16.0	3.5	28.2

See notes at end of exhibit.

Exhibit 66. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2008 and fall 2017—Continued

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
Ohio	10.7	17.9	7.1	66.2
Oklahoma	10.7	17.0	6.3	58.5
Oregon	13.0	18.3	5.3	40.5
Pennsylvania	7.1	15.8	8.8	123.6
Puerto Rico	6.5	23.0	16.6	255.7
Rhode Island	17.1	17.6	0.5	2.9
South Carolina	9.7	15.2	5.5	57.2
South Dakota	10.4	15.1	4.7	45.4
Tennessee	11.0	15.5	4.5	41.0
Texas	12.7	14.6	1.9	15.0
Utah	6.9	10.5	3.6	51.8
Vermont	—	—	—	—
Virginia	18.1	22.2	4.1	22.5
Washington	19.5	20.8	1.3	6.8
West Virginia	11.9	16.2	4.3	36.1
Wisconsin	14.1	—	—	—
Wyoming	14.3	16.9	2.6	17.9

— Percentage cannot be calculated because data were not available.

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

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008 and 2017. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, a total of 15.8 percent of students ages 6 through 21 served under IDEA, Part B, in the 50 States (“All States”) for which data were available were reported under the category of *other health impairment*. The percentages ranged from 0.1 to 23 percent in the individual States. At least 22 percent of the students served were reported under the category of *other health impairment* in the following five States: Puerto Rico (23.0 percent), Virginia (22.2 percent), Connecticut (22.1 percent), Idaho (22.0 percent), and Missouri (22.0 percent). In contrast, less than 10 percent of the students served in the following four States were reported under the category of *other health impairment*: Arizona (9.8 percent), BIE schools (9.6 percent), New Mexico (9.6 percent), and Iowa (0.1 percent).

- In 2008, a total of 11 percent of students ages 6 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available were reported under the category of *other health impairment*.
- In 46 of the 49 States for which data were available for both years, the percentage of students reported under the category of *other health impairment* was larger in 2017 than in 2008. The percentage of students reported under the category of *other health impairment* was smaller in 2017 than in 2008 in Iowa, Kansas, and Kentucky; however, the difference was less than 1 percentage point for each State.
- The percent change for 19 of the 46 States in which a larger percentage of students ages 6 through 21 served under IDEA, Part B, were reported under the category of *other health impairment* in 2017 than in 2008 exceeded 50 percent. A percent change of more than 100 percent was found in the following five States: Puerto Rico (255.7 percent), the District of Columbia (245.9 percent), Pennsylvania (123.6 percent), Indiana (104.0 percent), and Idaho (100.9 percent). This percent change represented an increase greater than 5 percentage points in all five States: Puerto Rico (16.6 percentage points), the District of Columbia (12.6 percentage points), Idaho (11.0 percentage points), Pennsylvania (8.8 percentage points), and Indiana (7.8 percentage points).

How did the States compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disability in 2017, and how did the percentages change between 2008 and 2017?

Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2008 and fall 2017

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
All States	42.9	38.1	-4.7	-11.0
Alabama	50.0	42.3	-7.7	-15.3
Alaska	47.4	42.3	-5.1	-10.7
Arizona	50.4	44.8	-5.6	-11.1
Arkansas	37.5	32.7	-4.8	-12.8
BIE schools	55.5	51.9	-3.5	-6.4
California	47.8	43.4	-4.4	-9.1
Colorado	41.5	45.8	4.3	10.4
Connecticut	35.9	38.0	2.1	5.9
Delaware	53.8	47.7	-6.0	-11.2
District of Columbia	45.7	35.9	-9.7	-21.3
Florida	47.4	41.7	-5.7	-12.0
Georgia	31.3	38.4	7.1	22.6
Hawaii	47.7	45.1	-2.5	-5.3
Idaho	37.1	24.1	-13.0	-35.0
Illinois	46.2	39.3	-6.9	-15.0
Indiana	37.7	34.7	-2.9	-7.8
Iowa	60.3	60.4	0.1	0.2
Kansas	41.6	40.2	-1.4	-3.4
Kentucky	15.4	19.8	4.4	28.5
Louisiana	33.0	34.6	1.6	4.8
Maine	33.2	—	—	—
Maryland	36.5	32.4	-4.1	-11.3
Massachusetts	39.3	26.6	-12.6	-32.1
Michigan	41.1	33.6	-7.4	-18.1
Minnesota	28.9	27.2	-1.7	-5.9
Mississippi	39.6	27.0	-12.6	-31.8
Missouri	34.0	27.3	-6.8	-19.9
Montana	47.5	32.9	-14.7	-30.8
Nebraska	34.6	35.4	0.8	2.5
Nevada	57.5	49.9	-7.6	-13.2
New Hampshire	44.0	35.9	-8.1	-18.5
New Jersey	40.5	34.3	-6.2	-15.3
New Mexico	45.3	50.1	4.8	10.6
New York	41.9	37.1	-4.8	-11.4
North Carolina	37.1	40.4	3.3	9.0
North Dakota	36.1	34.5	-1.6	-4.5

See notes at end of exhibit.

Exhibit 67. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2008 and fall 2017—Continued

State	2008 percent	2017 percent	Change between 2008 and 2017 ^a	Percent change between 2008 and 2017 ^b
Ohio	42.4	40.6	-1.9	-4.4
Oklahoma	47.9	37.9	-10.0	-20.8
Oregon	39.3	33.4	-5.9	-15.1
Pennsylvania	52.0	41.9	-10.1	-19.5
Puerto Rico	59.2	44.3	-15.0	-25.2
Rhode Island	41.7	36.2	-5.5	-13.2
South Carolina	48.6	44.2	-4.4	-9.1
South Dakota	41.3	38.1	-3.3	-7.9
Tennessee	41.1	34.2	-6.9	-16.7
Texas	47.6	35.1	-12.5	-26.3
Utah	49.2	46.8	-2.4	-4.9
Vermont	—	—	—	—
Virginia	39.3	35.9	-3.3	-8.5
Washington	39.6	36.9	-2.7	-6.9
West Virginia	32.9	35.2	2.2	6.7
Wisconsin	35.0	—	—	—
Wyoming	38.1	34.4	-3.7	-9.7

— Percentage cannot be calculated because data were not available.

^aChange between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008 and 2017 was calculated for each State and “All States” by subtracting the percentage for 2008 from the percentage for 2017, 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 who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008 and 2017. Data for 2008 were accessed spring 2012. Data for 2017 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, a total of 38.1 percent of students ages 6 through 21 served under IDEA, Part B, in the 50 States (“All States”) for which data were available were reported under the category of *specific learning disability*. The percentages ranged from 19.8 to 60.4 percent in the individual States. More than 50 percent of the students served were reported under the category of *specific learning disability* in the following three States: Iowa (60.4 percent), BIE schools (51.9 percent), and New Mexico (50.1 percent). In contrast, less than 30 percent of students served in the following six States were reported under the category of *specific learning disability*: Missouri (27.3 percent), Minnesota (27.2 percent), Mississippi (27.0 percent), Massachusetts (26.6 percent), Idaho (24.1 percent), and Kentucky (19.8 percent).
- In 2008, a total of 42.9 percent of students ages 6 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *specific learning disability*.

- The percentage of students reported under the category of *specific learning disability* decreased by more than 10 percent between 2008 and 2017 for 26 of the 49 States for which data were available for both time periods. A decrease of more than 30 percent occurred in the following four States: Idaho (-35.0 percent), Massachusetts (-32.1 percent), Mississippi (-31.8 percent), and Montana (-30.8 percent). This percent change represented a decrease of more than 10 percentage points for all four States: Montana (-14.7 percentage points), Idaho (-13.0 percentage points), Massachusetts (-12.6 percentage points), and Mississippi (-12.6 percentage points).
- The percentage of students reported under the category of *specific learning disability* increased by at least 10 percent between 2008 and 2017 for four of the 49 States for which data were available for both time periods. The four States were: Kentucky (28.5 percent), Georgia (22.6 percent), New Mexico (10.6 percent), and Colorado (10.4 percent). This percent change represented a difference of more than 4 percentage points for all four States: Georgia (7.1 percentage points), New Mexico (4.8 percentage points), Kentucky (4.4 percentage points), and Colorado (4.3 percentage points).

Part B Educational Environments

How did the States compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment, in 2017?

Exhibit 68. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and State: Fall 2017

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	63.5	18.1	13.3	2.8	0.2	0.4	0.2	1.5
Alabama	83.7	6.2	7.2	1.3	0.8	0.3	#	0.4
Alaska	64.1	23.7	9.2	2.0	0.4	0.1	0.3	0.1
Arizona	66.6	16.5	14.2	2.0	0.1	0.3	0.2	0.2
Arkansas	53.3	30.6	13.1	0.8	0.8	0.6	0.2	0.6
BIE schools	72.9	20.7	5.8	0.1	0.3	0.2	0.0	—
California	56.1	20.0	19.8	3.0	0.1	0.3	0.2	0.5
Colorado	74.7	16.4	6.1	1.8	0.2	0.2	0.2	0.3
Connecticut	67.7	17.8	5.7	7.3	0.4	0.2	0.2	0.7
Delaware	65.7	14.1	14.9	4.3	0.2	0.7	#	#
District of Columbia	56.6	18.1	15.3	8.6	0.4	0.1	0.4	0.5
Florida	74.2	7.6	13.6	2.4	0.2	0.6	0.6	0.8
Georgia	64.1	18.7	15.2	1.3	0.2	0.2	#	0.3
Hawaii	40.6	39.1	18.9	0.7	0.1	0.3	0.1	0.2
Idaho	62.0	26.8	9.1	1.1	0.2	0.1	0.3	0.3
Illinois	52.5	26.4	13.2	6.0	0.2	0.2	#	1.5
Indiana	74.0	10.7	9.3	0.8	0.4	0.6	0.2	4.0
Iowa	69.4	19.4	8.1	1.0	0.5	0.1	0.4	1.0
Kansas	68.5	20.4	7.3	1.9	0.2	0.1	0.2	1.4
Kentucky	73.4	15.7	8.3	0.6	0.3	0.9	0.1	0.7
Louisiana	60.9	23.1	14.7	0.4	0.1	0.7	0.1	#
Maine	—	—	—	—	—	—	—	—
Maryland	70.1	9.6	12.0	6.4	0.1	0.2	0.3	1.2
Massachusetts	63.8	15.0	13.4	6.0	0.7	0.2	0.1	0.8
Michigan	67.2	14.9	11.1	4.5	0.1	0.2	0.4	1.6
Minnesota	60.9	23.2	10.0	3.8	0.1	0.2	0.1	1.6
Mississippi	65.3	17.6	13.9	0.9	0.2	0.8	#	1.3
Missouri	57.0	28.6	8.5	3.0	#	0.5	0.3	2.0
Montana	49.5	37.1	11.3	0.5	0.4	0.2	0.1	0.9
Nebraska	77.8	10.3	6.3	1.9	0.2	0.2	0.1	3.3
Nevada	62.3	20.6	15.3	1.2	#	0.2	0.3	0.1
New Hampshire	70.8	16.6	9.0	2.3	0.5	#	0.0	0.7
New Jersey	44.6	28.5	14.7	6.6	0.3	0.3	0.1	4.9
New Mexico	49.9	30.4	18.1	0.4	0.2	0.2	0.1	0.6
New York	58.5	11.4	19.0	4.9	0.4	0.3	0.2	5.4

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 2017—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	66.8	16.9	14.0	1.0	0.2	0.6	0.1	0.3
North Dakota	73.5	17.2	5.9	0.5	0.8	0.2	#	1.9
Ohio	63.3	16.2	12.0	2.9	0.1	0.6	0.2	4.7
Oklahoma	68.0	21.9	9.2	0.1	0.2	0.4	0.1	0.2
Oregon	73.7	14.1	9.8	1.1	0.1	0.3	0.2	0.7
Pennsylvania	62.0	23.5	9.3	4.3	0.4	0.2	0.1	0.3
Puerto Rico	72.1	10.2	9.2	1.5	#	0.7	0.1	6.2
Rhode Island	70.1	10.5	12.7	4.4	0.4	0.1	0.2	1.6
South Carolina	62.2	20.1	15.4	0.5	0.2	0.8	0.3	0.6
South Dakota	71.0	19.8	5.5	0.9	1.0	0.1	0.1	1.7
Tennessee	69.7	15.9	11.5	0.8	0.3	0.6	#	1.0
Texas	68.8	14.9	14.9	0.6	#	0.5	0.1	0.1
Utah	63.5	23.6	10.3	2.4	#	0.1	0.1	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	65.1	19.6	10.2	3.3	0.3	0.7	0.3	0.6
Washington	56.0	29.5	13.1	0.6	0.1	0.1	0.1	0.4
West Virginia	64.6	25.4	7.5	0.2	0.4	1.0	0.2	0.7
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	68.6	22.9	6.2	0.6	1.0	0.2	#	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.

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

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

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

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

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

^f*Parentally placed in private schools* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local 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, ED^{FACTS} Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to

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

- In 2017, a total of 63.5 percent of students ages 6 through 21 served under IDEA, Part B, in the 50 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In each of the 50 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 46 of these States, a majority of such students were educated *inside the regular class 80% or more of the day*. This category accounted for more than 75 percent of such students in Alabama (83.7 percent) and Nebraska (77.8 percent). In each of the four other States in which a larger percentage of students was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category, the percentage was larger than 40 percent: New Mexico (49.9 percent), Montana (49.5 percent), New Jersey (44.6 percent), and Hawaii (40.6 percent).

How did the States compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were English learners, by educational environment, in 2017?

Exhibit 69. Percentage of students ages 6 through 21 served under IDEA, Part B, who were English learners, by educational environment and State: Fall 2017

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	59.4	22.4	16.1	1.6	#	0.2	0.1	0.2
Alabama	82.1	7.7	9.3	0.5	0.1	0.2	0.0	0.1
Alaska	61.8	27.9	8.1	1.5	0.2	#	0.4	#
Arizona	75.2	15.8	8.7	0.2	0.0	0.1	#	0.0
Arkansas	54.5	30.5	13.8	0.3	0.1	0.4	0.0	0.4
BIE schools	69.2	24.5	5.6	0.0	0.3	0.4	0.0	—
California	52.1	22.9	22.3	2.1	#	0.3	0.2	0.1
Colorado	74.2	18.7	6.2	0.4	#	0.2	#	0.2
Connecticut	69.4	21.5	5.1	3.1	0.1	0.1	#	0.7
Delaware	69.7	16.5	12.9	0.5	0.0	0.4	0.0	0.0
District of Columbia	69.5	14.1	10.6	5.3	0.1	0.0	0.0	0.4
Florida	78.1	11.6	9.1	0.4	0.1	0.4	0.1	0.3
Georgia	55.5	29.8	14.4	0.2	#	0.1	#	#
Hawaii	24.5	46.0	27.8	1.4	0.1	0.1	0.1	0.0
Idaho	52.8	37.9	8.0	1.1	0.1	0.1	#	0.0
Illinois	49.4	30.8	16.4	3.2	0.1	#	0.0	0.2
Indiana	70.9	12.9	12.1	0.6	0.2	0.3	0.1	2.9
Iowa	67.1	25.0	6.9	0.8	0.1	#	0.1	#
Kansas	75.6	21.1	2.9	0.1	0.0	#	0.0	0.3
Kentucky	67.1	21.4	10.7	0.5	0.1	0.2	0.0	#
Louisiana	—	—	—	—	—	—	—	—
Maine	—	—	—	—	—	—	—	—
Maryland	78.4	10.3	9.0	2.0	0.1	0.1	#	0.2
Massachusetts	59.6	17.8	19.0	3.0	0.1	0.1	0.1	0.3
Michigan	70.2	17.0	10.3	1.9	#	0.1	0.1	0.5
Minnesota	57.5	29.1	11.3	1.5	#	0.1	0.0	0.5
Mississippi	64.8	20.8	14.0	0.1	0.0	0.2	0.0	0.0
Missouri	59.6	30.2	8.8	1.1	0.0	0.1	0.0	0.2
Montana	45.4	44.3	9.8	0.2	0.2	0.0	0.0	0.2
Nebraska	88.4	8.8	1.3	0.2	#	0.1	0.0	1.1
Nevada	57.3	24.2	17.3	0.8	0.0	0.2	0.1	#
New Hampshire	57.7	19.6	20.6	1.3	0.3	0.0	0.0	0.5
New Jersey	44.4	31.0	22.5	1.7	0.1	#	#	0.4
New Mexico	42.9	35.0	21.7	0.1	#	0.1	0.1	0.1
New York	50.9	12.8	31.2	4.9	#	0.1	#	0.2
North Carolina	62.5	21.9	14.4	0.8	0.1	0.3	0.0	#
North Dakota	63.0	30.9	5.4	0.2	0.2	0.0	0.0	0.2

See notes at end of exhibit.

Exhibit 69. Percentage of students ages 6 through 21 served under IDEA, Part B, who were English learners, by educational environment and State: Fall 2017—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
Ohio	58.9	25.7	12.4	1.0	#	0.3	#	1.5
Oklahoma	59.0	30.2	10.4	#	#	0.1	0.1	0.1
Oregon	76.2	15.3	7.9	0.3	#	#	0.1	0.1
Pennsylvania	51.7	33.1	12.9	1.9	0.1	0.1	0.1	0.1
Puerto Rico	64.8	17.1	14.7	2.1	0.0	0.8	0.0	0.5
Rhode Island	75.7	10.1	12.9	1.2	0.1	0.0	0.0	#
South Carolina	61.4	21.9	15.6	0.4	0.1	0.2	0.1	0.2
South Dakota	65.5	24.0	8.6	0.8	0.1	0.0	0.3	0.7
Tennessee	68.6	19.5	10.5	0.8	0.1	0.2	#	0.4
Texas	73.8	17.6	8.2	0.1	#	0.3	#	#
Utah	56.2	32.1	10.4	1.3	0.0	0.1	#	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	55.6	30.8	11.5	1.7	0.1	0.2	#	0.1
Washington	50.8	37.5	11.4	0.1	#	#	0.1	#
West Virginia	66.3	27.1	5.8	0.0	0.0	0.4	0.0	0.4
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	61.1	30.8	6.1	0.6	1.0	0.2	0.0	0.2

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

NOTE: In school year 2017–18, the data collection term *limited English proficient student* was replaced with the term *English learner*. Percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of students ages 6 through 21 who were *English learners* served under IDEA, Part B, by the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of students ages 6 through 21 who were *English learners* served under IDEA, Part B, by all States, then multiplying the result by 100. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2017, a total of 59.4 percent of the students ages 6 through 21 who were *English learners* and served under IDEA, Part B, in the 49 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In 48 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 *English learners* and served under IDEA, Part B. In 44 of those States, this educational environment accounted for a majority of such students. In the following eight States, more than 75 percent of such students were in this environment: Nebraska (88.4 percent), Alabama (82.1 percent), Maryland (78.4 percent), Florida (78.1 percent), Oregon (76.2 percent), Rhode Island (75.7 percent), Kansas (75.6 percent), and Arizona (75.2 percent).
- In Hawaii, the most prevalent category was *inside the regular class 40% through 79% of the day*, which accounted for 46 percent of such students.

How did the States compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment, in 2017?

Exhibit 70. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2017

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	48.0	17.4	18.0	12.7	1.2	1.0	1.1	0.5
Alabama	71.4	7.5	7.0	6.5	7.0	0.7	0.0	0.0
Alaska	50.4	22.1	13.6	11.0	1.3	0.0	1.7	0.0
Arizona	42.1	14.7	25.0	15.3	0.8	0.7	1.3	#
Arkansas	30.5	33.7	19.9	5.5	4.5	4.6	1.4	0.0
BIE schools	67.8	18.8	10.7	0.4	1.9	0.4	0.0	—
California	33.7	17.6	27.6	17.0	1.8	0.7	1.5	0.1
Colorado	56.4	17.7	11.7	11.1	1.2	0.7	1.2	0.1
Connecticut	42.0	12.6	10.5	30.8	1.6	1.1	1.2	0.1
Delaware	39.1	12.1	28.7	16.5	0.8	2.8	0.1	0.0
District of Columbia	38.0	13.6	24.3	18.7	2.4	0.0	3.1	0.0
Florida	43.1	9.9	30.0	10.4	0.3	0.7	5.2	0.5
Georgia	54.1	17.6	15.5	10.6	1.5	0.6	#	#
Hawaii	36.8	33.6	24.1	2.6	0.7	1.4	0.8	0.0
Idaho	52.1	23.7	11.6	8.9	0.8	0.0	3.0	0.0
Illinois	33.9	20.6	15.2	28.7	0.7	0.5	0.1	0.4
Indiana	60.2	13.1	16.7	3.1	1.8	2.7	1.1	1.3
Iowa	69.5	19.5	8.1	1.0	0.4	#	0.4	1.1
Kansas	50.7	20.3	13.2	12.5	1.0	0.1	2.1	0.1
Kentucky	55.9	20.1	14.2	3.5	2.0	3.0	1.3	#
Louisiana	47.0	25.1	21.9	1.1	0.7	2.7	1.5	0.0
Maine	—	—	—	—	—	—	—	—
Maryland	48.0	10.8	18.4	20.4	#	0.5	1.8	#
Massachusetts	47.0	11.5	16.6	22.5	1.3	0.3	0.4	0.3
Michigan	55.3	16.3	14.5	9.3	0.7	0.4	2.9	0.5
Minnesota	53.4	22.9	12.1	10.4	0.1	0.4	0.4	0.3
Mississippi	59.6	23.3	9.9	3.8	1.5	1.7	0.1	#
Missouri	43.4	30.3	11.8	10.6	#	1.7	1.6	0.6
Montana	44.7	30.9	18.4	2.8	2.5	0.5	0.1	0.1
Nebraska	63.8	12.3	13.3	8.1	1.2	0.4	0.5	0.5
Nevada	43.3	23.1	25.9	5.4	0.1	0.1	2.0	0.0
New Hampshire	55.6	19.4	12.6	9.8	2.5	0.0	0.0	0.1
New Jersey	31.2	22.8	17.3	23.9	1.8	1.7	1.0	0.3
New Mexico	39.4	23.7	33.1	0.8	1.1	0.7	1.2	0.1
New York	32.9	11.1	28.7	20.1	3.0	1.3	1.0	1.9

See notes at end of exhibit.

Exhibit 70. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2017—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
North Carolina	50.4	22.9	19.9	2.5	0.3	3.1	0.8	0.1
North Dakota	64.4	16.9	11.0	3.1	3.2	1.2	0.1	0.1
Ohio	41.8	16.0	21.0	14.9	0.7	2.7	1.1	1.9
Oklahoma	56.2	23.9	15.5	0.1	1.9	1.7	0.6	#
Oregon	57.5	17.8	16.8	5.4	0.0	1.1	1.2	0.2
Pennsylvania	48.0	20.5	13.1	16.1	1.5	0.3	0.6	0.1
Puerto Rico	67.0	7.3	19.3	1.2	0.0	1.5	0.2	3.5
Rhode Island	43.2	8.7	23.6	18.9	2.8	0.7	1.9	0.2
South Carolina	40.4	25.0	25.4	1.3	1.2	4.2	2.4	0.1
South Dakota	65.1	21.3	10.1	1.3	1.7	0.2	0.2	0.3
Tennessee	55.2	17.2	16.1	6.8	2.9	1.3	0.2	0.2
Texas	68.2	14.8	14.1	1.4	0.1	0.6	0.7	#
Utah	48.1	24.1	23.3	3.0	0.7	0.3	0.5	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	49.8	18.3	8.5	17.2	2.0	2.5	1.5	0.3
Washington	43.9	29.0	19.6	5.2	0.7	0.1	1.4	0.1
West Virginia	46.8	29.4	14.2	0.6	2.5	4.6	1.9	0.0
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	53.9	21.4	9.6	5.3	8.2	0.5	0.0	1.1

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

^f*Parentally placed in private schools* is a category that includes students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local 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 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 who were reported under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported 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 who were reported under the category of *emotional disturbance*, then multiplying the result by 100.

- In 2017, a total of 48 percent of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* were served *inside the regular class 80% or more of the day*. The percentage of students served in this environment was larger than that for each of the other educational environments in 49 of the 50 States (“All States”) for which data were available. The percentage exceeded 50 percent in 24 States, including the following six States in which the percentage exceeded 65 percent: Alabama (71.4 percent), Iowa (69.5 percent), Texas (68.2 percent), BIE schools (67.8 percent), Puerto Rico (67.0 percent), and South Dakota (65.1 percent).
- The educational environment category of *inside the regular class 40% through 79% of the day* accounted for the largest percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in Arkansas (33.7 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the States compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of intellectual disability, by educational environment, in 2017?

Exhibit 71. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2017

State	Inside the regular class ^a			Separate school ^c	Residential facility ^e	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
All States	17.0	26.7	49.2	5.8	0.3	0.5	0.1	0.4
Alabama	42.3	22.1	31.5	3.0	0.8	0.2	0.0	0.1
Alaska	17.6	30.3	41.5	10.0	0.5	0.0	0.2	0.0
Arizona	8.3	17.3	71.0	2.7	0.1	0.5	0.1	0.1
Arkansas	13.0	41.8	42.0	0.8	1.7	0.5	0.1	0.1
BIE schools	21.1	49.2	28.5	0.3	0.6	0.3	0.0	—
California	6.6	18.6	65.3	8.7	0.1	0.6	0.1	0.1
Colorado	12.5	53.7	31.3	1.8	0.2	0.2	0.2	0.1
Connecticut	25.3	48.2	17.7	8.1	0.4	0.3	#	0.0
Delaware	10.0	21.6	56.2	10.7	0.7	0.8	0.0	0.0
District of Columbia	7.7	20.6	48.1	22.8	0.6	0.0	0.1	0.1
Florida	11.1	9.4	65.6	11.5	0.1	1.1	0.4	0.7
Georgia	16.6	20.5	60.4	1.5	0.3	0.7	#	0.1
Hawaii	10.5	32.7	56.1	0.4	0.1	0.2	0.0	0.1
Idaho	14.6	45.4	38.0	1.6	0.0	0.0	0.4	0.0
Illinois	4.0	28.9	51.2	15.3	0.2	0.2	0.0	0.2
Indiana	31.0	27.1	38.7	0.8	0.3	0.6	0.2	1.4
Iowa	69.4	19.4	8.1	1.0	0.5	0.1	0.4	1.0
Kansas	11.5	45.3	37.4	4.4	0.6	0.2	0.2	0.5
Kentucky	43.2	33.7	21.0	0.5	0.4	1.0	#	0.1
Louisiana	16.9	31.9	49.5	0.2	0.3	1.0	0.1	#
Maine	—	—	—	—	—	—	—	—
Maryland	17.6	21.3	53.6	6.9	#	0.2	0.2	0.2
Massachusetts	14.8	19.1	56.0	7.2	1.2	0.1	0.1	1.6
Michigan	15.5	22.2	44.7	16.4	0.1	0.1	0.4	0.5
Minnesota	8.3	36.5	45.6	8.7	#	0.3	0.1	0.5
Mississippi	13.5	21.8	63.2	0.5	0.5	0.5	0.0	#
Missouri	8.3	49.4	33.6	7.6	0.0	0.6	0.3	0.3
Montana	6.4	48.2	44.4	0.0	0.2	0.0	0.0	0.9
Nebraska	28.9	29.7	34.0	6.4	0.2	0.1	#	0.7
Nevada	5.2	15.5	77.2	2.0	0.0	#	0.0	#
New Hampshire	23.2	27.5	44.1	2.7	0.8	0.1	0.0	1.6
New Jersey	5.9	27.9	53.1	11.8	0.3	0.2	#	0.7
New Mexico	9.1	19.5	70.4	0.2	0.2	0.2	0.1	0.2

See notes at end of exhibit.

Exhibit 71. Percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2017—Continued

State	Inside the regular class ^a			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facilities ^e	Parentally placed in private schools ^f
	80% or more of the day ^b	40% through 79% of the day	Less than 40% of the day					
New York	7.1	19.5	51.8	20.2	0.6	0.2	#	0.6
North Carolina	15.4	26.9	53.3	3.4	0.2	0.6	0.1	#
North Dakota	14.6	49.0	32.4	1.0	1.8	0.4	0.0	0.8
Ohio	33.4	34.3	29.1	1.3	0.1	0.4	0.2	1.2
Oklahoma	24.4	40.1	34.6	#	0.4	0.4	0.1	#
Oregon	16.1	36.8	44.8	1.6	#	0.1	0.1	0.4
Pennsylvania	11.1	34.5	44.1	9.3	0.6	0.3	#	0.1
Puerto Rico	26.9	7.9	48.5	13.9	0.0	0.9	0.3	1.6
Rhode Island	18.0	24.8	51.2	5.3	0.1	0.2	0.0	0.4
South Carolina	8.0	21.7	66.8	1.5	0.2	1.4	0.2	0.2
South Dakota	19.4	53.5	22.2	2.8	1.3	0.1	0.0	0.7
Tennessee	10.1	25.7	59.6	2.5	0.8	0.9	#	0.3
Texas	15.7	26.4	56.0	1.4	#	0.4	0.1	0.1
Utah	7.0	27.3	53.3	12.1	#	0.2	0.0	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	14.2	28.8	51.1	4.3	0.4	0.8	0.2	0.3
Washington	5.9	33.5	59.9	0.3	#	0.1	0.1	0.2
West Virginia	24.1	49.2	24.7	0.1	0.4	1.4	0.1	#
Wisconsin	—	—	—	—	—	—	—	—
Wyoming	10.1	46.6	40.0	1.4	1.2	0.4	0.0	0.2

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

^f*Parentally placed in private schools* is a category that includes students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local 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 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 who were reported under the category of *intellectual disability*, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported 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 who were reported under the category of *intellectual disability*, then multiplying the result by 100.

- In 2017, a total of 49.2 percent of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability* were served *inside the regular class less than 40% of the day*. The percentage of students served in this environment was larger than that for each of the other educational environments in the 50 States (“All States”) for which data were available. The percentage exceeded 50 percent in 22 States, including the following three States in which the percentage exceeded 70 percent: Nevada (77.2 percent), Arizona (71.0 percent), and New Mexico (70.4 percent).
- In 13 States, the educational environment category of *inside the regular class 40% through 79% of the day* accounted for the largest percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*. The percentage of students accounted for by this category exceeded 50 percent in the following two States: Colorado (53.7 percent) and South Dakota (53.5 percent).
- In three 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, who were reported under the category of *intellectual disability*. The three States were Iowa (69.4 percent), Kentucky (43.2 percent), and Alabama (42.3 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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 2016–17

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	95.6	93.8	92.7	4.4	6.2	7.3
Alabama	98.5	97.8	94.6	1.5	2.2	5.4
Alaska	94.1	91.1	86.3	5.9	8.9	13.7
Arizona	95.3	92.3	84.6	4.7	7.7	15.4
Arkansas	99.3	99.1	97.8	0.7	0.9	2.2
BIE schools	100.0	100.0	100.0	0.0	0.0	0.0
California	95.9	95.2	88.3	4.1	4.8	11.7
Colorado	91.2	84.8	78.2	8.8	15.2	21.8
Connecticut	97.5	94.9	88.7	2.5	5.1	11.3
Delaware	98.1	95.3	89.1	1.9	4.7	10.9
District of Columbia	94.2	88.8	83.0	5.8	11.2	17.0
Florida	98.0	93.8	89.1	2.0	6.2	10.9
Georgia	99.3	99.1	97.3	0.7	0.9	2.7
Hawaii	97.3	95.1	83.6	2.7	4.9	16.4
Idaho	99.8	99.1	99.3	0.2	0.9	0.7
Illinois	97.9	96.8	96.2	2.1	3.2	3.8
Indiana	98.2	96.8	95.0	1.8	3.2	5.0
Iowa	98.5	96.8	93.0	1.5	3.2	7.0
Kansas	97.6	97.2	93.4	2.4	2.8	6.6
Kentucky	99.9	99.6	97.8	0.1	0.4	2.2
Louisiana	99.8	99.2	95.6	0.2	0.8	4.4
Maine	91.7	88.4	90.4	8.3	11.6	9.7
Maryland	99.0	97.5	98.6	1.0	2.5	1.4
Massachusetts	99.0	97.7	96.9	1.0	2.3	3.1
Michigan	98.4	97.6	94.7	1.6	2.4	5.3
Minnesota	96.7	94.8	87.9	3.3	5.2	12.1
Mississippi	98.2	96.4	97.0	1.8	3.6	3.0
Missouri	99.8	99.5	96.8	0.2	0.5	3.2
Montana	90.7	94.2	82.2	9.3	5.8	17.8
Nebraska	99.6	99.5	95.7	0.4	0.5	4.3
Nevada	98.3	96.7	99.7	1.7	3.3	0.3
New Hampshire	95.5	88.9	83.4	4.5	11.1	16.6
New Jersey	95.2	94.8	89.8	4.8	5.2	10.2
New Mexico	99.1	99.3	99.5	0.9	0.7	0.5
New York	72.2	64.7	94.5	27.8	35.3	5.5
North Carolina	99.6	99.0	96.6	0.4	1.0	3.4
North Dakota	97.8	94.8	89.8	2.2	5.2	10.2

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 2016–17—Continued

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	99.2	98.2	97.5	0.8	1.8	2.5
Oklahoma	99.3	98.2	96.0	0.7	1.8	4.0
Oregon	89.9	89.5	85.6	10.1	10.5	14.4
Pennsylvania	94.7	92.8	91.1	5.3	7.2	8.9
Puerto Rico	99.3	98.6	98.6	0.7	1.4	1.4
Rhode Island	96.9	93.3	96.5	3.1	6.7	3.5
South Carolina	99.2	97.9	99.7	0.8	2.1	0.3
South Dakota	99.7	99.0	98.9	0.3	1.0	1.1
Tennessee	98.5	98.2	93.9	1.5	1.8	6.1
Texas	98.7	99.0	97.7	1.3	1.0	2.3
Utah	92.8	89.1	90.1	7.2	10.9	9.9
Vermont	98.0	96.0	87.8	2.0	4.0	12.2
Virginia	99.8	98.9	97.7	0.2	1.1	2.3
Washington	93.1	90.5	50.6	6.9	9.5	49.4
West Virginia	98.9	97.4	95.2	1.1	2.6	4.8
Wisconsin	97.5	96.0	91.5	2.5	4.0	8.5
Wyoming	99.5	98.9	93.3	0.5	1.1	6.7

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2016–17, 95.6 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 53 States (“All States”). In 19 States, at least 99 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in Oregon (89.9 percent) and New York (72.2 percent).

- In school year 2016–17, 93.8 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 53 States (“All States”). In 12 States, at least 99 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following seven States: Oregon (89.5 percent), Utah (89.1 percent), New Hampshire (88.9 percent), the District of Columbia (88.8 percent), Maine (88.4 percent), Colorado (84.8 percent), and New York (64.7 percent).
- In school year 2016–17, 92.7 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the 53 States (“All States”). In the following five States, at least 99 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment: BIE schools (100.0 percent), South Carolina (99.7 percent), Nevada (99.7 percent), New Mexico (99.5 percent), and Idaho (99.3 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 Colorado (78.2 percent) and Washington (50.6 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 2016–17?

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 2016–17

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	91.2	89.7	90.3	#	#	#	—	—	#	8.8	10.3	9.7
Alabama	91.6	88.9	88.0	—	—	—	—	—	—	8.4	11.1	12.0
Alaska	96.0	92.9	92.4	—	—	—	—	—	—	4.0	7.1	7.6
Arizona	93.5	91.3	92.2	—	—	—	—	—	—	6.5	8.7	7.8
Arkansas	87.6	86.1	92.7	—	—	—	—	—	—	12.4	13.9	7.3
BIE schools	99.6	100.0	99.1	—	—	—	—	—	—	0.4	—	0.9
California	91.1	90.7	90.1	—	—	—	—	—	—	8.9	9.3	9.9
Colorado	91.9	89.7	88.9	—	—	—	—	—	—	8.1	10.3	11.1
Connecticut	88.8	90.0	88.4	—	—	—	—	—	—	11.2	10.0	11.6
Delaware	93.1	90.0	87.1	—	—	—	—	—	—	6.9	10.0	12.9
District of Columbia	93.3	91.8	95.5	—	—	—	—	—	—	6.7	8.2	4.5
Florida	100.0	100.0	86.3	—	—	—	—	—	—	—	—	13.7
Georgia	91.5	88.3	93.7	—	—	—	—	—	—	8.5	11.7	6.3
Hawaii	88.2	89.8	90.3	—	—	—	—	—	—	11.8	10.2	9.7
Idaho	89.2	87.3	88.7	—	—	—	—	—	—	10.8	12.7	11.3
Illinois	92.5	84.4	81.1	—	—	—	—	—	—	7.5	15.6	18.9
Indiana	93.8	90.8	88.2	—	—	—	—	—	—	6.2	9.2	11.8
Iowa	94.5	93.9	92.7	—	—	—	—	—	—	5.5	6.1	7.3
Kansas	92.1	91.1	90.8	—	—	—	—	—	—	7.9	8.9	9.2
Kentucky	92.6	88.7	84.7	—	—	—	—	—	—	7.4	11.3	15.3
Louisiana	90.4	81.5	78.3	—	—	—	—	—	—	9.6	18.5	21.7
Maine	94.4	92.5	90.6	—	—	—	—	—	—	5.6	7.5	9.4
Maryland	92.3	89.6	85.7	—	—	—	—	—	—	7.7	10.4	14.3
Massachusetts	91.3	91.5	92.5	#	#	#	—	—	—	8.7	8.4	7.5

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 2016–17—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	82.0	80.9	79.7	—	—	—	—	—	—	18.0	19.1	20.3
Minnesota	91.4	88.4	86.7	—	—	—	—	—	—	8.6	11.6	13.3
Mississippi	89.1	86.5	84.9	—	—	—	—	—	—	10.9	13.5	15.1
Missouri	91.7	90.1	87.7	—	—	—	—	—	—	8.3	9.9	12.3
Montana	91.9	91.1	90.5	—	—	—	—	—	—	8.1	8.9	9.5
Nebraska	93.1	90.4	88.4	—	—	—	—	—	—	6.9	9.6	11.6
Nevada	93.0	92.1	94.7	—	—	—	—	—	—	7.0	7.9	5.3
New Hampshire	95.1	93.8	94.8	—	—	—	—	—	—	4.9	6.2	5.2
New Jersey	91.8	91.5	96.5	—	—	—	—	—	—	8.2	8.5	3.5
New Mexico	90.2	92.2	94.4	—	—	—	—	—	—	9.8	7.8	5.6
New York	90.3	87.5	92.3	—	—	—	—	—	—	9.7	12.5	7.7
North Carolina	92.6	91.6	92.0	—	—	—	—	—	0.1	7.4	8.4	8.0
North Dakota	93.2	91.8	90.7	—	—	—	—	—	—	6.8	8.2	9.3
Ohio	87.1	86.4	89.0	—	—	—	—	—	—	12.9	13.6	11.0
Oklahoma	90.8	90.4	90.7	—	—	—	—	—	—	9.2	9.6	9.3
Oregon	91.3	91.7	87.8	—	—	—	—	—	—	8.7	8.3	12.2
Pennsylvania	89.1	88.8	89.6	—	—	—	—	—	—	10.9	11.2	10.4
Puerto Rico	96.7	97.0	95.6	—	—	—	—	—	—	3.3	3.0	4.4
Rhode Island	92.9	91.5	91.4	—	—	—	—	—	—	7.1	8.5	8.6
South Carolina	93.4	93.0	94.2	—	—	—	—	—	—	6.6	7.0	5.8
South Dakota	92.7	89.5	86.3	—	—	—	—	—	—	7.3	10.5	13.7
Tennessee	89.0	87.1	90.8	—	—	—	—	—	—	11.0	12.9	9.2
Texas	85.2	87.5	91.5	—	—	—	—	—	—	14.8	12.5	8.5
Utah	93.5	89.4	88.5	—	—	—	—	—	—	6.5	10.6	11.5
Vermont	93.1	94.6	94.0	—	—	—	—	—	—	6.9	5.4	6.0
Virginia	91.6	91.0	95.9	—	—	—	—	—	—	8.4	9.0	4.1

See notes at end of exhibit.

Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State math assessments, by assessment type and State: School year 2016–17—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Washington	92.8	91.8	85.0	—	—	—	—	—	—	7.2	8.2	15.0
West Virginia	93.9	89.1	88.9	—	—	—	—	—	—	6.1	10.9	11.1
Wisconsin	92.5	90.6	88.8	—	—	—	—	—	—	7.5	9.4	11.2
Wyoming	93.2	92.4	92.5	—	—	—	—	—	—	6.8	7.6	7.5

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

NOTE: Percentage for each State (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score by the sum of (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and (b) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Due to rounding, the sum of the percentages for the content area assessments may not equal 100 percent.

Percentage (P) for “All States” was calculated for all States for which data were available by dividing (A) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score by the sum of (A) the number of students served under IDEA, Part B, who were in the grade level and participated in the specific content area assessment and received a valid score and (B) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$P = A / (A + B) * 100$].

SOURCE: U.S. Department of Education, ED*FACTS* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Assessment Collection, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in math was administered to some students in grade 4, grade 8, and high school by the 53 States. An *alternate assessment based on grade-level achievement standards* was administered to some students in grade 4, grade 8, and high school by the one State for which data were available. An *alternate assessment based on modified achievement standards* was only administered to some students in high school by the one State for which data were available; it was not administered to any students in grade 4 or grade 8. An *alternate assessment based on alternate achievement standards* was administered to some students in grade 4 by the 52 States and in grade 8 by the 51 States for which data were available. An *alternate assessment based on alternate achievement standards* was administered to some students in high school by the 53 States.
- Of the four types of State math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All States” for which data were available in grade 4 (91.2 percent), grade 8 (89.7 percent), and high school (90.3 percent).
- Compared to the other types of State math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by a larger percentage of students with disabilities in grade 4, grade 8, and high school in the 53 States.

How did the States compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who were participants and nonparticipants in State reading assessments?

Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State reading assessment, by State: School year 2016–17

State	Participants ^a			Nonparticipants ^b		
	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	98.6	98.0	94.8	1.4	2.0	5.2
Alaska	94.0	91.3	86.4	6.0	8.7	13.6
Arizona	94.8	91.7	88.6	5.2	8.3	11.4
Arkansas	99.3	99.0	97.6	0.7	1.0	2.4
BIE schools	100.0	100.0	100.0	0.0	0.0	0.0
California	96.1	95.7	89.4	3.9	4.3	10.6
Colorado	91.1	84.8	78.3	8.9	15.2	21.7
Connecticut	97.9	96.0	88.8	2.1	4.0	11.2
Delaware	98.4	95.8	89.1	1.6	4.2	10.9
District of Columbia	94.7	89.4	83.6	5.3	10.6	16.4
Florida	97.4	93.4	90.1	2.6	6.6	9.9
Georgia	99.3	99.3	98.0	0.7	0.7	2.0
Hawaii	97.1	94.7	84.2	2.9	5.3	15.8
Idaho	99.5	99.0	99.1	0.5	1.0	0.9
Illinois	98.2	96.6	95.8	1.8	3.4	4.2
Indiana	97.7	96.4	94.5	2.3	3.6	5.5
Iowa	98.4	96.8	93.3	1.6	3.2	6.7
Kansas	97.6	97.2	93.6	2.4	2.8	6.4
Kentucky	99.9	99.6	98.3	0.1	0.4	1.7
Louisiana	99.8	99.4	95.9	0.2	0.6	4.1
Maine	91.8	88.4	90.3	8.2	11.6	9.7
Maryland	99.1	97.4	94.6	0.9	2.6	5.4
Massachusetts	99.1	97.9	96.2	0.9	2.1	3.8
Michigan	98.0	97.2	94.1	2.0	2.8	5.9
Minnesota	96.4	95.2	90.0	3.6	4.8	10.0
Mississippi	98.1	96.2	98.0	1.9	3.8	2.0
Missouri	99.8	99.5	97.6	0.2	0.5	2.4
Montana	63.5	94.0	82.3	36.5	6.0	17.7
Nebraska	99.7	99.5	95.7	0.3	0.5	4.3
Nevada	98.2	96.9	99.8	1.8	3.1	0.2
New Hampshire	95.4	89.2	83.4	4.6	10.8	16.6
New Jersey	95.3	94.8	89.8	4.7	5.2	10.2
New Mexico	99.3	99.6	99.6	0.7	0.4	0.4
New York	72.9	65.8	90.5	27.1	34.2	9.5
North Carolina	99.6	99.0	96.8	0.4	1.0	3.2
North Dakota	97.7	94.9	90.5	2.3	5.1	9.5
Ohio	99.2	98.3	97.4	0.8	1.7	2.6
Oklahoma	99.3	98.5	96.4	0.7	1.5	3.6

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 2016–17—Continued

State	Participants ^a			Nonparticipants ^b		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Oregon	90.5	90.6	87.4	9.5	9.4	12.6
Pennsylvania	94.2	93.0	90.7	5.8	7.0	9.3
Puerto Rico	99.4	98.8	98.6	0.6	1.2	1.4
Rhode Island	97.0	94.2	88.1	3.0	5.8	11.9
South Carolina	98.9	97.6	99.7	1.1	2.4	0.3
South Dakota	99.7	99.0	98.6	0.3	1.0	1.4
Tennessee	98.4	97.5	96.6	1.6	2.5	3.4
Texas	98.6	98.9	95.0	1.4	1.1	5.0
Utah	92.8	90.8	85.5	7.2	9.2	14.5
Vermont	98.0	96.0	89.1	2.0	4.0	10.9
Virginia	99.8	99.3	97.8	0.2	0.7	2.2
Washington	93.2	91.3	53.7	6.8	8.7	46.3
West Virginia	98.9	97.1	95.3	1.1	2.9	4.7
Wisconsin	97.3	96.0	91.4	2.7	4.0	8.6
Wyoming	99.5	99.3	93.3	0.5	0.7	6.7

^aParticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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.*

^bNonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2016–17 school year: *regular assessment based on grade-level academic 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, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2016–17, 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 53 States (“All States”). In 18 States, at least 99 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 92 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following five States: Maine (91.8 percent), Colorado (91.1 percent), Oregon (90.5 percent), New York (72.9 percent), and Montana (63.5 percent).

- In school year 2016–17, 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 53 States (“All States”). In 13 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: the District of Columbia (89.4 percent), New Hampshire (89.2 percent), Maine (88.4 percent), Colorado (84.8 percent), and New York (65.8 percent).
- In school year 2016–17, 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 53 States (“All States”). In the following five States, at least 99 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment: BIE schools (100.0 percent), Nevada (99.8 percent), South Carolina (99.7 percent), New Mexico (99.6 percent), and Idaho (99.1 percent). In contrast, less than 85 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following six States: Hawaii (84.2 percent), the District of Columbia (83.6 percent), New Hampshire (83.4 percent), Montana (82.3 percent), Colorado (78.3 percent), and Washington (53.7 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 2016–17?

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 2016–17

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	91.1	90.1	90.4	0.1	#	#	—	—	#	8.8	9.9	9.6
Alabama	91.7	88.9	88.1	—	—	—	—	—	—	8.3	11.1	11.9
Alaska	95.9	92.9	92.4	—	—	—	—	—	—	4.1	7.1	7.6
Arizona	93.5	91.4	92.9	—	—	—	—	—	—	6.5	8.6	7.1
Arkansas	87.6	86.3	92.7	—	—	—	—	—	—	12.4	13.7	7.3
BIE schools	99.6	100.0	99.1	—	—	—	—	—	—	0.4	—	0.9
California	91.1	90.7	90.2	—	—	—	—	—	—	8.9	9.3	9.8
Colorado	91.9	89.6	88.9	—	—	—	—	—	—	8.1	10.4	11.1
Connecticut	88.8	90.1	88.4	—	—	—	—	—	—	11.2	9.9	11.6
Delaware	93.0	90.1	87.1	—	—	—	—	—	—	7.0	9.9	12.9
District of Columbia	93.2	91.9	95.5	—	—	—	—	—	—	6.8	8.1	4.5
Florida	100.0	100.0	86.8	—	—	—	—	—	—	—	—	13.2
Georgia	91.5	88.4	87.8	—	—	—	—	—	—	8.5	11.6	12.2
Hawaii	88.3	89.9	90.2	—	—	—	—	—	—	11.7	10.1	9.8
Idaho	89.0	87.4	88.6	—	—	—	—	—	—	11.0	12.6	11.4
Illinois	92.5	91.3	89.3	—	—	—	—	—	—	7.5	8.7	10.7
Indiana	93.7	90.8	88.0	—	—	—	—	—	—	6.3	9.2	12.0
Iowa	94.4	93.9	92.7	—	—	—	—	—	—	5.6	6.1	7.3
Kansas	92.1	91.2	90.8	—	—	—	—	—	—	7.9	8.8	9.2
Kentucky	92.6	88.7	87.9	—	—	—	—	—	—	7.4	11.3	12.1
Louisiana	90.4	81.5	78.8	—	—	—	—	—	—	9.6	18.5	21.2
Maine	94.5	92.5	90.7	—	—	—	—	—	—	5.5	7.5	9.3
Maryland	92.3	89.5	85.0	—	—	—	—	—	—	7.7	10.5	15.0
Massachusetts	91.4	91.7	92.5	#	#	#	—	—	—	8.6	8.2	7.5

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 2016–17—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	81.9	81.5	80.2	—	—	—	—	—	—	18.1	18.5	19.8
Minnesota	91.0	88.7	88.4	—	—	—	—	—	—	9.0	11.3	11.6
Mississippi	89.0	86.5	84.7	—	—	—	—	—	—	11.0	13.5	15.3
Missouri	91.7	90.1	87.8	—	—	—	—	—	—	8.3	9.9	12.2
Montana	88.5	91.5	90.4	—	—	—	—	—	—	11.5	8.5	9.6
Nebraska	92.9	90.7	88.5	—	—	—	—	—	—	7.1	9.3	11.5
Nevada	93.0	92.1	92.7	—	—	—	—	—	—	7.0	7.9	7.3
New Hampshire	95.1	93.8	94.8	—	—	—	—	—	—	4.9	6.2	5.2
New Jersey	91.7	91.4	96.9	—	—	—	—	—	—	8.3	8.6	3.1
New Mexico	90.0	92.2	94.5	—	—	—	—	—	—	10.0	7.8	5.5
New York	90.4	87.7	91.8	—	—	—	—	—	—	9.6	12.3	8.2
North Carolina	92.6	91.6	92.1	—	—	—	—	—	#	7.4	8.4	7.9
North Dakota	93.2	91.8	90.7	—	—	—	—	—	—	6.8	8.2	9.3
Ohio	87.1	86.4	89.9	—	—	—	—	—	—	12.9	13.6	10.1
Oklahoma	90.8	90.4	90.5	—	—	—	—	—	—	9.2	9.6	9.5
Oregon	91.4	91.8	88.0	—	—	—	—	—	—	8.6	8.2	12.0
Pennsylvania	89.0	88.8	89.5	—	—	—	—	—	—	11.0	11.2	10.5
Puerto Rico	96.7	97.0	95.6	—	—	—	—	—	—	3.3	3.0	4.4
Rhode Island	92.9	91.2	92.9	—	—	—	—	—	—	7.1	8.8	7.1
South Carolina	93.4	93.0	94.5	—	—	—	—	—	—	6.6	7.0	5.5
South Dakota	92.7	89.5	86.3	—	—	—	—	—	—	7.3	10.5	13.7
Tennessee	89.1	87.3	89.6	—	—	—	—	—	—	10.9	12.7	10.4
Texas	85.2	87.4	92.9	—	—	—	—	—	—	14.8	12.6	7.1
Utah	93.5	89.8	88.1	—	—	—	—	—	—	6.5	10.2	11.9
Vermont	92.8	94.6	94.0	—	—	—	—	—	—	7.2	5.4	6.0
Virginia	89.2	90.8	91.2	2.4	0.2	—	—	—	—	8.4	9.0	8.8
Washington	92.8	91.9	86.0	—	—	—	—	—	—	7.2	8.1	14.0

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 2016–17—Continued

State	Regular assessment (grade-level standards) ^a			Alternate assessment ^b								
				Grade-level standards ^c			Modified standards ^d			Alternate standards ^e		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
West Virginia	93.9	89.1	88.9	—	—	—	—	—	—	6.1	10.9	11.1
Wisconsin	92.5	90.6	88.8	—	—	—	—	—	—	7.5	9.4	11.2
Wyoming	93.2	92.4	92.5	—	—	—	—	—	—	6.8	7.6	7.5

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

NOTE: Percentage for each State (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score by the sum of (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and (b) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$p = a / (a + b) * 100$]. Percentage (P) for “All States” was calculated for all States for which data were available by dividing (A) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score by the sum of (A) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and (B) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [$P = A / (A + B) * 100$]. The students who participated in the regular reading assessments include 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, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in reading was administered to some students in grade 4, grade 8, and high school by the 53 States. An *alternate assessment based on grade-level achievement standards* was administered to some students in grade 4 and grade 8 by the two States for which data were available and to some students in high school 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 the one State for which data were available; it was not administered to any students in grade 4 or grade 8. An *alternate assessment based on alternate achievement standards* was administered to some students in grade 4 by the 52 States and grade 8 by the 51 States for which data were available. An *alternate assessment based on alternate achievement standards* was administered to some students in high school by the 53 States.
- Of the four types of State reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in “All States” in grade 4 (91.1 percent), grade 8 (90.1 percent), and high school (90.4 percent).

Part B Exiting

How did the States compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, exiting IDEA, Part B, and school by graduating or dropping out in 2016–17, and how did the percentages change between 2008–09 and 2016–17?

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 2016–17

State	2008–09		2016–17		Change between 2008–09 and 2016–17 ^a		Percent change between 2008–09 and 2016–17 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
All States	60.6	22.4	63.7	17.1	3.0	-5.3	5.0	-23.5
Alabama	33.5	12.7	73.6	6.0	40.1	-6.7	119.7	-52.9
Alaska	52.6	31.7	67.2	25.6	14.6	-6.2	27.8	-19.4
Arizona	78.2	21.0	76.1	23.5	-2.1	2.4	-2.7	11.6
Arkansas	81.2	16.2	86.8	10.3	5.5	-5.9	6.8	-36.4
BIE schools	35.6	53.3	71.6	25.4	36.0	-27.8	101.3	-52.3
California	49.4	23.1	75.6	13.6	26.2	-9.5	53.0	-41.0
Colorado	60.1	33.0	74.2	22.1	14.1	-10.9	23.4	-33.0
Connecticut	75.8	18.7	86.4	10.9	10.6	-7.9	14.0	-42.0
Delaware	59.0	33.4	76.8	17.1	17.7	-16.3	30.0	-48.7
District of Columbia	44.2	48.2	65.7	24.0	21.5	-24.3	48.7	-50.3
Florida	49.8	24.0	66.1	15.9	16.3	-8.2	32.7	-34.0
Georgia	40.5	27.9	68.7	25.8	28.2	-2.1	69.5	-7.5
Hawaii	80.5	2.8	72.9	14.9	-7.6	12.1	-9.5	440.6
Idaho	43.5	20.4	71.0	26.7	27.5	6.2	63.1	30.6
Illinois	77.9	19.1	—	—	—	—	—	—
Indiana	58.5	26.8	79.1	7.0	20.6	-19.8	35.1	-73.7
Iowa	67.0	28.8	78.8	19.3	11.8	-9.4	17.5	-32.8
Kansas	74.2	23.5	80.9	17.8	6.7	-5.7	9.0	-24.3
Kentucky	72.1	18.7	76.5	13.2	4.5	-5.5	6.2	-29.6
Louisiana	27.2	43.5	60.9	24.3	33.8	-19.1	124.2	-44.1
Maine	73.9	23.6	84.8	14.4	11.0	-9.2	14.8	-39.1
Maryland	62.3	24.8	69.3	19.0	7.0	-5.8	11.2	-23.3

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 2016–17—Continued

State	2008–09		2016–17		Change between 2008–09 and 2016–17 ^a		Percent change between 2008–09 and 2016–17 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
Massachusetts	70.7	21.6	73.8	15.5	3.1	-6.2	4.5	-28.6
Michigan	66.2	31.4	63.2	28.3	-3.0	-3.0	-4.5	-9.7
Minnesota	89.0	10.7	86.8	12.0	-2.2	1.3	-2.4	12.1
Mississippi	24.3	13.4	42.4	9.7	18.1	-3.7	74.4	-27.5
Missouri	74.6	24.1	x	12.7	x	-11.5	x	-47.5
Montana	73.6	24.6	70.9	21.3	-2.8	-3.4	-3.8	-13.6
Nebraska	79.9	15.4	79.4	14.4	-0.5	-1.0	-0.7	-6.2
Nevada	28.3	35.0	66.7	23.1	38.4	-11.9	135.7	-34.0
New Hampshire	72.1	20.9	80.5	9.7	8.4	-11.2	11.6	-53.7
New Jersey	79.5	18.3	94.0	5.8	14.5	-12.5	18.2	-68.3
New Mexico	63.9	13.8	x	22.8	x	9.0	x	65.4
New York	52.4	25.6	72.5	13.9	20.0	-11.7	38.2	-45.8
North Carolina	58.2	31.9	75.5	19.1	17.4	-12.8	29.8	-40.1
North Dakota	68.3	27.4	72.5	21.7	4.2	-5.7	6.1	-20.9
Ohio	47.1	11.3	31.3	20.9	-15.8	9.6	-33.5	85.0
Oklahoma	77.1	22.2	82.1	17.3	4.9	-4.9	6.4	-22.2
Oregon	46.7	25.4	64.5	23.3	17.9	-2.1	38.3	-8.4
Pennsylvania	87.3	11.1	x	12.0	x	0.9	x	8.0
Puerto Rico	59.4	33.0	65.8	25.5	6.4	-7.5	10.8	-22.7
Rhode Island	71.4	22.4	76.3	8.2	5.0	-14.2	6.9	-63.4
South Carolina	40.4	52.5	54.2	30.6	13.9	-22.0	34.3	-41.8
South Dakota	78.2	18.7	62.2	23.4	-16.0	4.7	-20.5	25.3
Tennessee	66.0	12.3	77.7	8.6	11.7	-3.7	17.7	-30.0
Texas	47.5	20.7	61.4	14.8	13.9	-5.9	29.2	-28.5
Utah	68.5	21.8	67.3	27.0	-1.2	5.2	-1.8	23.8
Vermont	—	—	x	23.6	—	—	—	—
Virginia	47.3	14.2	61.1	11.0	13.8	-3.2	29.2	-22.4
Washington	68.7	27.3	64.6	31.6	-4.1	4.2	-5.9	15.5

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 2016–17—Continued

State	2008–09		2016–17		Change between 2008–09 and 2016–17 ^a		Percent change between 2008–09 and 2016–17 ^b	
	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d	Graduated ^c	Dropped out ^d
West Virginia	65.9	25.5	79.6	8.9	13.6	-16.6	20.6	-65.1
Wisconsin	75.3	20.5	63.2	34.2	-12.1	13.7	-16.0	66.9
Wyoming	54.8	35.6	60.7	31.6	6.0	-4.0	10.9	-11.2

— Percentage cannot be calculated because data were not available.

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

^aChange between 2008–09 and 2016–17 was calculated for each State and “All States” by subtracting the percentage for 2008–09 from the percentage for 2016–17. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

^bPercent change between 2008–09 and 2016–17 was calculated for each State and “All States” by subtracting the percentage for 2008–09 from the percentage for 2016–17, 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.

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

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

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education and moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all seven categories of exiters, see Exhibit 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 2016–17, data are from the reporting period between July 1, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Exiting Collection, 2008–09 and 2016–17. Data for 2008–09 were accessed spring 2012. Data for 2016–17 were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016–17, a total of 63.7 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 31.3 to 94 percent. Less than 50 percent of the students who exited services under IDEA, Part B, and school *graduated with a regular high school diploma* in Mississippi (42.4 percent) and Ohio (31.3 percent). In contrast, more than 85 percent of such students *graduated with a regular high school diploma* in the following four States: New Jersey (94.0 percent), Arkansas (86.8 percent), Minnesota (86.8 percent), and Connecticut (86.4 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 30 of the 48 States for which non-suppressed data were available for both 2008–09 and 2016–17, the percentage of students who exited IDEA, Part B, and school who *graduated with a regular high school diploma* increased by at least 10 percent. Of those 30 States, the following four were associated with a percent change increase larger than 100 percent: Nevada (135.7 percent), Louisiana (124.2 percent), Alabama (119.7 percent), and BIE schools (101.3 percent). This percent change represented an increase of at least 30 percentage points for all four States.
- In 2016–17, a total of 17.1 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *dropped out*. The percentages for the individual States ranged from 5.8 to 34.2 percent. In the following three States, less than 8 percent *dropped out*: Indiana (7.0 percent), Alabama (6.0 percent), and New Jersey (5.8 percent). In contrast, more than 30 percent *dropped out* in the following four States: Wisconsin (34.2 percent), Washington (31.6 percent), Wyoming (31.6 percent), and South Carolina (30.6 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 36 of the 51 States for which non-suppressed data were available for both 2008–09 and 2016–17, the percentage of students who exited IDEA, Part B, and school who *dropped out* decreased by at least 10 percent. Of those 36 States, the following four were associated with a percent change decrease of at least 60 percent: Indiana (-73.7 percent), New Jersey (-68.3 percent), West Virginia (-65.1 percent), and Rhode Island (-63.4 percent). This percent change represented a decrease of at least 10 percentage points for all four States.

How did the States compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2016–17?

Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and State: 2016–17

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All States	41.3	7.0	11.1	0.8	0.2	10.2	24.9
Alabama	46.0	10.6	3.7	1.8	0.3	6.4	31.1
Alaska	45.3	4.1	17.2	0.4	0.4	13.5	19.0
Arizona	54.3	—	16.8	0.2	0.2	7.9	20.7
Arkansas	44.0	1.1	5.2	0.1	0.2	4.7	44.7
BIE schools	46.4	1.7	16.5	0.0	0.2	1.0	34.2
California	43.5	4.0	7.8	2.0	0.2	9.2	33.3
Colorado	39.7	0.7	11.8	1.0	0.3	13.2	33.4
Connecticut	62.1	0.5	7.8	1.2	0.2	18.6	9.5
Delaware	39.0	2.6	8.7	0.3	0.2	6.5	42.8
District of Columbia	62.2	9.5	22.7	0.0	0.2	0.1	5.2
Florida	40.0	10.6	9.6	0.0	0.2	4.2	35.4
Georgia	48.6	3.7	18.3	—	0.2	4.4	24.9
Hawaii	56.2	6.8	11.5	2.3	0.3	14.4	8.6
Idaho	35.9	—	13.5	0.8	0.4	15.5	34.0
Illinois	—	—	—	—	—	—	—
Indiana	68.2	11.2	6.1	0.5	0.2	5.4	8.4
Iowa	50.7	—	12.4	1.0	0.2	24.9	10.8
Kansas	48.0	—	10.6	0.5	0.3	10.7	29.9
Kentucky	56.6	6.6	9.7	0.6	0.4	8.5	17.6
Louisiana	42.0	8.6	16.8	0.9	0.7	18.2	12.9
Maine	59.3	—	10.0	0.4	0.1	13.5	16.6
Maryland	44.5	6.4	12.2	0.7	0.3	10.8	25.0
Massachusetts	58.3	4.4	12.2	3.8	0.2	10.0	11.0
Michigan	36.6	4.6	16.4	—	0.3	7.4	34.8
Minnesota	71.6	—	9.9	0.8	0.2	6.7	10.7
Mississippi	34.0	38.1	7.8	0.1	0.2	3.3	16.4
Missouri	x	x	8.0	0.5	0.3	11.7	25.1
Montana	49.8	5.1	15.0	0.1	0.4	6.5	23.3
Nebraska	39.0	2.3	7.1	0.5	0.2	17.7	33.2
Nevada	50.5	5.0	17.5	2.3	0.3	5.5	18.8
New Hampshire	47.4	4.5	5.7	1.0	0.3	28.5	12.6
New Jersey	67.6	—	4.2	#	0.1	10.8	17.3
New Mexico	x	x	14.6	0.3	0.1	5.2	30.7
New York	49.4	8.5	9.5	0.6	0.2	6.9	25.0
North Carolina	44.3	2.5	11.2	0.3	0.2	9.6	31.7
North Dakota	34.1	—	10.2	2.2	0.5	16.9	36.1
Ohio	18.0	27.0	12.0	0.1	0.2	3.2	39.5

See notes at end of exhibit.

Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and State: 2016–17—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	43.9	—	9.2	0.1	0.2	46.3	0.2
Oregon	36.7	5.0	13.2	1.8	0.2	11.9	31.3
Pennsylvania	x	x	10.1	0.1	0.2	9.2	7.1
Puerto Rico	52.7	4.2	20.4	2.7	0.1	8.4	11.6
Rhode Island	43.5	5.3	4.7	3.3	0.1	11.5	31.5
South Carolina	29.9	5.3	16.9	2.8	0.3	8.9	35.9
South Dakota	29.8	2.5	11.2	3.8	0.6	22.5	29.5
Tennessee	42.0	6.2	4.7	1.0	0.2	9.9	36.0
Texas	45.7	17.2	11.0	0.1	0.4	11.0	14.5
Utah	41.9	1.6	16.8	1.6	0.3	6.8	30.9
Vermont	x	x	13.0	1.0	0.3	19.7	25.1
Virginia	39.4	17.6	7.1	0.1	0.3	16.3	19.1
Washington	43.7	2.3	21.3	0.1	0.2	10.2	22.2
West Virginia	44.7	6.2	5.0	0.1	0.2	9.8	34.0
Wisconsin	43.5	1.0	23.6	0.5	0.2	24.8	6.4
Wyoming	30.1	2.9	15.7	0.7	0.1	14.8	35.5

— 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, 2016, and June 30, 2017.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Exiting Collection, 2016–17. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2016–17, a total of 41.3 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*. In “All States,” the percentage for this exit reason category was larger than the percentage for each of the other exit reason categories. This category also was associated with the largest percentage of students who exited special education in 40 individual States. In 13 of those 40 States, this category represented the majority of the students who exited special education. In the following five States, the percentage was more than 60 percent: Minnesota (71.6 percent), Indiana (68.2 percent), New Jersey (67.6 percent), the District of Columbia (62.2 percent), and Connecticut (62.1 percent).

- The second most prevalent exit reason, accounting for 24.9 percent of students ages 14 through 21 who exited special education in “All States” in 2016–17, was *moved, known to be continuing* in education. In nine of the 52 individual States, this category was associated with the largest percentage of students who exited special education. More than 40 percent of the students who exited special education were associated with this exit reason category in Arkansas (44.7 percent) and Delaware (42.8 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 2016–17 in one State: Mississippi (38.1 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 2016–17 in one State: Oklahoma (46.3 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 2016–17 in one State: Pennsylvania (10.1 percent). Data were suppressed for 73.3 percent of the students in this State, including those who *graduated with a regular high school diploma*.

Part B Personnel

How did the States compare with regard to the following ratios in 2016:

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 2016

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
All States	5.9	5.4	0.5
Alabama	6.3	6.2	0.1
Alaska	6.6	6.3	0.4
Arizona	6.0	5.4	0.6
Arkansas	7.0	6.3	0.8
BIE schools	8.1	4.5	3.5
California	3.3	3.1	0.2
Colorado	6.3	6.0	0.3
Connecticut	8.1	8.1	0.1
Delaware	3.2	2.0	1.2
District of Columbia	11.1	4.6	6.5
Florida	4.3	3.6	0.7
Georgia	9.3	8.6	0.7
Hawaii	10.7	9.3	1.5
Idaho	9.6	3.1	6.5
Illinois	7.1	7.0	0.1
Indiana	0.7	0.7	0.1
Iowa	9.2	9.2	0.0
Kansas	7.0	4.7	2.3
Kentucky	7.7	7.6	0.1
Louisiana	6.9	6.1	0.8
Maine	6.8	6.2	0.6
Maryland	9.2	8.3	0.9
Massachusetts	4.8	4.5	0.3
Michigan	6.3	6.2	#

See notes at end of exhibit.

Exhibit 78. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B, by qualification status and State: Fall 2016—Continued

State	All FTE special education teachers	FTE highly qualified ^a special education teachers	FTE not highly qualified special education teachers
	Per 100 students served		
Minnesota	7.3	6.3	1.0
Mississippi	8.8	8.7	0.1
Missouri	7.3	7.2	0.2
Montana	5.9	5.7	0.3
Nebraska	6.6	6.1	0.5
Nevada	6.7	4.8	1.9
New Hampshire	8.6	8.6	0.0
New Jersey	8.3	6.7	1.6
New Mexico	4.8	4.4	0.4
New York	6.6	6.2	0.4
North Carolina	6.1	5.7	0.4
North Dakota	7.7	7.7	0.0
Ohio	4.7	4.6	0.1
Oklahoma	2.8	2.7	0.2
Oregon	4.2	3.8	0.3
Pennsylvania	7.4	7.3	0.1
Puerto Rico	4.1	2.8	1.3
Rhode Island	7.5	7.5	#
South Carolina	6.3	5.9	0.4
South Dakota	6.2	6.0	0.3
Tennessee	6.7	6.2	0.5
Texas	—	—	—
Utah	4.4	4.0	0.5
Vermont	9.7	9.4	0.3
Virginia	6.9	6.4	0.5
Washington	5.0	4.9	0.1
West Virginia	5.7	5.0	0.8
Wisconsin	—	—	—
Wyoming	5.0	4.8	0.2

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

— Ratio cannot be calculated because data were not available.

^a*Special education teachers* reported as highly qualified met the State standard for highly qualified based on the criteria identified in 20 United States Code (U.S.C.) § 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in Section 9101 of the Elementary and Secondary Education Act 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. § 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 2016, there were 5.9 FTE *special education teachers* (including those who were highly qualified and those who were not highly qualified) employed by the 51 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. A ratio of 9 or more FTE *special education teachers* per 100 students served was found for the following seven States: the District of Columbia (11.1 FTEs per 100 students), Hawaii (10.7 FTEs per 100 students), Vermont (9.7 FTEs per 100 students), Idaho (9.6 FTEs per 100 students), Georgia (9.3 FTEs per 100 students), Iowa (9.2 FTEs per 100 students), and Maryland (9.2 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students served was found for the following four States: California (3.3 FTEs per 100 students), Delaware (3.2 FTEs per 100 students), Oklahoma (2.8 FTEs per 100 students), and Indiana (0.7 FTEs per 100 students).
- In 2016, there were 5.4 FTE highly qualified *special education teachers* employed by the 51 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. A ratio of 9 or more highly qualified FTE *special education teachers* per 100 students served was found for the following three States: Vermont (9.4 FTEs per 100 students), Hawaii (9.3 FTEs per 100 students), and Iowa (9.2 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE highly qualified *special education teachers* per 100 students served was found for the following four States: Puerto Rico (2.8 FTEs per 100 students), Oklahoma (2.7 FTEs per 100 students), Delaware (2.0 FTEs per 100 students), and Indiana (0.7 FTEs per 100 students).
- In 2016, there were 0.5 FTE not highly qualified *special education teachers* employed by the 51 States (“All States”) for which data were available per 100 students ages 6 through 21 served under IDEA, Part B. The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students served for all but the following four States: the District of Columbia (6.5 FTEs per 100 students), Idaho (6.5 FTEs per 100 students), BIE schools (3.5 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, 2016. Data for Texas were excluded. Data were accessed fall 2018. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2016. 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>.

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 2016–17?

Exhibit 79. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2016–17

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
All States	13
Alabama	13
Alaska	0
Arizona	2
Arkansas	#
BIE schools	14
California	6
Colorado	0
Connecticut	1
Delaware	#
District of Columbia	3
Florida	#
Georgia	14
Hawaii	1
Idaho	0
Illinois	—
Indiana	39
Iowa	1
Kansas	46
Kentucky	5
Louisiana	14
Maine	2
Maryland	#
Massachusetts	#
Michigan	0
Minnesota	1
Mississippi	15
Missouri	7
Montana	32
Nebraska	—
Nevada	7

See notes at end of exhibit.

Exhibit 79. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2016–17—Continued

State	Number removed to an interim alternative educational setting ^a by school personnel per 10,000 children and students served ^b
New Hampshire	0
New Jersey	1
New Mexico	3
New York	13
North Carolina	11
North Dakota	12
Ohio	4
Oklahoma	77
Oregon	2
Pennsylvania	6
Puerto Rico	0
Rhode Island	0
South Carolina	10
South Dakota	13
Tennessee	37
Texas	57
Utah	1
Vermont	0
Virginia	1
Washington	13
West Virginia	#
Wisconsin	—
Wyoming	—

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

— Ratio cannot be calculated because data were not available.

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

^bInstances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2016–17 school year, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Discipline Collection, 2016–17. Data were accessed fall 2018. 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>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2016 by the 49 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 2016–17.
- 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 2016–17 ranged from 0 to 77 per 10,000 children and students served in the 49 individual States. More than 40 for every 10,000 children and students served were removed to an interim alternative educational setting by school personnel for such offenses in the following three States: Oklahoma (77 per 10,000 children and students), Texas (57 per 10,000 children and students), and Kansas (46 per 10,000 children and students). In contrast, no more than one child or student for every 10,000 children and students served was removed to an interim alternative educational setting by school personnel for these offenses in 21 States.

How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during school year 2016–17?

Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2016–17

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All States	73
Alabama	39
Alaska	98
Arizona	50
Arkansas	71
BIE schools	136
California	47
Colorado	62
Connecticut	137
Delaware	71
District of Columbia	187
Florida	53
Georgia	47
Hawaii	91
Idaho	4
Illinois	25
Indiana	76
Iowa	31
Kansas	39
Kentucky	18
Louisiana	78
Maine	10
Maryland	84
Massachusetts	36
Michigan	148
Minnesota	56
Mississippi	103
Missouri	154
Montana	28
Nebraska	—
Nevada	161
New Hampshire	70
New Jersey	33
New Mexico	35
New York	75

See notes at end of exhibit.

Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2016–17—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
North Carolina	193
North Dakota	5
Ohio	112
Oklahoma	106
Oregon	39
Pennsylvania	47
Puerto Rico	0
Rhode Island	32
South Carolina	131
South Dakota	54
Tennessee	121
Texas	45
Utah	3
Vermont	1
Virginia	174
Washington	87
West Virginia	164
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2016–17 school year, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Discipline Collection, 2016–17. Data were accessed fall 2018. 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>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2016 by the 50 States (“All States”) for which data were available, 73 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2016–17.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days during school year 2016–17 ranged from 0 to 193 per 10,000 children and students served in the 50 individual States. More than 150 children and students for every 10,000 children and students served were

suspended out of school or expelled for more than 10 days during school year 2016–17 in the following six States: North Carolina (193 per 10,000 children and students), the District of Columbia (187 per 10,000 children and students), Virginia (174 per 10,000 children and students), West Virginia (164 per 10,000 children and students), Nevada (161 per 10,000 children and students), and Missouri (154 per 10,000 children and students). In contrast, 5 or fewer children and students for every 10,000 children and students served received *out-of-school suspensions or expulsions* for more than 10 days in the following five States: North Dakota (5 per 10,000 children and students), Idaho (4 per 10,000 children and students), Utah (3 per 10,000 children and students), Vermont (1 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).

How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance and suspended out of school or expelled for more than 10 days during school year 2016–17?

Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2016–17

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
All States	357
Alabama	165
Alaska	588
Arizona	192
Arkansas	304
BIE schools	526
California	293
Colorado	416
Connecticut	547
Delaware	277
District of Columbia	766
Florida	378
Georgia	219
Hawaii	314
Idaho	28
Illinois	94
Indiana	358
Iowa	32
Kansas	170
Kentucky	135
Louisiana	503
Maine	22
Maryland	429
Massachusetts	160
Michigan	652
Minnesota	267
Mississippi	626
Missouri	782
Montana	86
Nebraska	—
Nevada	983
New Hampshire	346
New Jersey	197
New Mexico	190

See notes at end of exhibit.

Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2016–17—Continued

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served ^a
New York	408
North Carolina	1,310
North Dakota	11
Ohio	476
Oklahoma	479
Oregon	148
Pennsylvania	201
Puerto Rico	0
Rhode Island	107
South Carolina	676
South Dakota	207
Tennessee	512
Texas	233
Utah	5
Vermont	5
Virginia	679
Washington	579
West Virginia	841
Wisconsin	—
Wyoming	—

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2016–17 school year, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Discipline Collection, 2016–17. Data were accessed fall 2018. 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>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2016 by the 50 States (“All States”) for which data were available, 357 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2016–17.

- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and received *out-of-school suspensions or expulsions* more than 10 days during school year 2016–17 ranged from 0 to 1,310 per 10,000 children and students served in the 50 individual States. More than 700 such children and students for every 10,000 children and students served were suspended out of school or expelled for more than 10 days during school year 2016–17 in the following five States: North Carolina (1,310 per 10,000 children and students), Nevada (983 per 10,000 children and students), West Virginia (841 per 10,000 children and students), Missouri (782 per 10,000 children and students), and the District of Columbia (766 per 10,000 children and students). In contrast, 5 or fewer out of every 10,000 such children and students served received *out-of-school suspensions or expulsions* for more than 10 days during school year 2016–17 in the following three States: Utah (5 per 10,000 children and students), Vermont (5 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).

Part B Dispute Resolution

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

How did the States compare with regard to the following ratios in 2016–17:

- 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: 2016–17

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
All States	8	27	17
Alabama	1	19	13
Alaska	5	9	3
Arizona	6	6	5
Arkansas	4	4	2
BIE schools	13	0	3
California	13	60	62
Colorado	3	4	4
Connecticut	22	35	43
Delaware	5	6	4
District of Columbia	12	252	27
Florida	4	5	2
Georgia	6	7	5
Hawaii	6	45	4
Idaho	9	2	6
Illinois	3	11	11
Indiana	7	4	3
Iowa	4	3	5
Kansas	3	2	2
Kentucky	1	3	1
Louisiana	4	1	1
Maine	7	17	23
Maryland	15	26	27
Massachusetts	34	29	67
Michigan	11	4	7
Minnesota	9	2	6
Mississippi	11	2	4
Missouri	4	5	2
Montana	4	2	1
Nebraska	—	—	—
Nevada	4	19	2
New Hampshire	13	15	13
New Jersey	13	55	37
New Mexico	6	6	8
New York	5	119	7
North Carolina	4	3	4
North Dakota	7	1	1
Ohio	7	6	7
Oklahoma	3	1	1
Oregon	4	2	5
Pennsylvania	7	26	14

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: 2016–17—Continued

State	Written, signed complaints ^a	Due process complaints ^b	Mediation requests ^c
	Per 10,000 children and students served		
Puerto Rico	1	167	62
Rhode Island	8	9	16
South Carolina	5	2	1
South Dakota	2	1	4
Tennessee	7	6	2
Texas	6	6	9
Utah	4	1	2
Vermont	12	6	29
Virginia	9	6	7
Washington	6	8	6
West Virginia	5	5	5
Wisconsin	—	—	—
Wyoming	3	2	3

— Ratio cannot be calculated because data were not available.

^aA *written, signed complaint* is a signed document with specific content requirements that is submitted to a State 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 2016–17 was 5,229.

^bA *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. The total number of *due process complaints* in 2016–17 was 18,482.

^cA *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2016–17 was 11,410.

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, 2016, and June 30, 2017, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: IDEA Part B Dispute Resolution Survey, 2016–17. Data were accessed fall 2018. 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 2016–17, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available. The ratios ranged from 1 to 34 per 10,000 children and students served in the individual States. The ratio was larger than 10 *written, signed complaints* per 10,000 children and students served in 11 States, including the following two States for which the ratio was larger than 20 per 10,000 children and students served: Massachusetts (34 per 10,000 children and students) and Connecticut (22 per 10,000 children and students). In contrast, the ratio was 1 per 10,000 children and students served in Alabama, Kentucky, and Puerto Rico.
- In 2016–17, there were 27 *due process complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 252 per 10,000 children and students served. The ratio was larger than 100 *due process complaints* for every 10,000 children

and students served in the following three States: the District of Columbia (252 per 10,000 children and students), Puerto Rico (167 per 10,000 children and students), and New York (119 per 10,000 children and students). In contrast, the ratio was no larger than 1 for every 10,000 children and students served in the following six States: BIE schools, Louisiana, North Dakota, Oklahoma, South Dakota, and Utah.

- In 2016–17, there were 17 *mediation requests* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 1 to 67 per 10,000 children and students served. A ratio larger than 60 *mediation requests* for every 10,000 children and students served was found in the following three States: Massachusetts (67 per 10,000 children and students), California (62 per 10,000 children and students), and Puerto Rico (62 per 10,000 children and students). In contrast, the ratio was 1 for every 10,000 children and students served in the following six States: Kentucky, Louisiana, Montana, North Dakota, Oklahoma, and South Carolina.

How did the States compare with regard to the following ratios in 2016–17:

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: 2016–17

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without a hearing ^d
	Per 10,000 children and students served			
All States	5	2	3	18
Alabama	1	#	#	16
Alaska	5	1	1	7
Arizona	4	2	0	4
Arkansas	2	1	1	3
BIE schools	13	0	0	0
California	11	2	2	44
Colorado	2	1	1	2
Connecticut	9	11	1	24
Delaware	4	1	#	4
District of Columbia	11	1	76	136
Florida	3	1	#	4
Georgia	4	2	#	5
Hawaii	4	2	2	18
Idaho	7	2	1	1
Illinois	2	2	#	9
Indiana	3	4	#	4
Iowa	1	2	#	2
Kansas	2	1	#	1
Kentucky	1	#	#	2
Louisiana	1	3	#	1
Maine	2	5	2	13
Maryland	12	2	1	22
Massachusetts	30	4	#	19
Michigan	8	3	#	3
Minnesota	6	3	#	1
Mississippi	5	5	#	1

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: 2016–17—Continued

State	Complaints with reports issued ^a	Complaints withdrawn or dismissed ^b	Fully adjudicated due process complaints ^c	Due process complaints resolved without a hearing ^d
	Per 10,000 children and students served			
Missouri	2	2	1	3
Montana	2	2	0	1
Nebraska	—	—	—	—
Nevada	4	1	#	16
New Hampshire	9	4	1	14
New Jersey	5	7	3	45
New Mexico	3	3	1	5
New York	3	2	14	59
North Carolina	2	2	#	2
North Dakota	3	4	1	1
Ohio	4	3	#	5
Oklahoma	2	1	0	1
Oregon	2	1	0	1
Pennsylvania	3	4	1	19
Puerto Rico	1	#	78	85
Rhode Island	6	3	1	7
South Carolina	4	1	#	2
South Dakota	2	0	0	1
Tennessee	5	1	0	5
Texas	3	3	#	5
Utah	2	1	0	#
Vermont	5	6	0	6
Virginia	3	6	#	5
Washington	5	1	1	6
West Virginia	3	2	0	5
Wisconsin	—	—	—	—
Wyoming	1	1	0	2

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

— Ratio cannot be calculated because data were not available.

^aA *complaint with report issued* refers to a written decision that was provided by the State 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 2016–17 was 3,497.

^bA *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint, or it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content. The total number of *complaints withdrawn or dismissed* in 2016–17 was 1,616.

^cA *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated *due process complaints* in 2016–17 was 2,119.

^dA *due process complaint* resolved without a hearing is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *due process complaints* resolved without a hearing in 2016–17 was 11,846.

- In 2016–17, 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 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 1 to 30 per 10,000 children and students served. The ratio was more than 10 for every 10,000 children and students served in the following five States: Massachusetts (30 per 10,000 children and students), BIE schools (13 per 10,000 children and students), Maryland (12 per 10,000 children and students), California (11 per 10,000 children and students), and the District of Columbia (11 per 10,000 children and students). In contrast, the ratio was 1 for every 10,000 children and students served in the following six States: Alabama, Iowa, Kentucky, Louisiana, Puerto Rico, and Wyoming.
- In 2016–17, there were 2 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 11 per 10,000 children and students served. The ratio was more than 5 for every 10,000 children and students served in the following four States: Connecticut (11 per 10,000 children and students), New Jersey (7 per 10,000 children and students), Vermont (6 per 10,000 children and students), and Virginia (6 per 10,000 children and students). In contrast, the ratio was less than 1 for every 10,000 children and students served in the following five States: Alabama, BIE schools, Kentucky, Puerto Rico, and South Dakota.
- In 2016–17, 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 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 78 per 10,000 children and students served. The ratio was larger than 10 for every 10,000 children and students served in the following three States: Puerto Rico (78 per 10,000 children and students), the District of Columbia (76 per 10,000 children and students), and New York (14 per 10,000 children and students). In contrast, the ratio was zero in 11 States.
- In 2016–17, there were 18 *due process complaints* resolved without a hearing per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 136 per 10,000 children and students served. The ratio was larger than 50 for every 10,000 children and students served in the following three States: the District of Columbia (136 per 10,000 children and students), Puerto Rico (85 per 10,000 children and students), and New York (59 per 10,000 children and students). In contrast, the ratio was no more than 1 for every 10,000 children and students served in 12 States.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State education agency by an individual or organization that alleges a violation of a requirement of Part B of IDEA. A hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. Ratio for each State was calculated by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2016, and June 30, 2017, whereas the denominator is based on point-in-time data from fall 2016.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0677: IDEA Part B Dispute Resolution Survey, 2016–17. Data were accessed fall 2018. 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>.

Section III

Findings and Determinations Resulting From Reviews of State Implementation of IDEA

Findings and Determinations Resulting From Reviews of State Implementation of IDEA

Section 616(a)(1)(A) of the Individuals with Disabilities Education Act (IDEA) requires the Secretary of the U.S. Department of Education (Department) to monitor the implementation of IDEA. Under IDEA Sections 616(d) and 642, the Department performs an annual review of each State's implementation of IDEA, Part B and Part C, through oversight of general supervision by the States and through the State performance plans (SPPs) described in Section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the Secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in IDEA. Under IDEA Sections 616(d) and 642, the Department performs an annual review of each State's SPP and the associated annual performance report (APR) (collectively, the SPP/APR) under Part B and Part C of IDEA and other publicly available information to make an annual determination of the extent to which the State is meeting the requirements and purposes of Part B and Part C of IDEA. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

The State Performance Plan and Annual Performance Report

Sections 616(b) and 642 of IDEA require each State to have an SPP in place for evaluating the State's efforts to implement the requirements and purposes of IDEA and for describing how the State will improve its implementation of IDEA. The original SPP that each State submitted in 2005 covered a period of six years for Federal fiscal year (FFY) 2005 through FFY 2010 and was made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the Secretary under Sections 616(a)(3) and 642 of IDEA, which measured either compliance with specific statutory or regulatory provisions of IDEA (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each State 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 2018, each State submitted an SPP/APR under Part B and Part C to OSEP for the FFY 2016 APR reporting period (i.e., July 1, 2016, through June 30, 2017). 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 2016 under both Part B and Part C of IDEA.

Please note that throughout this section, the term “States” is used to reference all of the jurisdictions that submitted FFY 2016 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 Part B and Part C of IDEA, has a separate reporting requirement under Part C of IDEA.¹² Thus, unless stated otherwise, the discussion and exhibits in this section concern the 60 States for Part B and 56 States for Part C.

Indicators

In 2005, the Secretary established, with broad stakeholder input, a reporting requirement for the SPP/APR for FFYs 2005 through 2010 to include reporting on 20 indicators for Part B (nine compliance indicators, 10 results indicators, and one results/compliance indicator) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the very first SPP/APR submitted after 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 2016 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.

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

Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2016

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. ^a	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs served (a) inside the regular class 80 percent or more of the day; (b) inside the regular class less than 40 percent of the day; and (c) in separate schools, residential facilities, or homebound/hospital placements.	Results
B6 – Preschool LRE	Percent of children ages 3 through 5 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
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance

See notes at end of exhibit.

Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2016—Continued

Indicator	Measurement	Type of indicator
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who had an IEP developed and implemented by the child’s third birthday.	Compliance
B13 – Secondary Transition	Percent of youth ages 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance
B14 – Post-school Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; or (c) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B16 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B17 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR included an SSIP that was a comprehensive, ambitious yet achievable, multi-year plan for improving results for children with disabilities. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the State’s performance in terms of measurable and rigorous targets.	Results

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

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017.

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 December 20, 2018).

Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2016

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 IDEA are adopted).	Results
C10 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results

See notes at end of exhibit.

Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2016—Continued

Indicator	Measurement	Type of indicator
C11 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR included an SSIP that was a comprehensive, ambitious yet achievable, multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the State’s performance in terms of measurable and rigorous targets.	Results

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017.

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 December 20, 2018).

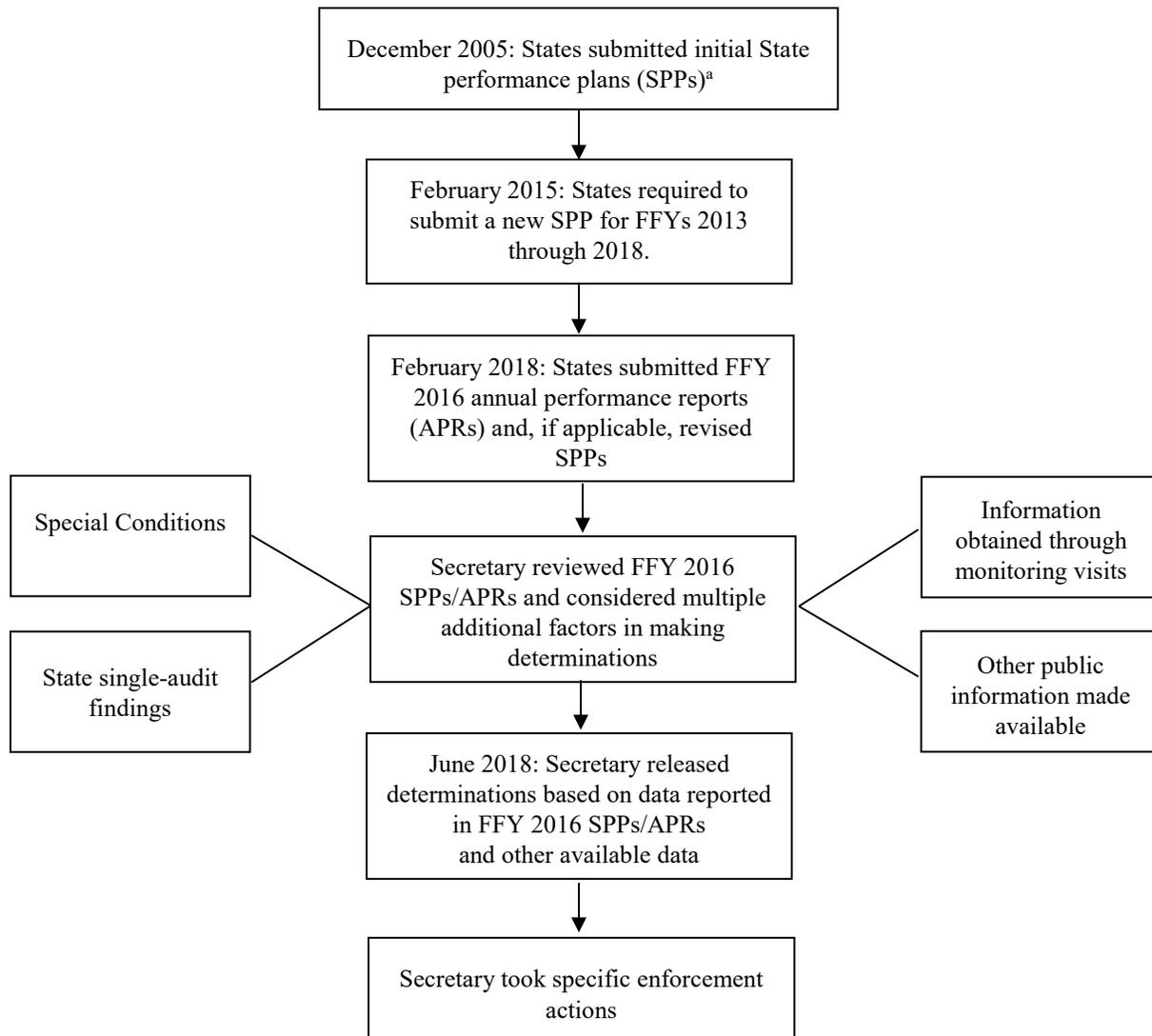
The Determination Process

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 Part B and Part C of IDEA. The Secretary determines if a State—

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

Exhibit 86 presents the key 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 2016



^aIn December 2005, each State submitted its initial SPP that covered a period of six years for FFYs 2005 through 2010. Sections 616(b)(1)(C) and 642 require each State to review its SPP under Part B and Part C at least once every six years and submit any amendments to the Secretary. Each State is also required to post the most current SPP on its State website. Since December 2005, most States have revised their SPP at least once. The original SPP was extended for two years for FFYs 2011 and 2012. States were required to submit a new SPP for the six-year period FFYs 2013 through 2018 on February 2, 2015.

NOTE: In June 2017, the Secretary issued determinations based on data reported in the FFY 2015 APR and other available data. A discussion of those determinations is found in the *40th Annual Report to Congress, 2018*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, OSEP Memo 15-06 to State Education Agency Directors of Special Education and State Data Managers, dated December 23, 2014. OSEP Memo 15-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons, dated December 23, 2014.

Determinations From 2007–2013 – Use of Compliance Data

Over the years, the process for making the Part B and Part C determinations has evolved. Starting in 2007, the Department has made an annual determination for each State under Part B and Part C of IDEA and based each State's determination on the totality of the State's data in its SPP/APR and other publicly available information about the State, including any information about outstanding compliance issues. For the years 2007 through 2012, the Department used specific factors in making determinations, including considering (1) State data in any one compliance indicator if it reflected very low performance, (2) whether the State lacked valid and reliable data for that indicator, and (3) the State's inability to correct longstanding noncompliance that had been the subject of continuing departmental enforcement actions such as special conditions on the State's grant. In making each State's determination under Part B and Part C in 2013, the Department used a Compliance Matrix that reflected the totality of the State's compliance data instead of one particular factor. However, in making this transition to a matrix approach in 2013 to consider multiple factors, the Department also applied the prior single-factor approach such that no State would receive a lower determination under the 2013 Compliance Matrix approach than it would have had in the 2012 single-factor approach.

Results Driven Accountability in 2014 Through 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 2014 through 2017. The exceptions were the three freely associated States, four outlying areas, and the BIE, 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. The Department evaluated States' data using the Results Driven Accountability (RDA) Matrix which was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

2018 Part B Determinations

As it did in 2014 through 2017, 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 2018 for the 50 States, the District of Columbia, and Puerto Rico. For the first time in 2018, sufficient results data were available for the three freely associated States, four outlying areas, and the BIE. However, different results standards were used for these jurisdictions; therefore, the Results Matrix is described separately for them.

Part B Compliance Matrix and Score

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

1. The State's FFY 2016 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13 (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance that it had identified in FFY 2015 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 2016 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 2017 IDEA Part B grant award and those Special Conditions were in effect at the time of the 2018 determination, and the number of years for which the State's Part B grant award had been subject to Special Conditions; and
 - b. Whether there were any findings of noncompliance identified in FFY 2014 or earlier by either the Department or the State that the State had not yet corrected.

Using the Compliance Matrix, a State was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for the additional factors listed in items 2 through 4 above. Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, the Compliance Matrix reflected a Compliance Score.

Part B Results Matrix and Score for the 50 States, the District of Columbia, and Puerto Rico

The Results Matrix used for the 50 States, DC, and Puerto Rico considered the following data:

1. The percentages of fourth-grade children with disabilities participating in regular statewide assessments in math and reading;
2. The percentages of eighth-grade children with disabilities participating in regular statewide assessments in math and reading;
3. The percentages of fourth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
4. The percentages of fourth-grade children with disabilities included in NAEP testing in math and reading;

5. The percentages of eighth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
6. The percentages of eighth-grade children with disabilities included in NAEP testing in math and reading;
7. The percentage of children with disabilities exiting school by dropping out; and
8. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, a State was assigned a score as follows for the results elements listed above.

- A State's participation rate on regular statewide assessments was assigned a score of 2, 1, or 0 based on an analysis of the participation rates across all States (i.e., all 50 States, DC, Puerto Rico, freely associated States, outlying areas, and the BIE). A score of 2 was assigned if at least 90 percent of children with disabilities participated in the regular statewide assessment, a score of 1 was assigned if the participation rate for children with disabilities was 80 percent to 89 percent, and a score of 0 was assigned if the participation rate for children with disabilities was less than 80 percent.
- A State's NAEP score (basic and above) was rank-ordered. The top third of States received a score of 2, the middle third of States received a score of 1, and the bottom third of States received a score of 0.
- A State's NAEP inclusion rate was assigned a score of either 0 or 1 based on whether the State's NAEP inclusion rate for children with disabilities was "higher than or not significantly different from the National Assessment Governing Board [NAGB] goal of 85 percent." Standard error estimates were reported with the inclusion rates of children with disabilities and taken into account in determining if a State's inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.
- A State's data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of States (i.e., those with the lowest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the highest percentage) received a score of 0.
- A State's data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under the results elements as the numerator, the Results Matrix reflected a Results Score.

Part B Results Matrix and Score for the Three Freely Associated States, Four Outlying Areas, and the BIE

The Results Matrix used for each of the three freely associated States, four outlying areas, and the BIE considered the following data:

1. The percentages of children with disabilities participating in regular statewide assessments in math across all available grade levels (3 through 8);
2. The percentages of children with disabilities participating in regular statewide assessments in reading across all available grade levels (3 through 8);
3. The percentage of children with disabilities exiting school by dropping out; and
4. 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.

- A State's participation rate on regular statewide assessments was assigned a score of 2, 1, or 0 based on an analysis of the participation rates across all States. A score of 2 was assigned if at least 90 percent of children with disabilities participated in the regular statewide assessment, a score of 1 was assigned if the participation rate for children with disabilities was 80 percent to 89 percent, and a score of 0 was assigned if the participation rate for children with disabilities was less than 80 percent.
- The States' 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.
- The States' data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under the results elements as the numerator, the Results Matrix reflected a Results Score.

Part B RDA Percentage

For each of the 50 States, the District of Columbia, and Puerto Rico, the RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. For each of the three freely associated states, four outlying areas, and the BIE, the RDA Percentage

was calculated by adding 40 percent of the State's Results Score and 60 percent of the State's Compliance Score. Each State's RDA Percentage was used to calculate the 2018 Part B determination, as follows:

1. **Meets Requirements:** A State's 2018 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 2015, 2016, and 2017), and those Special Conditions were in effect at the time of the 2018 determination.
2. **Needs Assistance:** A State's 2018 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 2015, 2016, and 2017), and those Special Conditions were in effect at the time of the 2018 determination.
3. **Needs Intervention:** A State's 2018 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 2018.

2018 Part C Determinations

In 2018, 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 2016 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's FFY 2016 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance with IDEA. The RDA Matrix was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

Part C Compliance Matrix and Score

In making each State's 2018 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The State's FFY 2016 data for Part C Compliance Indicators 1, 7, 8a, 8b, and 8c (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance it had identified in FFY 2015 under such indicators;

2. The timeliness and accuracy of data reported by the State under Sections 616, 618, and 642 of IDEA;
3. The State's FFY 2016 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 2017 IDEA Part C grant award and those Special Conditions were in effect at the time of the 2018 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 2014 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 2018 Part C determination, the Department used the FFY 2016 early childhood outcomes data that were reported under SPP/APR Indicator 3. Results elements related to data quality and child performance were considered in calculating the results scores in the manner described below.

Data quality was examined in terms of the completeness of the FFY 2016 Outcomes data and data anomalies identified within the State's FFY 2016 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 2016 Outcomes data and the total number of children whom the State reported exiting during FFY 2016 in its FFY 2016 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 2016 Outcomes data by the number of children whom the State reported as exiting during FFY 2016 in the State's FFY 2016 IDEA Section 618 Exiting data. This percentage was used to score data completeness, as follows: a State received a score of 2 if the percentage was at least 65 percent, a score of 1 if the percentage was between 34 percent and 64 percent, and a score of 0 if the percentage was less than 34 percent. The two States with approved sampling plans received a score of 2.

- (b) Data Anomalies: The data anomalies score for each State represented a summary of the data anomalies in the State's FFY 2016 Outcomes data. Previous publicly available data reported by and across all States for Indicator 3 (in the APRs for FFY 2012 through FFY 2015) 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 2016 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 2016 Outcomes data compared with all other States' FFY 2016 Outcomes data and examining the State's performance change over time, which involved comparing each State's FFY 2016 Outcomes data with its own FFY 2015 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 2016 Outcomes data compared with other States' FFY 2016 Outcomes data. Each State received two scores for each of the three child outcome areas (3a, 3b, and 3c). Specifically, States were scored for each outcome in terms of the following two summary statements: (1) Of those infants and toddlers who entered or exited early intervention below age expectations for the Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and (2) the percentage of infants and toddlers who were functioning within age expectations for the Outcome by the time they turned 3 years of age or exited the program. The State's score on each of the resulting six summary statements was compared to the distribution of scores for the same summary statement for all States. The 10th and 90th percentiles for each of the six summary statements were identified and used to assign points to performance outcome data for each summary statement. Each summary statement outcome was assigned 0, 1, or 2 points, as follows. If a State's summary statement value fell at or below the 10th percentile, that summary statement was assigned a 0 or no points. If a State's summary statement value fell between the 10th and 90th percentiles, the summary statement was assigned 1 point. If a State's summary statement value fell at or above the 90th percentile, the summary statement was assigned 2 points. The points were added across the six summary statements. A State could receive between 0 and 12 total points, with a point total of 0 indicating all six summary statement values were below the 10th percentile and a point total of 12 indicating all six summary statements were above the 90th percentile. An overall comparison summary statement score of 0, 1, or 2 was assigned based on the total points awarded, as follows. States receiving a total of 9 through 12 points were assigned a score of 2, States receiving a total of 5 through 8 points were assigned a score of 1, and States receiving a total of 4 points or less were assigned a score of 0.

Performance Change Over Time: The Overall Performance Change Score represented how each State's FFY 2016 Outcomes data compared with its FFY 2015 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 2018 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 2015, 2016, and 2017), and those Special Conditions were in effect at the time of the 2018 determination.
2. **Needs Assistance:** A State's 2018 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 2015, 2016, and 2017), and those Special Conditions were in effect at the time of the 2018 determination.
3. **Needs Intervention:** A State's 2018 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 2018.

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 2018, 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 2016 determinations by State for Part B; Exhibit 88 shows the results for Part C.

Exhibit 87. States determined in 2018 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2016

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

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017. 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 2016 APR data. These determinations were issued in June 2018.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2018 Determination Letters on State Implementation of IDEA, 2018. Available at <https://sites.ed.gov/idea/idea-files/2018-determination-letters-on-state-implementation-of-idea/> (accessed September 18, 2018).

Exhibit 88. States determined in 2018 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2016

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

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017. Based on the States' data submissions, the Secretary of Education made the FFY 2016 determinations, which were released in June 2018.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2018 Determination Letters on State Implementation of IDEA, 2018. Available at <https://sites.ed.gov/idea/idea-files/2018-determination-letters-on-state-implementation-of-idea/> (accessed September 18, 2018).

The results of an examination of the States' Part B and Part C determinations for FFY 2015 and FFY 2016 are presented in Exhibits 89 and 90. A summation of the numbers presented in Exhibit 89 shows that 22 States met the requirements for Part B in FFY 2016. In addition, this exhibit shows that between FFY 2015 and FFY 2016, five States had a more positive determination, or made progress;

11 States received a more negative determination, or slipped; and 44 States received the same determination for both years. All five of the States that showed progress made sufficient progress to meet the requirements in FFY 2016. Of the 44 States that received the same determination status in both years, 17 met the requirements in both years, 26 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 2017 and 2018 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2015 and 2016

Determination status FFY 2016	Change in determination status since FFY 2015			Total
	Progress	Slippage	No change	
Total	5	11	44	60
Meets requirements	5	0	17	22
Needs assistance	0	7	0	7
Needs assistance: two or more consecutive years	0	0	26	26
Needs intervention	0	4	0	4
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	1	1

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. The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017. Based on the States' data submissions, the Secretary of Education made the FFY 2016 determinations, which were released in June 2018. 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, 2018 Determination Letters on State Implementation of IDEA, 2018. Available at <https://sites.ed.gov/idea/idea-files/2018-determination-letters-on-state-implementation-of-idea/> (accessed September 18, 2018).

A summation of the numbers presented in Exhibit 90 shows that 31 States met the requirements for Part C in FFY 2016. In addition, this exhibit shows that between FFY 2015 and FFY 2016, nine States had a more positive determination, or made progress; seven States received a more negative determination, or slipped; and 40 States received the same determination for both years. Eight of the States that showed progress made sufficient progress to meet the requirements in FFY 2016. Of the 40 States that received the same determination status in both years, 23 met the requirements in both years, and 17 were found to be in need of assistance for another year.

Exhibit 90. Number of States determined in 2017 and 2018 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2015 and 2016

Determination status FFY 2016	Change in determination status since FFY 2015			Total
	Progress	Slippage	No change	
Total	9	7	40	56
Meets requirements	8	0	23	31
Needs assistance	1	7	0	8
Needs assistance: two or more consecutive years	0	0	17	17
Needs intervention	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

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. The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 2017. Based on the States' data submissions, the Secretary of Education made the FFY 2016 determinations, which were released in June 2018. 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, 2018 Determination Letters on State Implementation of IDEA, 2018. Available at <https://sites.ed.gov/idea/idea-files/2018-determination-letters-on-state-implementation-of-idea/> (accessed September 18, 2018).

As a result of the determinations for Part B and Part C issued to States for FFY 2015 and FFY 2016, 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 State determined to need intervention for three or more consecutive years, as described in that State's determination letters.

Status of Selected Indicators

This section summarizes the results of a 2018 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 2016 APRs and used in making the determination for each State. In the APRs, States reported actual performance data from FFY 2016 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 2018 analyses were sufficiently complete to show how States performed on related Part C and Part B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes States' FFY 2016 actual performances on each indicator. Two documents, 2018 Part C FFY 2016 SPP/APR Indicator Analysis Booklet (available online at <https://osep.grads360.org/#communities/pdc/documents/17332>) and 2018 Part B FFY 2016 SPP/APR Indicator Analysis Booklet (available online at <https://osep.grads360.org/#communities/pdc/documents/17333>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on October 10, 2018.

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) and State education agency (SEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 91 displays the results of a 2018 analysis of FFY 2016 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 2016

Percentage of children ^a	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to the LEA/SEA, if potentially Part B eligible	8c: Transition conference, if potentially Part B eligible
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	52	53	46
80 to 89	2	1	8
70 to 79	1	2	2
60 to 69	1	0	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

^a“Percentage of children” measures a State’s performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part C FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33060> (accessed October 10, 2018).

As shown in Exhibit 91, 52 States reported that they had complied with the requirement of sub-indicator 8a concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In addition, 53 States reported that they had complied with the requirement of sub-indicator 8b concerning notifications to the LEA for 90 to 100 percent of the children. Finally, 46 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 2018 analysis of FFY 2016 actual performance data on Indicator 12 from the 56 States to which this indicator applies.

Exhibit 92. Number of States, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by the child’s third birthday (Indicator 12): Federal fiscal year 2016

Percentage of children ^a	Number of States
Total	56
90 to 100	52
80 to 89	2
70 to 79	1
60 to 69	0
50 to 59	1

^a“Percentage of children” measures a State’s performance on Part B Indicator 12, for which the target is 100 percent.

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part B FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061> (accessed October 10, 2018).

For Indicator 12, 52 States reported percentages that were 90 to 100 percent of the target. Two States 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 50 and 59 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 2018 analysis of FFY 2016 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 2016

Percentage of infants and toddlers ^a	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	2	4	4
80 to 89	8	10	12
70 to 79	12	19	20
60 to 69	12	13	12
50 to 59	15	9	6
40 to 49	5	1	1
30 to 39	1	0	1
20 to 29	1	0	0

^aPercentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement regarding the outcome by age 3 or exit from Part C.

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part C FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33060> (accessed October 10, 2018).

As shown in Exhibit 93, 50 percent or more of infants and toddlers with IFSPs who were below age expectation when entering Part C demonstrated by age 3 or exit from Part C improved social-emotional skills in 49 States, acquisition and use of knowledge and skills in 55 States, and use of appropriate behaviors in 54 States.

Exhibit 94. Number of States, by percentage of infants and toddlers with IFSPs who were functioning at age expectation for the outcome at age 3 or upon exiting Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2016

Percentage of infants and toddlers ^a	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	0	0	0
80 to 89	1	0	3
70 to 79	6	2	5
60 to 69	16	5	16
50 to 59	22	16	15
40 to 49	8	23	12
30 to 39	1	7	4
20 to 29	2	2	1
10 to 19	0	1	0
0 to 9	0	0	0

^aPercentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who met the age expectation for the outcome at age 3 or upon exiting Part C.

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part C FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33060> (accessed October 10, 2018).

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 45 States, acquisition and use of knowledge and skills in 23 States, and use of appropriate behaviors to meet their needs in 39 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 2018 analysis of FFY 2016 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 2016

Percentage of children ^a	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	60	60	60
90 to 100	10	11	13
80 to 89	22	25	21
70 to 79	20	14	13
60 to 69	5	9	7
50 to 59	0	0	3
40 to 49	2	0	0
30 to 39	0	0	2
Valid and reliable actual performance data not available	1	1	1

^aPercentage of children identifies the percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement regarding the outcome by age 6 or exit from Part B.

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part B FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061> (accessed October 10, 2018).

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, improved acquisition and use of knowledge and skills in all 59 States with available data, and improved use of appropriate behaviors to meet their needs in 57 States.

Exhibit 96. Number of States, by percentage of children with IEPs who were functioning at age expectation for the outcome at age 6 or upon exiting Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2016

Percentage of children ^a	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	60	60	60
90 to 100	0	0	3
80 to 89	5	1	7
70 to 79	6	4	16
60 to 69	15	9	19
50 to 59	19	22	10
40 to 49	9	13	1
30 to 39	3	7	1
20 to 29	1	0	1
10 to 19	1	2	0
0 to 9	0	1	1
Valid and reliable actual performance data not available	1	1	1

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

NOTE: The FFY 2016 APR reporting period was from July 1, 2016, through June 30, 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, 2018 Part B FFY 2016 SPP/APR Indicator Analysis Booklet, 2018. Available at <https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=33061> (accessed October 10, 2018).

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 45 States, acquisition and use of knowledge and skills in 36 States, and use of appropriate behaviors to meet their needs in 55 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) 2018 (i.e., October 1, 2017, through September 30, 2018), NCSER conducted four grant competitions: Special Education Research Competition; Special Education Research Training Competition; Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition; and Research Networks Focused on Critical Problems of Policy and Practice in Special Education Competition. Under the four competitions conducted in FFY 2018, 283 applications were peer reviewed, and NCSER awarded 40 new research, research training, low-cost evaluation, and research network grants. In addition, NCSER funded one grant under the IES Small Business Innovation Research Competition and one grant under the IES Unsolicited Grant Competition.

Descriptions of projects that NCSER grants funded in FFY 2018 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 2018, NCSER awarded 29 grants for its Special Education Research Competition program under the following nine topics: Autism Spectrum Disorder; Early Intervention and Early Learning in Special Education; Professional Development for Teachers and School-Based Service

Providers; Reading, Writing, and Language Development; Science, Technology, Engineering, and Mathematics; 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 2018 under the following Special Education Research topics: Cognition and Student Learning in Special Education and Families of Children with Disabilities.

For the FFY 2018 Special Education Research Training Competition, NCSER awarded seven grants under the following three topics: three grants under Early Career Development and Mentoring in Special Education; one grant under Methods Training Using Sequential, Multiple Assignment, Randomized Trial (SMART) Designs for Adaptive Interventions in Education; and three grants under Postdoctoral Research Training Program in Special Education and Early Intervention.

NCSER awarded three grants in FFY 2018 for the Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition. NCSER awarded one Research Team grant under Research Networks Focused on Critical Problems of Policy and Practice in Special Education. NCSER also awarded one grant under the Small Business Innovation Research Competition and one grant under the Unsolicited Grant Competition.

The descriptions of the Special Education Research Program Grants are organized and presented in terms of the nine topics. Following them is a description of the Special Education Research Training Program grants, presented by topic, and the grants NCSER awarded for the Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition and the Research Networks Focused on Critical Problems of Policy and Practice in Special Education Competition. The grants NCSER funded under the IES Small Business Innovation Research Competition and the Unsolicited Grant Competition are described at the end of this section. Additional information on the projects funded in FFY 2018 and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed September 10, 2018).

Special Education Research Competition

Autism Spectrum Disorder

Award Number: R324A180091

Institution: University of North Carolina, Chapel Hill

Principal Investigator: Kara Hume

Description: *Efficacy Follow-Up Study of the CSESA Model.* The purpose of this project is to determine the longer-term outcomes for high school students with autism spectrum disorder (ASD) who participated in an efficacy study of a comprehensive treatment model developed by the IES-funded Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA). Compared to other high school students with disabilities, students with ASD have significantly more difficulty with daily living

activities, a lower sense of self direction, and fewer planned activities and social engagement with friends. Also, they are less likely to have paid employment outside of school. The research on interventions for children with ASD has focused on preschool- and elementary-aged students, leaving a gap in research focused on secondary students with ASD. The CSESA model is a comprehensive intervention that researchers developed to fill this gap. The original efficacy study employed a cluster randomized controlled trial where 60 schools were stratified by school district (or demographic characteristics if there was only one school in a district) and randomly assigned to the intervention or control condition. Preliminary results demonstrated improvement of school-wide ASD program quality, but the effects on student outcomes were unclear. It may take longer to observe student outcomes after model implementation. The project will follow up with youths and young adults with ASD who participated in the initial efficacy study of the CSESA model to evaluate the model's impact on their longer-term in-school and post-school outcomes. The research team also will determine if there is evidence of factors that may mediate or moderate the impact of the intervention on youths with ASD. The project is expected to produce evidence of the efficacy of the CSESA model for improving the employment, independent living, and community integration outcomes of youths and young adults with ASD; peer-reviewed publications; and presentations.

Amount: \$1,100,000

Period of Performance: 7/1/2018–6/30/2020

Award Number: R324A180105

Institution: University of California, Riverside

Principal Investigator: Jan Blacher

Description: *Smooth Sailing: Teacher-Directed Intervention to Improve Outcomes for Young Children with ASD in General Education Classrooms.* The purpose of this project is to develop and test a professional development program for general education teachers who work with students with autism spectrum disorder (ASD) in early elementary school. Although students with ASD are increasingly integrated into general education classrooms, general education teachers rarely receive training in ASD, and many feel ill-equipped to teach students with ASD. Additionally, results of a previous IES-funded Exploration study showed that teachers often experience difficulty establishing positive relationships with students with ASD and their parents. The current project's goal is to develop a program that improves teachers' effectiveness in instructing and interacting with students with ASD and that ultimately results in social, behavioral, and academic gains for these students. The research team will iteratively develop and test the intervention across three phases. In Phase 1, the team will use feedback from focus groups of teachers and paraprofessionals and additional consultation with select teachers to gather feedback on implementation barriers, suggested changes, and ideas for enhancing the program. The team will revise the program based on this feedback. In Phase 2, the research team will collect information on the program's feasibility, usability, and preliminary promise through two single-case design studies. In Phase 3, the researchers will pilot test the program in a quasi-experimental, matched-comparison group study to determine the program's promise for improving teacher and student outcomes immediately following the program and at three-month follow up. The project is expected to produce a fully developed program designed to improve general education teachers' readiness to teach students with ASD, student-teacher relationships, and student outcomes. It also will produce peer-reviewed publications and presentations.

Amount: \$1,399,991

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180005

Institution: Canisius College

Principal Investigator: Christopher Lopata

Description: *Testing the Long-Term Beneficial Impacts from a Comprehensive School Intervention for High-Functioning Children with ASD (HFASD): An Efficacy Follow-Up Study.* The purpose of this study is to evaluate the long-term impacts of a comprehensive school-based intervention (CSBI) that yielded

beneficial impacts for elementary school students with high-functioning autism spectrum disorder (HFASD). Results from the initial randomized controlled trial indicated that students in grades 1-5 with HFASD in the CSBI schools demonstrated significantly better outcomes on measures of social-cognition, social-communication skills, and ASD symptoms compared to students with HFASD who received typical instruction in the control schools. Although these results are encouraging, the long-term impacts of the CSBI are unknown. To date, school-based social interventions for students with HFASD have yielded mixed results regarding maintenance of gains over time, and follow-up intervals have been relatively short (e.g., a few months). This study aims to overcome this limitation by conducting a two-year follow-up study of students with HFASD who participated in the original study to test the long-term impacts of the CSBI. The research team will follow students who participated in a previous cluster randomized trial of the CSBI in 35 elementary schools with 102 students. For two years, the research team will collect assessment data at the start and end of the school year on student outcomes, including proximal outcomes (i.e., emotion recognition skills and adaptive skills in social-communication and behavior) and distal outcomes (i.e., ASD symptoms, achievement, and health-related quality of life). The team will analyze the data to determine the long-term impacts of the CSBI. The team also will examine whether fidelity of implementation mediates the impact of the intervention on outcomes and whether child IQ and language ability, as well as time since participation in the original study, moderate the impact. The project is expected to produce evidence of the long-term impacts of the CSBI on students with HFASD, peer-reviewed publications, and presentations.

Amount: \$880,430

Period of Performance: 8/1/2018–7/31/2021

Early Intervention and Early Learning in Special Education

Award Number: R324A180192

Institution: Temple University

Principal Investigator: Annemarie Hindman

Description: *Training Teachers to Teach Vocabulary (T3V): A Professional Development Intervention for Toddler and Preschool Teachers Serving Children at Risk for Communication Difficulties.* The purpose of this project is to develop Training Teachers to Teach Vocabulary (T3V), a professional development intervention to support early childhood classroom teachers in using evidence-based instructional practices to improve vocabulary knowledge among young children at risk for communication difficulties (CD). Vocabulary development is a key predictor of children's success in learning to read and in school more generally. Although research has identified effective teaching practices that educators can use to support vocabulary development for children at risk for CD, many teachers lack the knowledge and skills to implement these teaching practices. To address this research-to-practice gap, the current project will develop an intervention that trains teachers to implement vocabulary instruction within a multi-tiered system of supports and that is intended to improve the vocabulary development of young children at risk for CD. In Year 1, the research team will develop and revise the initial version of T3V based on feedback from an advisory board, results from field testing with early childhood classroom teachers, and suggestions from consultants. The team also will conduct a series of feasibility studies in Years 2 and 3 to determine whether the intervention can be implemented with fidelity and whether teachers and children demonstrate changes in target outcomes. In Year 4, the researchers will conduct a small randomized controlled trial to test the promise of T3V for changing teacher knowledge and practice around vocabulary instruction and the vocabulary skills of children at risk for CD. The project is expected to produce a fully developed professional development intervention to support toddler and preschool teachers in using evidence-based vocabulary instructional practices for young children at risk for CD, peer-reviewed publications, and presentations.

Amount: \$1,400,000

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180093

Institution: Arizona State University

Principal Investigator: Shelley Gray

Description: *Developing an Extension of the TELL Curriculum for 3-Year-Old Children with Developmental Speech and/or Language Impairment.* The purpose of this project is to develop and pilot test an expanded version of Teaching Early Literacy and Language across the Curriculum (TELL), a preschool curriculum designed to promote differentiated instruction for children with developmental speech and/or language impairments in order to improve oral language and early literacy skills. The expanded version of TELL, originally designed for 4-year-old children, will extend the curriculum down to age 3. Many children with mild to moderate delays or disabilities are not receiving high-quality preschool special education with evidence-based literacy instruction and environments that promote language development. The need for a curriculum that preschool teachers could feasibly implement with fidelity led to the development of the original TELL for 4-year-old children. The results of an IES-supported efficacy trial indicated that children with developmental speech and/or language impairment who received TELL demonstrated significantly more growth in a number of early language and literacy skills (e.g., receptive and expressive vocabulary, print knowledge, phonological awareness) than children in the control group. However, preschool frequently begins at age 3, and these preschoolers may experience two years of preschool or be in mixed-aged classrooms with 4-year-old children. Thus, the goal of the current project is to adapt the TELL curriculum, curriculum-based measures (CBMs), and professional development training to cover a wider developmental range that includes 3-year-old children. The research team will develop the intervention in four phases. In Phase 1, the team will adapt the existing curriculum based on feedback from practitioners about how well it meets the needs of 3-year-olds and how well it meets early learning standards, builds precursor skills targeted by the Common Core State Standards, and meets professional early childhood organization standards. In Phase 2, the team will run iterative trials of the revised intervention, and in Phase 3, the team will conduct a feasibility study to obtain feedback on implementation and satisfaction with TELL. For the Phase 4 pilot study, the team will conduct a small randomized controlled trial of the revised TELL intervention to test its promise for improving the oral language and early literacy skills of 3-year-old children with developmental speech and/or language impairments. The project is expected to produce a fully developed TELL curriculum for 3-year-old children with developmental speech and/or language impairment, peer-reviewed publications, and presentations.

Amount: \$1,400,000

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180061

Institution: University of Washington

Principal Investigator: Scott Spaulding

Description: *Development of a Web-Based Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings.* The purpose of this project is to develop and test a collaborative, web-based tool to improve early childhood teachers' implementation of interventions for children with or at risk for emotional or behavioral disorders (EBD). Despite the development of multi-tiered systems of supports and evidence for the efficacy of positive behavior supports and function-based interventions (aimed at preventing and reducing challenging behavior), many early childhood programs lack the capacity to implement intensive interventions (Tier 3) with fidelity. Further, many behavior support programs fail to consider the role of families in the individualized behavior support process. In this project, the research team will modify the existing web-based technology designed for K-8 school settings and extend its application to early childhood settings. This new intervention, the Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings (ibestt-EC), will combine professional development with behavioral coaching and family collaboration to increase early childhood teachers' ability to improve behavioral outcomes for children with or at risk for EBD. The project will iteratively develop and test ibestt-EC across four years. In the first year, the research team will solicit feedback from

early childhood practitioners and families through focus groups and workshops and use their feedback to revise the existing technology. In the second year, the team will field test the revised intervention to evaluate teacher fidelity of implementation in early childhood classrooms. In the third year, the team will create professional development materials to support teachers in intervention implementation. In the fourth year, the research team will assess the promise of the intervention through a series of single-case design studies. The project is expected to produce a fully developed, web-based intervention, ibestt-EC, to improve teacher implementation of intensive behavioral interventions in early childhood settings; peer-reviewed publications; and presentations.

Amount: \$1,400,000

Period of Performance: 9/1/2018–8/31/2022

Award Number: R324A180085

Institution: Kennedy Krieger Institute

Principal Investigator: Rebecca Landa

Description: *Development of an Intervention for Center-Based Early Childhood Care and Education Providers to Support Evidence-Based Instruction of Children with Developmental Disabilities.* The

purpose of this project is to develop a professional development (PD) intervention to help early child care and education (ECCE) providers improve their knowledge, skills, and self-efficacy in implementing evidence-based instructional practices for children with language, cognitive, and/or social delays (i.e., developmental disabilities). ECCE providers play a vital role in the development and well-being of children, many of whom have or are at risk for developmental disabilities. However, training to work with children with developmental disabilities is limited, and ECCE providers often have inadequate knowledge and skills related to implementing evidence-based practices. In addition, there are few research-based treatment packages that include evidence-based instructional practices, are usable in early childhood settings, and have a PD component to equip educators to deliver evidence-based instruction. Early Achievements, an intervention for young children with autism spectrum disorder (ASD), is one such treatment package that has demonstrated efficacy for improving child outcomes. The current project will extend this line of research by developing a PD program to train ECCE providers in feasibly implementing the practices used in Early Achievements with high fidelity for a wider population of children (i.e., those with developmental disabilities) to improve their language, social, and cognitive outcomes. The research will occur in three phases. In Phase 1, the research team will engage in initial development activities including focus groups, consumer reviews of the initial intervention, and development and validation of researcher-developed measures. The team will implement an initial abbreviated version of the PD intervention with ECCE providers and children and use data to inform revisions to the PD and researcher-developed measures to be used in the remainder of the study. In Phase 2, the research team will implement the revised PD program with two consecutive cohorts of ECCE providers and children and revise the intervention based on data from each cohort. In Phase 3, the team will conduct a randomized controlled trial to evaluate the promise of the PD intervention for improving provider and child outcomes. The research team also will examine whether providers sustain the evidence-based practices four months after intervention. The project is expected to produce a fully developed PD program for ECCE providers working with children with developmental disabilities to improve children's language, social, and cognitive outcomes; peer-reviewed publications; and presentations.

Amount: \$1,399,961

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180193

Institution: Florida State University

Principal Investigator: Amy Wetherby

Description: *Efficacy of the Early Social Interaction (ESI) Model for Toddlers with Early Signs of Autism Spectrum Disorder in Community Early Intervention Programs.* The purpose of this study is to test the efficacy of a technology-supported version of the Early Social Interaction (ESI) model, an intervention designed to coach families to use evidence-based interventions for toddlers with early signs of autism spectrum disorder (ASD). Early ASD diagnosis and intervention can have a significant impact on children's later outcomes, making it critical to identify evidence-based interventions that are feasible to deliver in community and home-based settings. The ESI model is a comprehensive intervention that teaches parents of toddlers with ASD to incorporate evidence-based intervention strategies to support social communication, language, play, and adaptive behaviors within everyday activities. In a prior efficacy trial, this research team found that the ESI model led to improvements in children's social communication, developmental functioning, and adaptive behavior. The current study will replicate the prior study using a more efficient and sustainable mode of delivery. Specifically, the research team will evaluate the efficacy of a technology-supported version of the ESI model that involves early intervention providers (EIPs) as coaches. The research team will investigate whether this version of the ESI model shows efficacy for improving children's active engagement, social communication, developmental level, adaptive behavior, and early signs of ASD. They also will investigate whether children's active engagement and the level of support parents provide to their children mediate the impact of ESI on child outcomes and whether family and child characteristics, as well as intensity of the intervention, moderate its impact. The research team will evaluate the efficacy of the technology-supported ESI model using a randomized controlled trial design. In Years 1 and 2, researchers will recruit, enroll, and randomly assign approximately 40 providers to the intervention or control group. Each provider will recruit three children and their families, one at a time, to participate in the nine-month intervention or business-as-usual services. Researchers will collect data at baseline, after the intervention, and nine months following the completion of the intervention period to determine the effects of the intervention. The project is expected to produce evidence of the efficacy of the technology-supported version of the ESI model with EIPs as coaches on child outcomes, peer-reviewed publications, and presentations.

Amount: \$3,300,000

Period of Performance: 7/1/2018–6/30/2023

Award Number: R324A180122

Institution: Michigan State University

Principal Investigator: Sarah Douglas

Description: *Online Training for Paraeducators to Improve Communication Supports for Young Children with Complex Communication Needs.* The purpose of this project is to develop and pilot test an online training program, the POWR System (Provide Opportunities for communication, Wait for child's communication, Respond to child's communication), for paraeducators and their supervising special education teachers. The POWR System trains educators to support the use of augmentative and alternative communication (AAC) systems by young children with complex communication needs in order to improve their communication skills. Young children with complex communication needs, who are unable to use speech to express their needs, exchange information, or develop close relationships, are at risk for poor academic outcomes. These children frequently work directly with paraeducators in their early childhood programs, yet research-based training for paraeducators to support children's communication needs is lacking. This project aims to address this need by developing an online training for paraeducators and their supervising teachers to help improve the communication skills of children with complex communication needs. The research team will develop and test the POWR System across three phases. In Phase 1, the team will build upon and revise an existing paraeducator version of the POWR System (Paraeducator POWR) and develop the training for implementing the POWR model (POWR +) through an iterative process involving educator review and feedback and single-case design

studies. In Phase 2, the team will develop the POWR System for supervising teachers (Teacher POWR) using methods similar to those they used in Phase 1. In Phase 3, the researchers will use a multiple-baseline single-case design study to determine the promise of the entire POWR System for improving children's communication outcomes. The project is expected to produce a fully developed online training for paraeducators and their supervising teachers to provide support to children with complex communication needs, publications, and presentations.

Amount: \$1,399,989

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180083

Institution: Indiana University

Principal Investigator: Hannah Schertz

Description: *Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity.* The purpose of this project is to develop and test a framework, Supporting Early Interventionists of Toddlers with Autism to Build Family Capacity (SEITA), to help early interventionists (EIs) promote parent mediation of social communication in toddlers with emerging signs of autism spectrum disorder (ASD). ASD is the fastest growing developmental disability, and earlier detection means that more children showing early signs of ASD will receive services through IDEA, Part C programs. The research team will develop SEITA to work within Part C systems and will address the need for interventions that enhance family capacity and integrate interventions into natural environments for toddlers with ASD. The ultimate aim of SEITA is to improve the social communication skills of toddlers with ASD. The research team will conduct three studies to develop and test the SEITA framework. In Study 1, the team will use focus groups to inform intervention development. Specifically, they will explore the perspectives of EIs and parents about intervention-related topics. In Study 2, the team will iteratively implement a preliminary framework while assessing EI, parent, and toddler outcomes and the feasibility and acceptability of the framework. In the final pilot study, the team will use a multiple-baseline single-case design study to test the promise of SEITA for improving EI, parent, and child outcomes. The project is expected to produce a fully developed framework to support EIs in building family capacity to work on social communication skills with their toddlers with ASD, peer-reviewed publications, and presentations.

Amount: \$1,399,769

Period of Performance: 7/1/2018–6/30/2021

Award Number: R324A180203

Institution: University of Miami

Principal Investigator: Daniel Messinger

Description: *Teacher and Peer Speech in Inclusion Classrooms: Malleable Factors Affecting Language Outcomes for Children with Disabilities.* The purpose of this project is to use innovative technologies to understand the role of teacher and peer speech in the language development and social relationships of preschool children with disabilities in inclusive settings. There is evidence that language-related experiences in the classroom impact children's language development. However, previous studies have been relatively short in duration. In this study, the researchers will use technologies that allow for real-time measurement of language in a natural context, over an extended period of time, to investigate whether teacher turn-taking with children and exposure to peer language during social contact are associated with improvements in children's expressive and receptive language and social interactions. Researchers also will explore whether these relationships differ for inclusive classrooms in which most children with disabilities have autism spectrum disorder (ASD) and those in which most children with disabilities have other disabilities, primarily language delays. The investigators will collect data on language input, social interaction, and language development repeatedly over the nine-month school year to investigate the role of teacher and peer speech in the development of language and social connections within inclusive preschool classrooms. In addition to more traditional measures of observation and child- and teacher-report, the project will make use of several advanced technology systems that capture

language input and spatial orientation at the individual child level. Analyses will test the relationship between language input from teachers and peers and later language development and the relationship between language ability and exposure to vocal input. Analyses also will explore whether or not the relationships are moderated by type of disability. The project is expected to produce preliminary evidence of the association between teacher conversational turn-taking and exposure to peer language and the language and social development of preschoolers with disabilities, peer-reviewed publications, and presentations.

Amount: \$1,399,735

Period of Performance: 7/1/2018–6/30/2022

Professional Development for Teachers and School-Based Service Providers

Award Number: R324A180186

Institution: Purdue University

Principal Investigator: Rose Mason

Description: *Para-Impact: Professional Development with Teacher-as-Coach for Paraeducators of Elementary Students with Moderate to Severe Developmental Disabilities.* The purpose of this project is to develop Para-Impact, a professional development package to train supervising teachers to utilize practice-based coaching (PBC) to improve paraprofessionals' implementation of systematic instruction for elementary students with moderate to severe developmental disabilities (MSDD). Students with MSDD, including those with autism, significant intellectual disabilities, and multiple disabilities, typically require frequent and intense exposure to evidence-based practices delivered with a high degree of fidelity. However, the paraprofessionals who often serve these students receive little to no formal training in implementing evidence-based practices, such as systematic instruction, and the special education teachers with whom they work have limited experience supervising and training paraprofessionals to implement such practices. The current project will develop Para-Impact to address this research-to-practice gap and provide a mechanism to support teachers in training and supervising paraprofessionals in the implementation of systematic instruction for students with MSDD. The ultimate aim is to improve classroom climate and students' active engagement, academic responding, on-task behavior, and progress on individualized educational goals. The research team will use an iterative process to develop Para-Impact. In Year 1, the research team will use feedback from focus groups of teachers, paraprofessionals, and school administrators and a team of content and school-based experts to develop the instructional modules, coaching materials, training manuals, and supporting tools. In Year 2, the research team will collect information on the intervention's feasibility and usability through a series of single-case design studies. In the Year 3 pilot study, the team will conduct a randomized controlled trial to evaluate the promise of Para-Impact for improving teacher, paraprofessional, student, and classroom outcomes. The project is expected to produce a fully developed professional development package to train supervising teachers to utilize PBC to improve paraprofessionals' implementation of systematic instruction for elementary students with MSDD. Additional expected products include peer-reviewed publications and presentations.

Amount: \$1,393,765

Period of Performance: 8/15/2018–8/14/2021

Award Number: R324A180034

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: James Thompson

Description: *Promoting Teacher Use of the Supports Intensity Scale-Children's Version to Engage in Supports Planning to Enhance Access to the General Education Curriculum for Children with Intellectual Disability.* The purpose of this project is to develop a professional development model to support teachers in using the results of a Supports Intensity Scale-Children's Version (SIS-C) assessment to design supplementary aids and services that promote access to the general education curriculum for students with

intellectual disability (ID). This project builds on a previous IES-supported measurement project that resulted in the SIS-C, a reliable and valid standardized assessment that provides data on the support needs of students with ID ages 5 to 16. In addition to data on students' support needs, teachers also need the knowledge and skills to interpret that data, identify specific supplementary aids and services that will meet students' needs and enhance their participation in the general education curriculum, implement the identified aids and services, and evaluate how well they work. The current project will develop a professional development model to facilitate teachers' use of SIS-C data to make decisions about supplementary aids and services and ultimately improve access to the general education curriculum for students with ID. The model will include the SIS-C Supports Planning Process (a process that involves using the SIS-C to identify, implement, and evaluate supplementary aids and services for students), an associated teacher's manual, and an online fidelity of implementation system. The research team will develop and pilot test the professional development model in four phases. During Phase 1, researchers will iteratively develop and refine the SIS-C Supports Planning Process, teacher's manual, and online fidelity of implementation system based on a review of existing literature and focus groups with potential end users. In Phase 2, the team will conduct single-case design studies to obtain data on the feasibility and usability of the model. In Phase 3, the team will conduct a within-subjects design study to determine whether teachers can implement the SIS-C Supports Planning Process with fidelity. In Phase 4, the research team will pilot test the revised model in a randomized controlled trial to evaluate its promise for improving teachers' knowledge, skills, and use of supplementary aids and services and students' academic outcomes and access to the general curriculum. The project is expected to produce a fully developed SIS-C Supports Planning Process, teacher's manual, and online fidelity of implementation system; peer-reviewed publications; and presentations.

Amount: \$1,395,014

Period of Performance: 9/1/2018–8/31/2022

Reading, Writing, and Language Development

Award Number: R324A180004

Institution: Vanderbilt University

Principal Investigator: Christopher Lemons

Description: *An Efficacy Trial to Evaluate Supporting Paraprofessionals by Advancing Reading Intervention Knowledge and Skill (SPARK)*. The purpose of this project is to evaluate the efficacy of two models of professional development (PD) designed to enhance paraprofessionals' knowledge and skills related to delivering an early reading intervention to elementary school students with Down syndrome (DS). The first model, a traditional reading-focused PD (T-PD), will use a training model developed through a prior IES-funded Development and Innovation grant. The second model, enhanced reading-focused PD (E-PD), goes beyond simply training paraprofessionals to implement a specific reading intervention by targeting broader knowledge and skills to improve overall instructional quality. Although paraprofessionals make up half of the special education instructional workforce and often provide instruction to students with disabilities, they receive limited training on basic instructional practices. There has been limited research evaluating the efficacy of PD for paraprofessionals; therefore, the current project aims to address this by evaluating the comparative efficacy of two PD models designed to improve paraprofessionals' reading instruction for students with DS. The research team will use a randomized controlled trial to evaluate the efficacy of two models of PD (i.e., T-PD and E-PD) compared to the business-as-usual PD that schools provide. Three cohorts of paraprofessional-student pairs (a total of 135 paraprofessionals and 135 of their students) will participate in the study across four years. The researchers will randomly assign paraprofessional-student dyads to one of two treatment conditions or a business-as-usual control condition. For each cohort, the research team will collect data at four time points—in the fall and spring of paraprofessionals' first year of participation (pre-test and mid-point, respectively), in the spring of their second year (post-test), and in the spring of their third year (maintenance; Cohorts 1 and 2 only). The research team will analyze the data to evaluate the efficacy of

the PD models for improving paraprofessionals' knowledge and skills related to reading instruction and students' reading outcomes. The project is expected to produce evidence of the efficacy of T-PD and E-PD for paraprofessionals and their students with DS, peer-reviewed publications, and presentations.

Amount: \$3,298,858

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180137

Institution: Texas State University

Principal Investigator: Stephen Ciullo

Description: *Exploring Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities.* The purposes of this project are to explore the extent to which special education and general education teachers who teach writing to students with disabilities in grade 4 use effective writing instruction practices and to examine the relationships between effective writing instruction practices and student writing outcomes. The project also will examine if teacher-level factors (e.g., expertise for teaching students with disabilities) moderate these relationships and if there are differences in the use of effective writing instruction practices between special education and general education teachers. To do this, researchers will collect data from three non-overlapping cohorts of special education and general education teachers observed at four time points per year. Data from these systematic observations will be used to analyze the extent to which teachers implement effective writing practices. In addition, data collected on teacher knowledge, beliefs, and expertise will be used to determine any associations between these teacher-level variables and use of effective writing instruction practices. Relationships between observed practices and student outcomes will be explored, along with factors that potentially moderate these relations. The project is expected to produce preliminary evidence of an association between effective writing instruction practices, teacher factors, and student writing outcomes; evidence on differences between general and special education teachers in their use of these practices; peer-reviewed publications; and presentations.

Amount: \$1,398,259

Period of Performance: 8/1/2018–7/31/2022

Science, Technology, Engineering, and Mathematics

Award Number: R324A180202

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Meagan Karvonen

Description: *5E Model Professional Development in Science Education for Special Educators (5E-SESE).* The purpose of this project is to develop the 5E Model Professional Development in Science Education for Special Educators (5E-SESE), an online system of professional development for special education teachers who are teaching science to students with significant cognitive disabilities (SCD). With many States adopting rigorous Next Generation Science Standards (NGSS), science achievement expectations for students with SCD are increasing. Yet teachers are not prepared to provide instruction that helps students with SCD meet these expectations. The 5E inquiry cycle (Engage, Explore, Explain, Elaborate, and Evaluate) is a common learning cycle structure in many science curricula. The goal of 5E-SESE is to support teachers' use of this inquiry-based teaching model and Universal Design for Learning (UDL) principles to design and implement science lessons. The project also will evaluate the 5E-SESE system's usability and feasibility; potential to improve teachers' knowledge, practices, and attitudes; and promise for improving students' opportunities to learn and achieve in science. The research team will develop and test the intervention in three phases. In the first phase, the team will develop the initial version of the intervention and evaluate its usability and feasibility. In the second phase, the team will refine the intervention and evaluate its usability, participant satisfaction, and fidelity of implementation. In addition, the team will determine if there are changes in proximal teacher outcomes from pre- to post-test. In the third phase, the research team will evaluate the intervention's usability, implementation

fidelity, participant satisfaction, and changes in teacher and student outcomes using a quasi-experimental design. The team will supplement this work by collecting and analyzing qualitative data to identify potential contextual factors that influence implementation and outcomes. In the final phase, the research team will evaluate feasibility and satisfaction under more natural conditions and examine teacher outcomes. The project is expected to produce a fully developed professional development intervention for teachers instructing students with SCD in science, peer-reviewed publications, and presentations.

Amount: \$1,400,000

Period of Performance: 9/1/2018–8/31/2022

Award Number: R324A180135

Institution: University of Florida

Principal Investigator: Cynthia Griffin

Description: *Efficacy of Prime Online: Teacher Professional Development for Inclusive Elementary Mathematics Classrooms.* The purpose of this project is to test the efficacy of Prime Online, an online teacher professional development (PD) intervention developed with prior IES funding. Prime Online is designed to improve teachers' knowledge and practice and students' mathematics achievement. Research suggests that a substantial portion of the variability in students' mathematics achievement is related to the quality of teachers' instruction. However, little is known about effective ways to improve teachers' mathematics teaching, especially with students who struggle with mathematics. The current study will evaluate the efficacy of Prime Online for improving teacher knowledge of mathematics content, self-efficacy for teaching mathematics, knowledge and skills for implementing evidence-based teaching practices, and student progress monitoring. The study will also examine whether these changes in teacher knowledge, skills, and dispositions impact changes in learning outcomes for students with mathematics learning disabilities and students with mathematics difficulty. The researchers will use a randomized controlled trial design to evaluate the efficacy of Prime Online. Researchers will recruit 120 fourth-grade teachers across two cohorts and randomly assign teachers to either the Prime Online intervention group or the business-as-usual control group. Teachers in each cohort will receive the PD for one full year. The research team will collect data on outcome variables prior to the start of Prime Online and after the intervention and analyze the data to determine whether Prime Online leads to improvements in teacher and student outcomes. Researchers also will examine key variables that may moderate or mediate the effects of Prime Online. The project is expected to produce evidence of the efficacy of Prime Online for fourth-grade teachers and students with mathematics disabilities and difficulties, peer-reviewed publications, and presentations.

Amount: \$3,276,003

Period of Performance: 8/15/2018–8/14/2022

Social and Behavioral Outcomes to Support Learning

Award Number: R324A180042

Institution: University of Florida

Principal Investigator: Stephen Smith

Description: *Efficacy Trial of I Control: An Intensive Intervention to Improve Self-Regulation for Middle School Students with Emotional and Behavioral Problems.* The purpose of this project is to examine the efficacy of I Control, an intervention for middle school students with emotional and behavioral disorders (EBD) that targets self-regulatory mechanisms collectively known as executive functioning skills (e.g., inhibiting impulses, maintaining information in working memory). Students who exhibit significant and chronic behavioral problems and are consequently placed in special education programs for EBD are typically the most difficult to teach and manage in the classroom setting. These students show persistent patterns of anti-social, maladaptive, and aggressive school behavior, which results in escalating conflict with adults, peers, and family members. Students with EBD frequently require intensive interventions to improve their ability to regulate their own behavior. Researchers developed I Control with previous IES

funding to teach middle school students with EBD in self-contained classrooms how to modify and control their behavior and engage in appropriate self-regulation in social situations. I Control has demonstrated feasibility of implementation by middle school teachers as well as promise for improving student self-regulation skills, but the efficacy of the intervention has not yet been tested. The current study will examine the efficacy of I Control for improving student behavioral and academic outcomes. The research team will conduct a randomized controlled trial to compare middle school students with EBD in self-contained settings receiving I Control to those receiving services as usual. The team will randomize one classroom serving students with EBD per school to receive I Control or to receive services as usual. The research team will collect data pre-treatment, post-treatment, and at one year follow-up. The team also will monitor the treatment integrity (i.e., training fidelity and fidelity of implementation) on an ongoing basis. Primary analyses will determine the efficacy of I Control for improving the behavioral and academic outcomes of students with EBD. Exploratory analyses will examine mediators of intervention response and the cost of implementing the intervention. The project is expected to produce evidence of the efficacy of I Control for middle school students with EBD, peer-reviewed publications, and presentations.

Amount: \$3,292,300

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180175

Institution: State University of New York (SUNY), Buffalo

Principal Investigator: Gregory Fabiano

Description: *Enhancing IEPs of Children with ADHD Using Daily Report Cards: An Efficacy Trial.* The purpose of this project is to test the efficacy of using a Daily Report Card (DRC) intervention as an enhancement to the individualized education program (IEP) for students with attention-deficit hyperactivity disorder (ADHD). Children with ADHD are at risk for negative academic and social outcomes due to difficulties with attention, impulse control, and activity modulation. There is a need for effective interventions aimed at improving academic performance and social/behavioral outcomes. Many children with ADHD have an IEP that may include evidence-based practices for students with learning and behavioral disabilities. However, prior research suggests that there is a need to supplement the IEP in order to make it more usable for teachers and to ensure that students receive supports that are directly linked to target behaviors that impact the child's learning, achievement, and social development. The DRC provides teachers with a daily link to a child's IEP goals and objectives and a mechanism for providing feedback to the child and parent on progress. In a prior IES-funded study, using a DRC as an enhancement to the IEP showed promise for improving students' behavior, academic achievement, and IEP goal attainment. The current study aims to build on these promising findings to determine if linking a DRC to a child's IEP goals and objectives shows efficacy for improving the academic and social outcomes for students with ADHD. To do this, researchers will conduct a randomized controlled trial and assign students to either the intervention or business-as-usual control condition. Students in the intervention condition will receive approximately 16-20 weeks of intervention. The team will collect outcome data at pre- and post-test and fidelity data monthly. The team will analyze data to determine whether linking a DRC to the IEP results in improved outcomes for students with ADHD and to explore a variety of potential moderators (i.e., class placement, medication status, comorbid learning difficulties, comorbid aggressive behavior, and IEP quality) and mediators (i.e., classroom environment, teacher feedback for targeted behaviors, and parent-implemented contingency management) of intervention impacts. The project is expected to produce evidence of the efficacy of using a DRC intervention as an enhancement to the IEP to improve the academic and social outcomes of students with ADHD, peer-reviewed publications, and presentations.

Amount: \$3,290,517

Period of Performance: 9/1/2018–8/31/2022

Award Number: R324A180037

Institution: University of Oregon

Principal Investigator: Elizabeth Stormshak

Description: *Family-Centered Intervention in Schools to Reduce Social and Behavioral Problems From Early Elementary School to Adolescence.* The purpose of this study is twofold: (1) to examine the long-term efficacy of the Kindergarten Family Check-Up (FCU), a school-based, family-centered intervention intended to prevent student social and behavioral problems and (2) to examine the effects of a booster session of FCU, delivered during the students' transition to middle school, on students' behavior and academic outcomes. Providing support during key transitions (e.g., school entry, transition to middle school) can be critical for school success for students with or at risk for problem behavior. For students at high risk for behavior problems, questions remain about the sustainability of effects from early intervention over time and the extent and frequency of intervention needed to prevent future problems. In a prior IES-funded project, a randomized controlled trial of Kindergarten FCU demonstrated positive impacts on student behavior and academic outcomes during and up to three years after the transition to kindergarten. The current study is both a follow-up to and extension of the Kindergarten FCU to determine the long-term effects of receiving the original kindergarten intervention and the effects of the middle school booster session of FCU on students' behavior and academic outcomes. The researchers will explore moderators (e.g., family engagement) and mediators (e.g., parenting skills, children's self-regulation) of intervention response. They also will conduct focus groups with parents, teachers, school administrators, and family consultants (e.g., school counselors, school psychologists) to examine factors that may impede or promote adoption and implementation of FCU in schools and conduct a cost analysis of the FCU program. The project is expected to produce evidence of the long-term effects of the Kindergarten FCU intervention and the efficacy of implementing a booster FCU during the transition to middle school, peer-reviewed publications, and presentations.

Amount: \$3,299,983

Period of Performance: 7/1/2018–6/30/2023

Award Number: R324A180027

Institution: University of Oregon

Principal Investigator: Kent McIntosh

Description: *Identifying Factors Predicting Implementation and Sustainability of Tier 2 and 3 Behavior Support Systems.* The purpose of this project is to identify malleable factors that influence the implementation and sustainability of behavioral interventions at Tier 2 (supplemental interventions) and Tier 3 (intensive interventions) of a multi-tiered system of supports (MTSS). Schools adopt many effective interventions that they rarely implement beyond a year or two. One promising method of enhancing sustainability of interventions is to implement them within broader systems that may support implementation, such as MTSS. Recent research has examined factors that influence implementation of Tier 1 (universal supports) interventions, but additional research is needed to understand how to sustain the more intensive Tier 2 and Tier 3 behavioral interventions in MTSS models. The current project will focus on School-wide Positive Behavioral Interventions and Supports (PBIS) as an MTSS model because many schools in the United States have widely adopted and sustained PBIS and because PBIS relies on validated fidelity of implementation measures that can be used to document sustained implementation. The research team will (a) validate models of sustainable implementation for Tier 2 and Tier 3 behavior support interventions, (b) identify malleable factors that are associated with implementation, and (c) refine a theory of change to develop a systems-level intervention to enhance the sustained implementation of Tier 2 and Tier 3 interventions by teachers and other instructional personnel. The project will occur in three phases and will involve both primary data collection and secondary data analysis. In Phase 1, the research team will collect data to assess factors related to implementation and sustainability of Tiers 2 and 3 social-emotional and behavior support interventions. In Phase 2, the research team will examine extant datasets to identify school characteristics that are associated with implementation and sustainability of implementation of Tier 2 and Tier 3 interventions. The team also

will assess the extent to which fidelity of implementation of Tier 1 supports implementation of Tier 2 and Tier 3 interventions. In Phase 3, the research team will create a longitudinal dataset including primary data from Phase 1 and extant data on school characteristics and fidelity of implementation of Tiers 1, 2, and 3 interventions from Phase 2. The research team will use this dataset to examine factors associated with implementation and sustainability of Tier 2 and Tier 3 interventions for schools at three key points of PBIS implementation (initial implementation, 2-4 years of implementation, and 5 years of implementation). The project is expected to produce evidence of malleable factors that are associated with fidelity of implementation and sustainability of Tiers 2 and 3 social-emotional and behavioral support interventions, peer-reviewed publications, and presentations.

Amount: \$1,399,970

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324A180032

Institution: University of Maryland, College Park

Principal Investigator: Andres De Los Reyes

Description: *Informant Discrepancies in Social-Behavioral Assessment: Psychometric and Practical Implications of Cross-Informant Data.* The purpose of this project is to develop, refine, and validate the Psychosocial and Educational Difficulties and Strengths Scales (PEDS) to evaluate student behavior from multiple sources (e.g., teachers, parents, students) and to produce results that accurately indicate how student behavior may vary across contexts. Collecting multiple informant ratings of children's psychosocial strengths and difficulties is a common practice during comprehensive special education evaluations. Discrepancies often exist, however, among different informants' ratings of child social and emotional functioning, presenting practical challenges for school personnel when interpreting and using this information. Ratings scales typically do not include guidelines for interpreting discrepancies among informants, resulting in practitioners making subjective decisions based on discrepant reports. Historically, differences in ratings have been attributed to measurement error (e.g., reliability of ratings). Students, however, often behave differently in different contexts (e.g., home versus school), so differences in ratings may be expected. Identifying the contexts in which children experience psychosocial strengths and difficulties, and providing practitioners with information regarding how to understand and address those differences, may facilitate the use of individualized interventions to address a child's specific pattern of behavior, thereby boosting the efficacy of interventions. To address this need, the researchers will develop PEDS, which will be a freely available assessment designed to assess contextual variations and similarities in strengths and difficulties. The research team will include guidance for school personnel to interpret and use PEDS to provide individualized, context-relevant interventions and services to meet a student's needs. The team will conduct its research in two phases. The Diverging Operations Phase (Year 1) will involve cross-validating previous findings demonstrating that informant discrepancies are due largely to real variation in students' behavior and not measurement error. In the Assessment Development and Validation Phase (Years 2 and 3), the research team will develop and validate discrepant and nondiscrepant scales of psychosocial strengths and difficulties as well as develop guidelines to enhance the feasibility and usability of the developed measures for educational decision-making and programming. This phase involves a series of studies focused on the following: content validity (two studies), exploratory analyses to examine factor structure and identify discrepant and nondiscrepant items, confirmatory analyses, convergent/divergent validity, and feasibility/usability. The project is expected to produce a developed and validated PEDS measure, consisting of discrepant and nondiscrepant scales of psychosocial strengths and difficulties, along with supporting materials and resources to enhance feasibility and use of PEDS in the school setting. The project also will produce peer-reviewed publications and presentations.

Amount: \$1,399,346

Period of Performance: 7/1/2018–6/30/2021

Award Number: R324A180053

Institution: Cincinnati Children's Hospital Medical Center

Principal Investigator: Leanne Tamm

Description: *Teaching Academic Success Skills to Middle School Students with Autism Spectrum Disorders (ASD) and Executive Functioning Deficits.* The purpose of this project is to adapt and test Teaching Academic Skills to Kids—School-based (TASK-S), a school-based executive functioning (EF) and study skills intervention for middle school students with high-functioning autism spectrum disorder (ASD). Youths with ASD experience significant academic problems in a variety of domains including writing, attention, and complex processing related to problem solving, numerical operations, listening comprehension, and reading comprehension. A primary contributor to academic difficulties for students with ASD is a lack of EF skills such as planning, organization, mental flexibility, and time management, yet there are few EF interventions targeting academic skills for students with ASD. In particular, there are no evidence-based EF interventions for middle school students with ASD. The transition to middle school is associated with increased expectations for achievement and behavior, and adolescents with ASD and their parents struggle to manage academic behaviors (e.g., binder organization, homework). Developing an intervention targeting both adolescents and their parents with a focus on improving the EF skills important for school success is warranted. The project will iteratively develop and test TASK-S across four years. In the first year, the research team will solicit feedback from students, parents, and school personnel (e.g., teachers, administrators) through focus groups and interviews and use their feedback to revise existing EF intervention materials and procedures originally developed for students with attention-deficit hyperactivity disorder. In the second year, the team will use the revised intervention materials to conduct three trials to further refine the intervention and procedures and examine issues related to treatment fidelity. In the third year, the research team will conduct a pilot randomized controlled trial to determine the promise of TASK-S for improving the EF and academic outcomes of middle school students with high-functioning ASD. In the fourth year, the research team will collect follow-up data approximately six months post-intervention. The project is expected to produce a fully developed TASK-S intervention for middle school students with ASD, peer-reviewed publications, and presentations.

Amount: \$1,399,957

Period of Performance: 7/1/2018–6/30/2022

Special Education Policy, Finance, and Systems

Award Number: R324A180024

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Jennifer Kurth

Description: *Factors Contributing to Academic, Social/Communication, and Behavioral Outcomes for Elementary Students with the Most Significant Cognitive Disabilities.* The purpose of this study is to examine how educational placement affects academic, social/communication, and behavioral outcomes for elementary students with significant cognitive disabilities (SCD). The study also will explore student-, classroom-, and school-/district-level factors as potential mediators or moderators of associations between placement and student outcomes. Although researchers have argued that educational placement makes a difference in the type of instruction students with SCD receive, there is limited empirical evidence on the association between educational placement and outcomes for these students. Given that students with SCD experience some of the poorest outcomes after high school, there is a critical need for research that will inform interventions to improve their outcomes. The research team will investigate relationships between educational placement and outcomes for students with SCD and factors that mediate or moderate those relationships, with the aim of using the results to inform system-level interventions to improve education placement decisions. In Year 1, the research team will recruit schools and students with SCD from across the nation. In Year 2, the team will collect data on moderators, mediators, and outcomes from school records, surveys, and observational measures at two time points, in the fall and spring. In Year 3, researchers will analyze the data and disseminate the findings. The project is expected to produce

preliminary evidence of an association between educational placement and social/communication, behavioral, and academic outcomes for students with SCD and factors that mediate or moderate the association; peer-reviewed publications; and presentations.

Amount: \$1,399,809

Period of Performance: 7/1/2018–6/30/2021

Technology for Special Education

Award Number: R324A180171

Institution: Vanderbilt University

Principal Investigator: Maithilee Kunda

Description: *Betty's Mind: A Theory of Mind and Social Reasoning Intervention for Adolescents with Autism Spectrum Disorders Based on a Learning by Teaching Approach.* The purpose of the project is to develop a technology-based intervention to improve theory of mind (ToM) reasoning among adolescents with autism spectrum disorder (ASD). ToM refers to the ability to ascribe mental states, such as beliefs, desires, goals, and emotions, to other people and to understand that those mental states can be different from one's own. Many students with ASD have difficulty with ToM reasoning, especially in the context of social situations. However, there are limited research-based interventions for teaching these skills to students with ASD. The current study will address this limitation by adapting an existing technology-based intervention (Betty's Brain) to support middle school students with ASD in using ToM skills in social situations. The adapted intervention, Betty's Mind, will provide an interactive learning environment in which students with ASD teach a virtual agent about ToM in social scenarios. During the first two years of the project, the research team will modify Betty's Brain by adding new content, features, and resources for students to learn about ToM and social scenarios. The team will conduct a series of feasibility studies with students with ASD and their teachers to inform revisions to Betty's Mind. In Year 3, the research team will conduct a pilot study to determine whether Betty's Mind demonstrates promise for improving social skills and ToM reasoning. The project is expected to produce a fully developed version of Betty's Mind, professional development materials for teachers, peer-reviewed publications, and presentations.

Amount: \$1,399,955

Period of Performance: 7/1/2018–6/30/2021

Award Number: R324A180219

Institution: East Carolina University

Principal Investigator: Brandon K. Schultz

Description: *Development of a Game-Supported Intervention to Improve Learning and Study Strategies among At-Risk Students.* The purpose of this project is to develop and pilot test a computer-assisted behavior intervention, Athemos, for middle school students with attention-deficit hyperactivity disorder (ADHD). Many adolescents with ADHD experience high rates of disciplinary actions, academic failure, and grade retentions. Although research has identified evidence-based behavior management strategies, there are barriers to implementing these strategies in secondary schools, including low student motivation and knowledge, lack of teacher acceptability and feasibility, and poor implementation fidelity. Computer-based interventions for ADHD have the potential to address these challenges, but existing interventions are limited as they have failed to support and demonstrate the transfer of improvements made in the game to real-world settings. The current project will address these limitations by developing an intervention that is less burdensome to teachers and more motivating for students. Specifically, the research team will develop and test the Athemos intervention, which will include an educational game to teach coping skills to students with ADHD and a teacher component that includes a manual and consultation in how to support students in transferring coping skills to authentic education settings. The research team will iteratively develop and test Athemos across three years. In Year 1, the researchers will work with game designers to develop and refine an initial version of the intervention. In Year 2, they will conduct focus

groups with middle school students with ADHD to get their feedback on the game, develop a teacher manual to support implementation, and conduct field tests with teachers and students to gather data on the feasibility. The researchers will revise Athemos based on findings from the focus groups and feasibility studies. In Year 3, the research team will conduct a pilot randomized controlled trial to determine the promise of Athemos for improving the coping skills of students with ADHD. The project is expected to produce a fully developed computer-assisted behavior intervention, Athemos, for improving the coping skills of middle school students with ADHD; peer-reviewed publications; and presentations.

Amount: \$1,389,424

Period of Performance: 7/1/2018–6/30/2021

Award Number: R324A180110

Institution: Texas A&M University

Principal Investigator: Jennifer B. Ganz

Description: *Meta-Analyses of Variables Related to Instruction in Augmentative and Alternative Communication Implementation.* The purpose of this project is to conduct a comprehensive meta-analysis to determine whether augmentative and alternative communication (AAC) is associated with improved outcomes (e.g., behavior and communication) for individuals with intellectual/developmental disabilities (IDD). Although AAC is widely used in educational settings, it is unclear for whom and under what conditions it is most effective. This project aims to address this gap by conducting a meta-analysis to explore relationships between AAC and educational outcomes for individuals with IDD. The project also will examine whether relationships differ based on the type of instructional protocols implemented (e.g., Picture Exchange Communication System, functional communication training, and other behavioral techniques), implementers (e.g., educator, paraprofessional, parent/caregiver), and settings (e.g., home, classroom, clinic). Ultimately, the results will provide important information to researchers on the need for the development of AAC interventions and to practitioners and caregivers on how best to individualize AAC interventions. The research team will start by identifying articles focused on the use of AAC for individuals with IDD. For articles that meet inclusion criteria, the research team will evaluate the quality of research designs and evidence to determine whether AAC can be considered an evidence-based practice. Last, the research team will conduct several meta-analyses to determine the associations between AAC and social/communicative and behavioral outcomes for students with IDD and whether associations differ by type of instructional protocol, implementer, and educational setting. The project is expected to produce results from a meta-analysis describing relationships between AAC and education outcomes for individuals with IDD and potential differences in these relationships based on the instructional protocol, implementer, and educational setting. The project also will produce peer-reviewed publications and presentations.

Amount: \$600,000

Period of Performance: 9/1/2018–8/31/2020

Transition Outcomes for Secondary Students With Disabilities

Award Number: R324A180178

Institution: University of Minnesota

Principal Investigator: David Johnson

Description: *Exploring Predictors of Transition Planning Participation and Future Goal Aspirations of Secondary Students with Disabilities.* The purpose of this project is to examine associations between student-, family-, and school-level factors; students' involvement in the transition planning process as part of their individualized education program (IEP); and students' future goal aspirations for postsecondary education, employment, economic independence, and independent living. While research supports the connection between student involvement in the IEP process and post-school outcomes, there has been limited investigation of the factors that influence whether and to what extent students are involved in the IEP process and if that involvement is associated with students' post-school goal aspirations.

Additionally, as previous studies in this area mostly have included small, unrepresentative samples, there is a need for more detailed information on these relationships for students with a wider range of disabilities. The current study aims to address these gaps by conducting secondary data analyses with a representative sample of students with disabilities from the National Longitudinal Transition Study-2012 (NLTS-2012). The research team will conduct four separate studies to explore relations among student, family, and school characteristics; students' involvement in the IEP transition planning process; and students' future goal aspirations. Analyses will also explore how relations differ by disability category and race/ethnicity. Results will inform the development of a comprehensive model of factors that are associated with students' involvement in the IEP transition planning process and future goal aspirations. The project is expected to produce preliminary evidence of a relationship between student-, family-, and school-level characteristics and students' participation in the IEP process and post-school aspirations; peer-reviewed publications; and presentations.

Amount: \$680,156

Period of Performance: 7/1/2018–6/30/2020

Award Number: R324A180012

Institution: University of Kansas Center for Research, Inc.

Principal Investigator: Karrie Shogren

Description: *Promoting Self-Determination for Students with Disabilities: A Goal-Setting Challenge App.* The purpose of this project is to develop an interactive web application, the Goal-Setting Challenge (GSC) App, to enhance goal setting and attainment skills of adolescents with high-incidence disabilities. Self-determination skills, including self-regulated problem-solving, goal setting and attainment, self-monitoring, and self-evaluation, are critical for successful transitions to postsecondary and employment settings. Existing self-determination interventions, such as the Self-Determined Learning Model of Instruction, have been shown to increase self-determination in students with disabilities, but they are time- and resource-intensive for teachers to deliver. There is a need for interventions that reduce demands on teacher time and promote more independent engagement in self-determination activities on behalf of the student. This project will address this need by developing a web-based application that will provide students with technology-based supports to allow them to self-direct their learning around setting and working toward academic, behavioral, and transition goals. Development and pilot testing of the GSC App will use an iterative mixed methods design. In Year 1, the research team will use qualitative methods (i.e., focus groups and user testing) with teachers and students to provide guidance on the GSC App development (e.g., accessibility and use by students). In Year 2, the team will use single-case design studies with students to gather information on usability, feasibility, and fidelity of the GSC App to address areas of needed improvement and ensure readiness for pilot testing. In Year 3, the team will use a randomized controlled trial pilot study to determine the promise of the GSC App for improving the attainment of academic, behavior, and transition-related goals among adolescents with high-incidence disabilities. The products of this project will include the fully developed GSC App, peer-reviewed publications, and presentations.

Amount: \$1,400,000

Period of Performance: 7/1/2018–6/30/2021

Special Education Research Training Competition

Early Career Development and Mentoring in Special Education

Award Number: R324B180008

Institution: Virginia Commonwealth University

Principal Investigator: Jason Chow

Description: *Developmental Relations Between Language Ability and Behavior Problems.* While participating in mentoring and training activities to develop expertise in language development, advanced longitudinal analyses, school-based research partnerships, and grant writing and management, the Principal Investigator (PI) will conduct a program of research to better understand relations between oral language and behavior problems in young children. The PI intends to conduct a longitudinal investigation to explore relations between language and behavior among young children at risk for language disorders, behavior disorders, or both. Despite known relations between language and behavior problems, the majority of children with emotional and behavioral disorder (EBD) are likely to have unidentified language impairments, as problem behaviors are often a more immediate concern and overshadow language impairments. Given that language impairments are associated with poor academic outcomes, interventions for children with EBD that focus solely on behavior may be failing to address a core mechanism underlying their academic impairment, which is why a better understanding of how language and behavior interact is essential before moving toward the development of interventions aimed at improving outcomes for this population of children. Thus, the primary research aim of this project is to evaluate the longitudinal associations between language ability and behavior problems as well as their associations with achievement. The PI will conduct an exploratory study to address the following specific aims: (1) examine longitudinal associations between language impairments and behavior problems, (2) examine how changes in language ability and behavior problems influence academic achievement, (3) compare the relations of teacher ratings of language and behavior to direct assessments of language and behavior, and (4) conduct exploratory analyses of potential moderators and mediators of associations between language and behavior (i.e., gender, pre-K exposure, attention, and socioeconomic status).

Amount: \$395,278

Period of Performance: 8/1/2018–7/31/2022

Award Number: R324B180023

Institution: University of Minnesota

Principal Investigator: Veronica Fleury

Description: *Optimizing Emergent Literacy Interventions for Children with Autism.* The Principal Investigator (PI) will conduct a program of research aimed at developing effective emergent literacy instruction for children with autism spectrum disorder (ASD). The PI also will participate in mentoring and training activities to develop knowledge and skills related to adaptive interventions; sequential, multiple assignment, randomized trial (SMART) designs; publication; and grant funding. Findings from emerging research suggest that many children with ASD demonstrate early signs of reading difficulty during the preschool years, which presents an opportunity for targeted instruction to build foundational emergent literacy skills that may prevent future reading failure. There is considerable evidence to support the efficacy of dialogic reading, a type of shared reading approach in which the adult uses specific question prompts to encourage children to engage in a conversation about the story. There is, however, limited guidance on how to intensify or modify a dialogic reading approach for students who require greater levels of support. In addition, questions remain regarding the appropriate length of the intervention and the most beneficial instructional arrangement (e.g., one-to-one or small group format). The PI intends to address these gaps by developing and testing an adaptive shared reading intervention to

improve a broad range of emergent literacy skills for a heterogeneous group of preschool children with ASD. The primary research aim is to develop and evaluate the feasibility and acceptability of an adaptive shared reading intervention for preschool children with ASD through a pilot SMART.

Amount: \$399,986

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324B180017

Institution: University of Pennsylvania

Principal Investigator: Melanie Pellecchia

Description: *Partnering with Early Intervention Providers to Increase Implementation of Parent Coaching for Families of Children with ASD.* The Principal Investigator (PI) will conduct a program of research for improving Part C early intervention (EI) providers' implementation of parent-mediated interventions with families of children with autism spectrum disorder (ASD). In addition, the PI will participate in mentoring and training activities to develop knowledge and skills related to parent coaching, mixed-methods research, community-partnered participatory research, and grant writing. Research demonstrates that parent-mediated early intervention for children with ASD results in improved child outcomes across a range of developmental domains. The common component of these interventions is parent coaching that involves providers actively teaching parents techniques to improve their children's functioning. However, evidence suggests that community providers infrequently implement such coaching with parents of young children with ASD. To address this gap, the PI intends to iteratively develop and test the feasibility and promise of a toolkit of implementation strategies designed to increase EI providers' use of parent coaching around an evidence-based parent-mediated intervention for young children with ASD (Project ImPACT; Improving Parents As Communication Partners). The research plan will address four specific aims: (1) examine EI providers' current use of coaching when working with parents of young children with ASD; (2) identify barriers and facilitators to using parent coaching in Part C service systems; (3) partner with community stakeholders (i.e., EI agency leaders, providers, and parents) to develop a toolkit of implementation strategies to improve the use of parent coaching by EI providers; and (4) pilot test the feasibility, promise, and acceptability of the implementation toolkit with dyads of EI providers and parents of children with or at risk for ASD.

Amount: \$399,857

Period of Performance: 7/1/2018–6/30/2022

Methods Training Using Sequential, Multiple Assignment, Randomized Trial (SMART) Designs for Adaptive Interventions in Education

Award Number: R324B180003

Institution: University of Michigan

Principal Investigator: Daniel Almirall

Description: *Getting SMART About Adaptive Interventions in Education.* The purpose of this project is to develop, implement, evaluate, and continually refine a training program in the development of adaptive interventions (AIs) in education and the use of sequential, multiple assignment, randomized trials (SMARTs) for optimizing adaptive interventions. AIs use a sequence of individually tailored decision rules that specify whether, how, and when to alter the dosage (duration, frequency, or amount), type, or delivery of interventions to students. These interventions seek to address the individual and changing needs of students as they progress through an intervention and are particularly relevant for students with disabilities who may need more intensive supports to demonstrate improvement. Despite the critical role AIs play in various domains of education, experimental research aiming to systematically optimize AIs in education is still in its infancy. SMARTs are experimental designs that enable scientists to address multiple scientific questions for optimizing a high-quality AI, but because SMARTs are relatively new, most educational researchers have not been exposed to them as part of their formal training. While research on AIs and SMART methods has grown significantly in the past few years, there is currently no

comprehensive training in AIs and SMARTs. This project attempts to fill this gap through the development, implementation, and evaluation of a training program that consists of freely available web resources, an in-person training institute for education researchers, and follow-up mentoring with trainees and their teams. During this project, the training team will engage in the following activities: (1) establish a website with training materials and related resources; (2) develop the content of the training institute to cover a variety of topics, including an introduction to AIs, experimental designs for evaluating AIs, and techniques for analyzing data from SMARTs; (3) recruit and select institute trainees; (4) engage trainees in accessing foundational materials on the website; (5) hold two training institutes during the summers of 2019 and 2020; (6) provide online training materials and related resources (e.g., videotaped institute sessions); (7) meet with trainees and their team in one follow-up videoconference; and (8) evaluate the project website, training materials, training institute, and follow-up mentoring annually.

Amount: \$438,479

Period of Performance: 7/1/2018–6/30/2020

Postdoctoral Research Training Program in Special Education and Early Intervention

Award Number: R324B180034

Institution: University of Virginia

Principal Investigator: Emily Solari

Description: *Autism Postdoctoral Training Program Addressing the Educational Needs of Pre-K through Secondary Aged Students.* This postdoctoral research program will provide postdoctoral fellows with extensive research training in the academic, behavioral, and social development of students with autism spectrum disorder (ASD) from pre-K through their transition out of secondary school. The overarching goal of this program is to prepare four fellows (with two years of training each) to engage in rigorous research related to the developmental needs of students with ASD and the factors that enhance school achievement. The program will support fellows in developing research skills, including developing their own research agenda and gaining specific content and methodological expertise as well as professional skills, including leadership, project management, dissemination of research to various audiences and educational stakeholders, manuscript preparation, and grant writing. Fellows will work with up to two faculty mentors that most closely match their individual research agendas and can provide mentoring in needed methodological skills. In collaboration with their mentors, fellows will develop an Individualized Training Plan to guide their training activities. Over the course of the training program, fellows will work on original research projects while also developing their content and methodological expertise by collaborating with their faculty mentors on existing research projects. The research program will actively involve fellows in research projects on all levels, from overall grant management to specific research activities such as data collection, analyses, and dissemination of results. In addition to research activities with their mentor(s), fellows will engage in multidisciplinary training activities to enhance their content knowledge and professional skills, including seminars/courses on such topics as ASD, writing for publication, preparing for the academic job market, and grant writing.

Amount: \$747,115

Period of Performance: 7/1/2018–6/30/2023

Award Number: R324B180004

Institution: University of Kansas

Principal Investigator: Judith Carta

Description: *Post-Doctoral Research Training Program in Special Education: Evidence-Based Practice in Early Intervention and Early Learning.* The University of Kansas postdoctoral research program will provide postdoctoral fellows with training related to the design, implementation, and evaluation of early intervention and early learning research in community-based settings. The overarching goal of this program is to prepare four fellows (with two years of training each) to conduct, translate, and disseminate methodologically rigorous research with high relevance to early intervention and early learning practice

and policy standards. The program will support the acquisition of competencies related to carrying out measurement and intervention research in early childhood. These competencies fall under the following domains: (1) content knowledge (e.g., multi-tiered system of supports; language, social-emotional, and early literacy development), (2) measurement and research methods (e.g., rigorous experimental study designs and growth modeling techniques), and (3) professional skills (e.g., research communication, grants management, collaboration). Fellows will work with their mentors to develop an Individual Fellowship Plan based on their strengths and needs relative to each of the competency domains, research interests, and career goals. The research program will standardize some aspects of the plan (e.g., course in evidence-based practice, courses in statistical analysis) and customize other aspects for the individual fellow (e.g., short courses in single-case design or sequential, multiple assignment, randomized trial (SMART) design). The program will involve fellows in up to two research projects that currently include (but are not limited to) the following: (1) a randomized controlled trial to evaluate the efficacy of a professional development intervention to promote early literacy; (2) a project that is developing and testing a tiered model for promoting the social-emotional growth of infants and toddlers; (3) a project that is developing and testing a web-based tool for supporting practitioners' use of data to individualize services for children at risk for cognitive delays; and (4) a measurement project aimed at providing preschool teachers informational support for treating children who are not responding to intervention. In addition, over the two-year fellowship, fellows will design and implement independent research studies culminating in peer-reviewed publications and practice briefs.

Amount: \$744,000

Period of Performance: 7/1/2018–6/30/2022

Award Number: R324B180001

Institution: University of Oregon

Principal Investigator: Elizabeth Stormshak

Description: *Postdoctoral Training Program in Prevention Science at the University of Oregon: Preparing Education Researchers to Prevent Social and Behavioral Problems in Schools.* The University of Oregon's postdoctoral research program will provide postdoctoral fellows with extensive research training in the prevention of social and behavioral problems in schools and the implementation of school-wide programs to reduce risk and enhance protective factors from early childhood to adolescence. The overarching goal of this program is to prepare four fellows (with two years of training each) to conduct rigorous research related to the prevention of social and behavioral problems among students with or at risk for disabilities. The program will support fellows in developing skills related to (a) research design and statistical analyses, (b) writing and dissemination, (c) grants management, (d) mentorship, and (e) responsible conduct of research. In collaboration with their mentors, fellows will design an Individual Training Plan (ITP) to guide their training experiences. Fellows will select one of the following areas on which to focus their training: (1) intervention efficacy, (2) implementation science, or (3) advanced research methodology. Research and training activities specified in the ITP will allow fellows to develop competence in their chosen emphasis area and the five key skills mentioned above. In their first year, fellows will work with their mentors to design an independent research project involving secondary data analysis of extant data or primary data collection as part of an existing grant-funded project. They will also begin collaborating with their mentors on ongoing IES- and other federally funded research focused on a variety of topics related to the prevention of social and behavioral problems, including the evaluation of family-based prevention programs; the development of a professional development program to reduce disproportionality in school discipline; the optimization of a parenting program using a sequential, multiple assignment, randomized trial (SMART) design; and the exploration of student, school, and neighborhood risk and protective factors related to youth safety and well-being. During their second year, fellows will continue to work on their independent research and will take a stronger leadership role in the federally funded research projects and the supervision of graduate students and research assistants. During both years, fellows will audit courses (particularly in advanced statistics), attend research seminars, write grants and journal articles, and attend national conferences where they will present their research findings.

Throughout their two years, fellows will meet with their mentors regularly to establish and reflect on their goals, customize their research and training activities, and assess their progress.

Amount: \$760,000

Period of Performance: 7/1/2018–6/30/2023

Low-Cost, Short-Duration Evaluation of Special Education Interventions Competition

Award Number: R324L180014

Institution: University of Oregon

Principal Investigator: Nancy Nelson

Description: *Evaluating a State-Level Initiative to Implement Supplemental Academic and Behavior Interventions in an Integrated Multi-Tiered System of Supports.* The goal of this project is to evaluate the impact of a Tier 2 reading and behavior intervention within a multi-tiered system of supports (MTSS). Researchers at the University of Oregon are partnering with the Michigan Department of Education's Office of Special Education to achieve this goal. Many States are enacting statewide initiatives to implement MTSS and integrate existing behavior support models within academic MTSS. However, limited research has been conducted to determine the effects of providing more intensive support within an integrated academic and behavioral MTSS framework. The MTSS to be studied has three key features: (1) inclusion of an explicit, systematic instruction framework that relies on highly specified protocols to teach academic and behavior content; (2) alignment of the content, instructional features, and student assessment between Tier 1 (core instruction) and Tier 2 (supplemental) interventions; and (3) integration of academic and behavior protocols (e.g., reading interventions incorporate behavioral principles and vice versa) within tiers of support. This project will evaluate the impact of a Tier 2 reading and behavior intervention on students' academic and behavioral outcomes in a system involving integrated Tier 1 and Tier 2 support. In Year 1, the partnership researchers will use a regression discontinuity design to evaluate the impact of the Tier 2 integrated reading and behavior intervention. Specifically, they will compare the academic and behavioral outcomes of students who receive the integrated Tier 2 intervention (in addition to integrated Tier 1 instruction) to students who receive integrated Tier 1 supports only. In Year 2, the partners will analyze the data, summarize the findings, and disseminate the results. The results of the study will be disseminated through local and statewide oral briefings, conference presentations, and peer-reviewed journal articles.

Amount: \$250,000

Period of Performance: 8/1/2018–7/31/2020

Award Number: R324L180011

Institution: Weber State University

Principal Investigator: Shirley Dawson

Description: *Evaluation of the Apply and Communicate for Transition Now (ACTNow) Tool for Shared Interagency Collaboration for Secondary Students with Disabilities.* The goal of this project is to evaluate the efficacy of the Apply and Communicate for Transition Now (ACTNow) tool for improving the self-determination skills of high school students with disabilities. The ACTNow tool is designed to support the transition process and improve students' self-determination skills through improved self-awareness and self-knowledge. Self-awareness and self-knowledge are critical skills for students with disabilities who are transitioning to employment and into their communities after high school. Students who have self-determination skills are better able to set goals, solve problems, make choices, and accept consequences of those actions which may result in greater opportunities in school and in postsecondary education and employment. The Davis School District (DSD) in Utah is particularly interested in bolstering these skills as the percentage of students with disabilities engaged in postsecondary settings after exiting DSD has dropped in the past few years. Thus, DSD is partnering with Weber State University to evaluate whether the ACTNow tool demonstrates efficacy for improving students' self-determination and engagement in postsecondary settings. In Year 1, the partnership researchers will

collaborate in conducting a randomized controlled trial in which students will be randomly assigned using matched pairs to use the ACTNow tool or to continue business-as-usual transition services. The matched pairs will be created based on baseline levels of self-awareness and self-knowledge. In Year 2, the partners will evaluate the impact of the ACTNow tool on students' self-determination and engagement with postsecondary settings. The results of the study will be disseminated through local and statewide oral briefings, conference presentations, and peer-reviewed journal articles.

Amount: \$239,565

Period of Performance: 8/1/2018–7/31/2020

Award Number: R324L180013

Institution: Florida State University

Principal Investigator: Mollie Romano

Description: *The Impact of Internal Coaching on Providers' Use of Family Guided Routines Based Intervention (FGRBI) in Part C Early Intervention.* The purpose of this project is to evaluate a professional development program centered on internal coaching (i.e., peer coaching) on the use of Family Guided Routines Based Intervention (FGRBI) by early intervention providers. Early intervention providers use FGRBI in providing services for Part C of IDEA throughout the State of Iowa. Early intervention providers train and support the child's caregiver in implementing evidence-based practices with their child during everyday routines and activities in their natural environments. As the State attempts to increase the fidelity of intervention delivery in a cost-effective manner, an increasing number of local education agencies (LEAs) are training staff to coach their peers. This project will evaluate the professional development program that uses internal coaches for FGRBI, with the aim of improving family and child outcomes of young children with communication or motor delays. A partnership among Florida State University's Communication and Early Childhood Research and Practice Center, the Iowa Department of Education – Early ACCESS (Part C) system, and LEAs that directly administer Part C services to Iowa's children and families will conduct the evaluation. The research partners will conduct a series of single-case design studies with nine families of infants and toddlers with communication or motor-related disabilities to assess whether there is a functional relationship between the internal coaching intervention and changes in provider practices, families' use of strategies, and child outcomes (i.e., functional abilities and communication). The majority of the research will be conducted in Year 1, with continued analyses and dissemination activities in Year 2. The results of the study will be disseminated through local and statewide oral briefings, conference presentations, and peer-reviewed journal articles.

Amount: \$213,464

Period of Performance: 8/1/2018–7/31/2020

Research Networks Focused on Critical Problems of Policy and Practice in Special Education Competition

Award Number: R324N180018

Institution: University of Texas, Austin

Principal Investigator: Nathan Clemens

Description: *Cohesive Integration of Behavior Support within a Process of Data-Based Intervention Intensification.* The purpose of this project is to build and optimize an adaptive intervention within a multi-tiered system of supports (MTSS) model to improve elementary school students' academic and behavior outcomes. The overall adaptive intervention will consist of various combinations of academic (reading or math) and behavior (self-regulation) strategies designed to improve academic engagement and learning. Behavior problems and academic problems often co-occur, as learning difficulties may lead to frustration and behavior problems may distract students from learning and lead to lower academic achievement. Academic engagement (i.e., on-task and sustained attention to the teacher or assigned activity) is a key behavior that may help integrate both academic and behavioral interventions given its

impact on both learning and behavior in school. The research team will examine embedding an intervention to improve self-regulation skills, which are critical to academic engagement, within existing academic interventions. The integrated self-regulation and academic interventions will occur within the context of MTSS. The ultimate aim of this adaptive system is to improve students' academic and behavioral skills and longer-term outcomes including achievement and teacher-student relationships. The research team will use a sequential, multiple assignment, randomized trial (SMART) to evaluate whether an adaptive intervention that embeds behavioral self-regulation strategies within increasingly intensive reading and math interventions leads to positive effects on academic and behavioral skills for students with or at risk for disabilities. Years 1 and 2 will focus on reading and behavior interventions, with follow-up data collection each subsequent year. Years 3 and 4 will focus on math and behavior interventions, with follow-up assessment each subsequent year. Year 5 will include the final follow-up data collection for the math cohort as well as dissemination activities. The project is expected to produce an adaptive intervention in which strategies aimed at increasing self-regulation skills are embedded within academic interventions, as well as data on the promise of the intervention for improving academic engagement and the academic and behavioral skills of students with and at risk for disabilities. Products also will include presentations and peer-reviewed publications.

Amount: \$4,000,000

Period of Performance: 8/1/2018–7/31/2023

Small Business Innovation Research Competition

Award Number: 91990018C0031

Institution: Education Modified

Principal Investigator: Melissa Corto

Description: *Innovative IEP Goal Creation: Equipping Special and General Educators.* Through previous research and development, the team created a teacher platform that suggests research-based strategies for supporting students with special needs or targeted skill gaps. This project will develop a prototype of a dashboard for teachers to create, access, and track student's individualized education programs (IEPs). At the end of Phase I, the research team will conduct a pilot study with six middle school special education teachers. The research team will examine whether the new prototype functions as planned—if teachers are able to successfully create targeted, measurable, and appropriate IEP goals for their students and implement appropriate instructional strategies to support achieving those goals.

Amount: \$200,000

Period of Performance: 5/12/2018–1/12/2019

Unsolicited Grant Competition

Award Number: R324U180001

Institution: University of Michigan

Principal Investigator: Susan Jekielek

Description: *Institutionalizing, Sustaining, and Enhancing the Registry of Efficacy and Effectiveness.* In this project, researchers will promote the usefulness, sustainability, and visibility of the Registry of Efficacy and Effectiveness Studies (REES), a registry of impact studies in education. REES was initially developed with a previous IES grant to the Society for Research on Educational Effectiveness (SREE) in an effort to increase transparency, improve the replicability of studies, and provide easy access to information about completed and ongoing studies. REES is currently housed on an interactive website and is designed to accommodate study entries (including basic study information and pre-analysis plans) using a range of research designs, including randomized controlled trials and quasi-experimental designs. In addition to increasing transparency, the registry has the potential to improve education policy and practice by (a) encouraging researchers to think carefully about all aspects of the study design and analysis; (b) allowing stakeholders to identify research gaps by easily locating completed and ongoing

studies; (c) expediting the process of conducting research syntheses and replication studies; and (d) providing a mechanism for assessing potential publication bias in educational research. In order to reach these goals, additional work is needed. First, given that single-case designs are commonly used in special education impact studies, REES needs to be updated to accommodate these designs. Second, to ensure the longevity of the registry, REES needs to be transferred to a more sustainable platform. Third, dissemination efforts are needed to promote the visibility, credibility, and use of REES among education researchers, funders, publishers, and users of education research. To accomplish these activities, researchers at SREE and the University of Michigan's Inter-University Consortium for Political and Social Research (ICPSR) will work together to develop and refine a single-case design component to add to REES; move REES from a stand-alone platform to one that is maintained and operated by ICPSR; and actively promote REES through the ICPSR website and social media, targeted outreach, meetings, and conferences.

Amount: \$314,997

Period of Performance: 9/1/2018–8/31/2020

Section V

Summary of Studies and Evaluations Under Section 664 of IDEA

Summary of Studies and Evaluations Under Section 664 of IDEA

In the December 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress required the Secretary to delegate to the Director of the Institute of Education Sciences (IES) responsibility to conduct studies and evaluations under Section 664(a), (b), and (c) of IDEA. This section of the annual report describes studies required by Section 664(a) and 664(c) of the Act; 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 Section 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 2018 (i.e., October 1, 2017, through September 30, 2018):

Contract Number: ED-IES-14-C-0119

Contractor: Westat

Project Director: Elizabeth Bissett

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 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 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. IDEA studies and evaluations funding (\$109,196) supported 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. A report from the study, *Findings From the Fifth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011)*, was released on February 9, 2019, and is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019130> (accessed February 19, 2019).

Amount: \$19,633,031

Period of Performance: 9/23/2014–3/23/2019

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. This study also will identify factors in their school, classroom, home, and out-of-home experiences that may help explain differences in achievement and development that can contribute to academic success and other outcomes both during the middle grade years and beyond. The study will include information on the subpopulation of students with disabilities; however, the population will not necessarily be a representative sample of students with disabilities. The sixth-grade data collection for the Main Study took place from January through July 2018. A sample of about 14,000 students in sixth grade from about 570 schools participated along with their parents, math teachers, special education teachers, and school administrators. One follow-up data collection will occur from January to June 2020, when most students are expected to be in the eighth grade regardless of whether they have changed schools. The team will include all students with disabilities who are selected for the study 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.

The instruments the study team used in this study have been field tested several times over the years preceding the Base Year data collection in order to improve their validity and reliability. 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 took student height and weight measurements. Survey instruments include parent, mathematics teacher, special education teacher, and school administrator surveys along with a Facility Observation Checklist that helps describe the physical aspects of the school. IDEA studies and evaluations funding (\$3,661,467) supported a portion of the design work and is partly supporting MGLS:2017 data collection. Reports from this study will be available at <https://surveys.nces.ed.gov/MGLS/Home/About> (accessed November 6, 2018).

Amount: \$39,801,746

Period of Performance: 8/14/2015–8/13/2022

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 the following questions: How do the personal, family, and school characteristics and experiences of youths 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 collects information on students initially aged 13 to 21 and in school (in December 2011). 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 youths prepared to leave school. Surveys were collected from about 12,000 students and their parents/guardians, of which 10,000 were students with an IEP from across the federal disability categories. Two volumes describing this information (for youths with and without disabilities, for youths across the disability categories) were released in March 2017 and are available at <https://ies.ed.gov/ncee/pubs/20174016/>. The third report volume examines trends for youths 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/>. 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/>. 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 October 17, 2018).

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)? 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. The study team will link the administrative data with the 2012–2013 survey data to examine key steps in high school course-taking and completion, and youths' experiences with college, training, and employment. The final study reports will be announced on <https://ies.ed.gov/ncee/> (accessed November 6, 2018).

Amount: \$9,757,437

Period of Performance: 9/25/2015–9/24/2022

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 of the implementation and effectiveness of IDEA and of the Federal, State, and local programs and services supported under the law, as Section 664(b) requires. IES is carrying out this national assessment to determine the effectiveness of IDEA in achieving its 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) 2018 (i.e., October 1, 2017, through September 30, 2018).

Contract Number: ED-IES-14-C-0001

Contractor: Mathematica Policy Research, University of North Carolina at Chapel Hill, University of Florida, Vanderbilt University, University of Denver, University of South Florida

Project Director: Cheri Vogel

Description: *Evaluation of Preschool Special Education Practices, Phase I.* For this young age group, a goal of IDEA is to provide children with disabilities the support they need to learn the pre-academic, social-emotional, and behavioral readiness skills important for later school success. Limited information is currently available on the special education services and supports that children ages 3 through 5 are receiving and the curricula and interventions educators are using in inclusive preschool classrooms 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 reviewed interventions addressing the above skill areas. This study is being conducted to address two objectives: (1) to provide nationally representative descriptive information about preschool special education programs and the curricula or interventions educators are delivering to preschool children with disabilities and (2) to assess the feasibility of a large-scale impact study by conducting an efficacy study piloting the implementation of an intervention program that integrates targeted instructional supports for children with disabilities with an evidence-based curriculum to promote the language/literacy and social-emotional skills of children with disabilities in inclusive preschool classrooms. The study is collecting information to address questions such as the following: Which curricula and interventions do educators use nationally for preschool children with disabilities to promote learning of language, literacy, and social-emotional skills? How are States and school districts structuring programs to serve preschool children with disabilities? What level of implementation is achieved for the intervention program that integrates targeted instructional supports for children with disabilities with an evidence-based curriculum? What are the intervention program’s impacts on the classroom environment and the social-emotional/behavioral skills and language outcomes of children in inclusive preschool classrooms? The study team collected

survey 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 study team will conduct an efficacy study to test whether an intervention program integrating targeted instructional supports for children with disabilities with an evidence-based curriculum can be implemented with fidelity in inclusive preschool classrooms. The data the study team collects will inform assessment of the feasibility of conducting a large-scale impact study. The report from this study will be announced on <https://ies.ed.gov/ncee/> (accessed October 17, 2018).

Amount: \$11,399,904

Period of Performance: 11/22/2013–11/21/2021

Contract Number: ED-IES-14-C-0003

Contractor: MDRC, American Institutes for Research, Decision Information Resources, Harvard University

Project Director: Fred Doolittle

Description: *Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior (MTSS-B).*

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 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, such as MTSS-B, to succeed in a general education environment. This study will address several questions: What is the impact on school staff practices, school climate, and student outcomes of providing training in the MTSS-B framework plus universal positive behavior supports (Tier I) and a targeted (Tier II) intervention? What are the impacts for relevant subgroups (e.g., at-risk students)? What MTSS-B trainings and supports did districts provide? 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? 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 the 2015–16 through 2018–19 school years. The impact report will be announced on <https://ies.ed.gov/ncee/> (accessed October 17, 2018).

Amount: \$23,796,966

Period of Performance: 11/26/2013–8/25/2020

Contract Number: ED-IES-17-C-0069

Contractor: Mathematica Policy Research, National Center for Special Education in Charter Schools, Walsh Taylor Inc.

Project Director: Amy Johnson

Description: *State and Local Implementation of the Individuals with Disabilities Education Improvement Act.*

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) is the most recent reauthorization of a law passed in 1975 to promote a free appropriate public education for children

with disabilities. The most recent national IDEA implementation study provided a picture of State agency and school district implementation of IDEA in 2009. Since then, although IDEA has not been reauthorized, developments in key areas may have influenced the context and implementation of special education and early intervention. This study will address several questions: How do States and districts identify infants, toddlers, children, and youths for early intervention and special education services? How do they measure disproportionate identification, and what policies and practices have been implemented with the goal of addressing disproportionate identification? What policies and programs do States and districts have in place to support infants, toddlers, children, and youths identified for early intervention or special education services? How have these policies and programs changed over time? To what extent do States and districts rely on evidence on the effectiveness of policies, programs, and supports for infants, toddlers, children, and youths with disabilities? How do States and districts allocate resources—including funding and personnel—to support infants, toddlers, children, and youths with disabilities? What types of supports do schools provide to children and youths with disabilities to support their academic and behavioral learning, both within and outside of general education classrooms? Data collection will include surveys of State administrators from all States, the District of Columbia, and territories receiving IDEA funding, as well as surveys of a nationally representative sample of school districts and schools during the 2019–20 and the 2022–23 school years. The data from these surveys will be analyzed descriptively to answer the study’s research questions. The first report for the study is expected in 2021 and will be announced on <http://ies.ed.gov/ncee/> (accessed December 10, 2018).

Amount: \$6,411,519

Period of Performance: 9/28/2017–3/29/2024

Contract Number: 91990018C0046

Contractor: American Institutes for Research, Instructional Research Group, School Readiness Consulting

Project Director: Anja Kurki

Description: *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School.* A third of U.S. students fail to develop foundational reading skills necessary to succeed academically, and students with disabilities (SWDs) fail to develop these skills at higher rates than their peers without disabilities. Stakeholders have increasingly turned to the implementation of multi-tiered systems of support for reading (MTSS-R) with the goal of addressing this issue. MTSS-R is a framework for providing high-quality reading instruction for all students, identifying students needing supplemental or more intensive supports, and providing these supports for those who need it. MTSS-R implementation is consistent with the goals of the Individuals with Disabilities Education Act of 2004 (IDEA) as it (1) includes a focus on providing high-quality instruction to all students, including SWDs who are increasingly served in the general education classroom, (2) intends to promote better identification of students needing supplemental support as well as students in the category of specific learning disability, and (3) intends to prevent or mitigate reading issues that students may develop in the classroom. The U.S. Department of Education’s Office of Special Education Programs has provided support for the study and implementation of MTSS-R. Almost all State education agencies encourage districts to implement MTSS-R, and districts commonly report implementing MTSS-R in their schools. However, a recent U.S. Department of Education-sponsored study found that schools are not universally implementing the model in ways that align with best practice. Improving educators’ training on MTSS-R may be one way to strengthen its implementation and, ultimately, yield better outcomes for students. This study will address several questions: What are the initial impacts of training in the implementation of multi-tiered systems of support for reading on school staff practice including the provision of early reading instruction and targeted supports in grades 1 and 2? What is the impact of training in the implementation of multi-tiered systems of support for reading on student literacy? For students at risk of failing to develop foundational reading skills? The study team will randomly assign approximately 100 schools to either training in MTSS-R or a business-as-usual control group. Treatment schools will receive training and ongoing technical assistance in MTSS-R prior to and across two school years, 2020–2021

and 2021–2022, and implement MTSS-R across these two years. Data collection will include documentation of training delivery, a teacher survey, reading specialist survey, site visits, student records data, and individual student testing. The study team will collect data across both implementation years and will analyze the data to answer the study’s research questions. Key findings will be available after the study report is published. The first report for the study is expected in 2024 and will be announced on <http://ies.ed.gov/ncee/> (accessed December 10, 2018).

Amount: \$17,281,100

Period of Performance: 9/27/2018–8/1/2024

Appendix A

Infants, Toddlers, Children, and Students Served Under IDEA, by Age Group and State

Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and State: Fall 2017

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c
Alabama	3,627	2.1	7,827	4.4	82,492	8.3
Alaska	860	2.6	2,430	7.6	16,718	10.6
Arizona	5,789	2.2	16,517	6.2	124,185	8.4
Arkansas	945	0.8	13,716	11.9	59,119	9.3
California	47,025	3.2	83,853	5.6	683,709	8.4
Colorado	7,635	3.8	14,293	7.1	87,947	7.7
Connecticut	4,944	4.6	9,120	8.1	70,638	9.7
Delaware	1,093	3.3	2,616	7.9	20,580	11.0
District of Columbia	823	2.9	1,789	7.1	11,610	10.3
Florida	15,616	2.3	39,862	5.8	349,764	9.2
Georgia	9,516	2.4	18,833	4.7	195,434	8.6
Hawaii	1,712	3.2	2,469	4.5	16,807	6.4
Idaho	2,044	2.9	3,733	5.3	29,175	7.4
Illinois	16,205	3.5	37,137	8.0	257,929	9.8
Indiana	10,278	4.1	18,644	7.3	157,460	10.9
Iowa	2,920	2.5	6,976	5.8	58,959	8.7
Kansas	5,080	4.4	11,772	10.0	61,957	9.6
Kentucky	5,098	3.1	18,070	10.9	86,200	9.5
Louisiana	5,180	2.7	9,885	5.4	74,588	7.7
Maine	915	2.4	3,384	8.6	—	—
Maryland	8,484	3.9	14,300	6.5	94,191	7.8
Massachusetts	20,565	9.5	18,022	8.3	155,740	11.6
Michigan	10,527	3.1	21,624	6.2	177,127	8.7
Minnesota	6,025	2.8	—	—	118,800	10.3
Mississippi	2,064	1.8	8,400	7.4	60,797	9.3
Missouri	6,599	3.0	18,400	8.1	112,714	9.0
Montana	842	2.2	1,660	4.4	17,143	8.3
Nebraska	1,964	2.5	6,217	7.8	44,198	10.4
Nevada	3,274	2.9	8,984	8.0	51,139	8.6
New Hampshire	2,042	5.4	3,519	8.9	25,714	10.1
New Jersey	13,644	4.4	19,846	6.2	218,332	12.2
New Mexico	5,720	7.5	4,413	5.6	48,425	10.9
New York	31,097	4.4	71,893	10.4	450,328	11.9
North Carolina	10,517	2.9	19,899	5.4	181,006	8.5
North Dakota	1,372	4.2	2,189	7.0	12,964	8.2
Ohio	10,523	2.5	25,247	6.0	241,423	10.2
Oklahoma	2,624	1.7	9,751	6.1	102,329	12.0
Oregon	4,114	2.9	11,331	7.9	75,825	9.6
Pennsylvania	21,079	5.0	36,340	8.4	284,477	11.4
Rhode Island	2,030	6.1	3,168	9.7	20,580	9.8
South Carolina	4,952	2.8	9,568	5.4	95,130	9.4

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 2017—Continued

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c
South Dakota	1,216	3.3	2,941	8.0	18,249	9.7
Tennessee	6,800	2.8	13,950	5.7	115,369	8.5
Texas	26,129	2.1	49,681	4.1	448,907	6.9
Utah	4,481	2.9	10,731	7.1	73,465	9.1
Vermont	1,234	7.0	2,005	10.9	—	—
Virginia	10,115	3.3	18,296	6.0	154,074	9.0
Washington	8,199	3.0	16,425	6.0	127,073	8.8
West Virginia	3,604	6.2	5,219	8.6	41,591	12.2
Wisconsin	5,809	2.9	—	—	—	—
Wyoming	1,205	5.4	3,419	15.4	12,132	10.0
50 States and DC	386,155	3.2	760,364	6.6	6,024,513	9.2
BIE schools ^d	†	†	250	†	6,035	†
American Samoa	25	—	37 ^e	—	599	—
Guam	114	—	167 ^e	—	1,848	—
Northern Mariana Islands	69	—	116 ^e	—	840	—
Puerto Rico (PR)	2,243	2.6	12,391	12.8	93,436	14.2
Virgin Islands	88	—	126 ^e	—	979	—
50 States, DC, BIE schools, PR, and outlying areas ^f	388,694	—	773,451	—	6,128,250	—
Federated States of Micronesia	†	—	116 ^g	—	1,735	—
Republic of Palau	†	—	3 ^g	—	71	—
Republic of the Marshall Islands	†	—	25 ^g	—	581	—
50 States, DC, BIE schools, PR, outlying areas, and freely associated states ^h	—	—	773,595	—	6,130,637	—

— Data were not available.

† Not applicable.

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

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

^cPercentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the estimated resident population ages 6 through 21, then multiplying the result by 100.

^dThe Bureau of Indian Education (BIE) receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years under IDEA Section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives IDEA, Part B, funds under IDEA Section 611(h)(1)(A) to serve children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual States in which they reside.

^eThe four outlying areas do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

^fThe four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.

^gThe three freely associated states do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

^hThe three freely associated states are the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2017. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2017. Data were accessed fall 2018. 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 2017

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	11	44	1,073	201	4	2,152	142
Alaska	251	26	17	67	9	409	81
Arizona	283	116	292	2,258	12	2,628	200
Arkansas	0	10	201	59	4	625	46
California	144	4,503	2,496	27,131	96	11,307	1,348
Colorado	35	215	303	2,252	22	4,587	221
Connecticut	x	162	522	1,608	x	2,537	99
Delaware	x	60	281	160	x	586	3
District of Columbia	x	11	389	134	0	x	52
Florida	23	272	3,156	5,907	12	5,734	512
Georgia	26	294	3,185	1,420	9	4,367	215
Hawaii	x	487	x	218	181	243	558
Idaho	32	15	11	307	5	1,576	98
Illinois	x	539	2,187	4,462	x	8,605	402
Indiana	13	167	1,016	1,008	8	7,492	574
Iowa	10	81	178	320	4	2,132	195
Kansas	18	127	288	949	17	3,468	213
Kentucky	8	80	406	331	15	3,999	259
Louisiana	x	71	2,252	298	x	2,324	216
Maine	x	11	44	19	x	783	48
Maryland	9	457	2,380	1,574	9	3,577	478
Massachusetts	33	1,164	1,723	5,124	17	11,770	734
Michigan	86	223	1,663	670	9	7,604	272
Minnesota	141	301	541	539	8	4,208	287
Mississippi	x	20	935	64	x	995	40
Missouri	14	129	996	442	19	4,717	282
Montana	129	5	14	42	4	608	40
Nebraska	26	51	85	340	3	1,414	45
Nevada	18	155	310	1,305	20	1,232	234
New Hampshire	x	55	35	80	x	1,778	91
New Jersey	18	1,026	1,327	4,987	13	5,690	583
New Mexico	341	55	84	3,918	4	1,215	103
New York	69	1,963	3,492	7,683	287	17,138	465
North Carolina	105	241	2,606	1,814	11	5,461	279
North Dakota	127	x	28	70	x	960	179
Ohio	19	241	1,475	606	20	7,664	498
Oklahoma	143	52	181	413	7	1,607	221
Oregon	38	134	72	876	10	2,796	188
Pennsylvania	29	623	2,673	2,808	6	13,454	1,486
Rhode Island	4	47	152	564	0	1,192	71
South Carolina	4	65	1,528	477	15	2,629	234
South Dakota	198	16	34	55	4	854	55

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 2017—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	11	110	1,185	559	20	4,646	269
Texas	26	556	1,969	13,878	63	9,432	205
Utah	55	63	46	954	46	3,184	133
Vermont	x	20	21	25	x	985	54
Virginia	12	540	1,803	1,238	11	5,574	937
Washington	133	528	353	1,864	71	4,616	634
West Virginia	x	37	92	30	x	3,299	141
Wisconsin	72	123	664	886	6	3,845	213
Wyoming	55	9	8	160	0	905	68
American Samoa	0	x	0	0	22	0	x
Guam	0	13	0	0	77	0	24
Northern Mariana Islands	0	18	x	0	37	0	x
Puerto Rico	0	0	0	x	0	0	x
Virgin Islands	0	x	65	x	0	x	10

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, 2017. Data were accessed fall 2018. 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 2017

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	23	108	2,228	492	7	4,846	123
Alaska	551	106	76	186	73	1,071	367
Arizona	807	390	664	7,232	43	6,774	607
Arkansas	35	124	3,597	1,278	38	8,368	276
California	357	7,906	4,294	47,533	224	18,504	5,035
Colorado	104	405	608	4,862	28	7,707	579
Connecticut	12	403	1,079	2,785	10	4,497	334
Delaware	4	91	619	424	4	1,385	89
District of Columbia	x	23	1,226	332	x	162	43
Florida	101	843	9,213	12,714	52	15,472	1,467
Georgia	27	682	6,217	2,876	18	8,321	692
Hawaii	5	523	44	501	539	396	461
Idaho	70	48	37	648	0	2,835	95
Illinois	102	1,697	4,646	9,102	34	19,881	1,675
Indiana	30	301	1,713	1,943	22	13,704	931
Iowa	43	138	451	606	11	5,345	382
Kansas	106	239	656	2,010	15	8,181	565
Kentucky	14	171	1,409	1,047	17	14,672	740
Louisiana	44	109	4,100	498	11	4,861	262
Maine	40	44	146	47	3	2,991	113
Maryland	41	857	4,625	2,534	26	5,576	641
Massachusetts	29	1,189	1,688	3,951	14	10,428	723
Michigan	150	541	3,041	1,726	21	15,146	999
Minnesota	—	—	—	—	—	—	—
Mississippi	15	73	3,415	206	4	4,462	225
Missouri	63	298	2,197	1,001	42	14,025	774
Montana	237	5	13	88	3	1,248	66
Nebraska	88	153	302	1,054	10	4,380	230
Nevada	75	280	946	3,640	71	3,409	563
New Hampshire	10	89	80	236	7	3,022	75
New Jersey	25	1,886	2,405	6,383	26	8,618	503
New Mexico	404	x	60	2,589	x	1,264	74
New York	432	4,047	9,784	19,629	83	36,075	1,843
North Carolina	440	502	4,915	3,245	25	10,008	764
North Dakota	229	25	108	123	5	1,629	70
Ohio	39	503	2,865	1,342	12	19,090	1,396
Oklahoma	1,833	127	594	1,139	14	5,149	895
Oregon	119	307	248	2,670	36	7,412	539
Pennsylvania	54	1,132	5,281	4,817	13	23,183	1,860
Rhode Island	24	96	175	810	6	1,950	107
South Carolina	29	116	2,998	833	7	5,015	570
South Dakota	550	28	69	167	4	1,990	133

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 2017—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	28	271	2,466	1,110	13	9,651	411
Texas	192	2,124	5,117	25,650	72	15,220	1,306
Utah	145	142	110	1,691	131	8,310	202
Vermont	x	29	42	21	x	1,870	36
Virginia	47	991	3,598	2,679	30	9,873	1,078
Washington	208	873	697	4,144	86	8,908	1,509
West Virginia	4	8	162	95	3	4,762	185
Wisconsin	—	—	—	—	—	—	—
Wyoming	128	20	28	417	7	2,615	204
BIE schools ^a	250	0	0	0	0	0	0
American Samoa	0	0	0	0	37	0	0
Guam	0	30	0	0	129	x	x
Northern Mariana Islands	0	34	0	0	65	3	14
Puerto Rico	x	4	5	12,357	x	19	0
Virgin Islands	0	x	102	20	0	x	x
Federated States of Micronesia	0	0	0	0	116	0	0
Republic of Palau	0	0	0	0	3	0	0
Republic of the Marshall Islands	0	0	0	0	25	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

^aAlthough Bureau of Indian Education (BIE) schools do not receive funds under IDEA, Part B, Section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with IDEA, Part B, Section 611(h)(1)(A) funds.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. 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 2017

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	690	508	30,770	4,949	59	43,860	1,656
Alaska	4,733	584	569	1,187	418	7,045	2,182
Arizona	7,648	1,577	8,164	56,003	339	46,766	3,688
Arkansas	417	458	13,760	6,681	311	36,051	1,441
California	5,062	41,259	58,195	388,183	2,644	163,330	25,036
Colorado	949	1,462	5,144	33,165	170	43,470	3,587
Connecticut	226	1,529	11,525	20,807	65	34,392	2,094
Delaware	85	293	7,769	3,312	22	8,378	721
District of Columbia	x	68	9,196	1,616	x	571	134
Florida	1,102	4,513	89,289	107,450	392	135,095	11,923
Georgia	401	3,456	78,220	27,761	157	78,552	6,887
Hawaii	64	3,061	349	2,662	6,565	2,078	2,028
Idaho	646	325	424	6,014	0	20,897	869
Illinois	747	5,848	53,862	66,646	222	121,131	9,473
Indiana	384	1,502	21,705	15,793	69	109,932	8,075
Iowa	371	730	5,929	7,050	142	41,935	2,802
Kansas	750	871	5,586	11,126	82	40,065	3,477
Kentucky	127	650	9,810	4,649	53	67,692	3,219
Louisiana	503	545	37,084	3,216	39	31,579	1,622
Maine	—	—	—	—	—	—	—
Maryland	272	2,771	39,196	14,232	99	33,811	3,810
Massachusetts	419	4,797	16,349	35,672	117	92,814	5,572
Michigan	1,513	2,515	36,758	13,705	118	115,291	7,227
Minnesota	3,209	4,871	14,743	12,882	85	76,000	7,010
Mississippi	132	301	29,545	1,604	26	27,918	1,271
Missouri	533	1,161	20,459	6,193	155	79,893	4,320
Montana	2,494	91	204	958	37	12,672	687
Nebraska	835	711	3,900	8,409	47	28,195	2,101
Nevada	684	1,287	7,591	20,759	512	17,269	3,037
New Hampshire	94	353	681	1,503	33	22,708	342
New Jersey	292	9,108	37,705	58,123	289	108,997	3,818
New Mexico	5,232	233	1,112	30,498	62	10,403	885
New York	3,233	18,044	95,684	141,297	777	180,277	11,016
North Carolina	2,746	2,378	56,863	28,229	180	82,603	8,007
North Dakota	1,421	93	665	848	24	9,517	396
Ohio	340	2,181	48,275	13,278	150	164,710	12,489
Oklahoma	16,704	824	10,812	14,660	195	50,222	8,912
Oregon	1,446	1,513	2,360	18,745	409	46,684	4,668
Pennsylvania	598	4,453	49,144	35,306	159	182,236	12,581
Rhode Island	250	348	1,927	5,559	31	11,572	893
South Carolina	364	658	38,963	7,179	93	43,670	4,203
South Dakota	2,844	191	617	1,184	15	12,532	866

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 2017—Continued

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	257	1,089	27,651	9,168	87	74,312	2,805
Texas	1,907	9,149	71,444	228,761	527	127,136	9,983
Utah	1,283	657	1,462	15,012	838	52,272	1,941
Vermont	—	—	—	—	—	—	—
Virginia	451	5,349	42,398	23,478	194	74,129	8,075
Washington	2,616	4,759	7,271	32,223	1,081	68,703	10,420
West Virginia	44	105	1,936	611	8	37,686	1,201
Wisconsin	—	—	—	—	—	—	—
Wyoming	571	63	145	1,617	18	9,171	547
BIE schools ^a	6,035	0	0	0	0	0	0
American Samoa	0	x	x	0	x	0	0
Guam	x	274	0	5	1,542	x	13
Northern Mariana Islands	0	206	0	0	512	0	122
Puerto Rico	45	x	x	93,254	3	111	0
Virgin Islands	0	0	724	214	x	x	22
Federated States of Micronesia	0	0	0	0	1,735	0	0
Republic of Palau	0	0	0	0	71	0	0
Republic of the Marshall Islands	0	0	0	0	581	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

^aBureau 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, 2017. Data were accessed fall 2018. 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 (DC), and Puerto Rico (PR) represented by the children ages 3 through 5 and students ages 6 through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2008 through 2017. 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 2017.

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, who were reported under the category of *developmental delay*, by year: Fall 2008 through fall 2017

Year	Number of States ^a	Percentage of resident population served ^b
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
2017	47	3.28

^aThese are States that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

^bPercentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the States that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3. Although 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, 2008–17. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 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. For 2017, data for Minnesota and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 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. For 2017, data for Minnesota 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 2008–11 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2017 were accessed fall 2018. 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, who were reported under the category of *developmental delay*, by year: Fall 2008 through fall 2017

Year	Number of States ^a	Percentage of resident population served ^b
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
2017	35	1.96

^aThese are States that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, BIE schools, and PR. Population data are not available for the outlying areas or the freely associated states.

^bPercentage was calculated by dividing the number of students ages 6 through 9 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the States that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2008–17. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2008, data for Vermont were not available. For 2010 and 2011, data for PR were not available. For 2010 and 2014, data for Wyoming were not available. For 2011 and 2014, data for BIE schools were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2010 to July 1, 2017, 2008–17. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2008, data for Vermont were excluded. For 2010 and 2011, data for PR were excluded. For 2010 and 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2008 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 2017 were accessed fall 2018. 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 2017

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	Yes
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools	Yes	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	No
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	Yes	Yes
Florida	Yes	No
Georgia	Yes	Yes
Guam	Yes	No
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	No
Iowa	No	No
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	Yes
Maine	Yes	—
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	—	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	No
Nebraska	Yes	Yes
Nevada	Yes	No
New Hampshire	Yes	Yes
New Jersey	Yes	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Northern Mariana Islands	Yes	Yes
Ohio	Yes	No
Oklahoma	Yes	Yes
Oregon	Yes	No

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 2017—
Continued**

State	Reported some children ages 3 through 5 under developmental delay category	Reported some students ages 6 through 9 under developmental delay category
Pennsylvania	Yes	Yes
Puerto Rico	No	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes
Texas	No	No
Utah	Yes	Yes
Vermont	Yes	—
Virgin Islands	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin	—	—
Wyoming	Yes	Yes

— Data were not available.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Appendix C

IDEA, Part B *Maintenance of Effort (MOE) Reduction* and Coordinated Early Intervening Services

IDEA, Part B *Maintenance of Effort (MOE) Reduction* and Coordinated Early Intervening Services

Appendix C presents State-level information on *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS). In particular, Exhibit C-1 presents the number of students who received CEIS and number and percentage of local education agencies (LEAs) and educational service agencies (ESAs) in the 50 States, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of funds for CEIS. Exhibit C-2 presents State-level data on the number and percentage of LEAs and ESAs that met the Individuals with Disabilities Education Act (IDEA), Part B, requirements under 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2); had an increase in Section 611 allocations; and took the *MOE reduction* pursuant to IDEA Section 613(a)(2)(C) in school year 2016–17.

Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs or ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2016–17

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
Alabama	933	9	6.6
Alaska	2,125	1	1.9
American Samoa	0	0	0.0
Arizona	4,243	14	2.3
Arkansas	845	14	5.3
BIE schools	890	18	10.7
California	130,271	38	3.1
Colorado	182	1	1.6
Connecticut	296	6	3.7
Delaware	14,143	6	13.0
District of Columbia	15,583	13	22.4
Federated States of Micronesia	0	0	0.0
Florida	40,043	14	18.4
Georgia	10,304	62	29.8
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	15	1	0.7
Illinois	58,121	103	12.0
Indiana	15,492	19	4.9
Iowa	6,857	20	5.7
Kansas	0	0	0.0
Kentucky	1,231	7	4.0
Louisiana	57,156	130	73.0
Maine	57	3	1.2
Maryland	3,110	2	8.0
Massachusetts	122	2	0.5
Michigan	6,477	44	7.9
Minnesota	3,683	73	24.3
Mississippi	15,853	35	24.0
Missouri	325	8	1.5
Montana	0	0	0.0
Nebraska	797	5	2.0
Nevada	2,549	2	11.1
New Hampshire	11	1	0.6
New Jersey	19,250	33	4.9
New Mexico	2,847	7	4.5
New York	101,073	106	15.2
North Carolina	43,158	23	8.5

See notes at end of exhibit.

Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs or ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2016–17—Continued

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage ^a
North Dakota	681	2	6.1
Northern Mariana Islands	0	0	0.0
Ohio	12,082	39	4.0
Oklahoma	17,919	9	1.6
Oregon	1,212	8	4.1
Pennsylvania	40,963	1	0.1
Puerto Rico	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	12,719	33	54.1
South Carolina	24,051	15	17.0
South Dakota	949	7	4.6
Tennessee	17,463	6	4.1
Texas	15,317	75	6.2
Utah	2,194	13	8.6
Vermont	568	6	10.0
Virgin Islands	1,204	2	100.0
Virginia	17,216	10	7.2
Washington	208	4	1.5
West Virginia	68	1	1.8
Wisconsin	36,281	95	21.0
Wyoming	8,270	28	57.1
50 States, DC, BIE schools, PR, outlying areas, and freely associated states	767,407	1,174	7.6

^aPercentage was calculated by dividing the number of LEAs and ESAs that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for CEIS due to significant disproportionality in school year 2016–17 and the number of LEAs and ESAs that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by the total number of LEAs and ESAs in school year 2016–17, 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), 2017. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1875-0240: IDEA Part B Child Count and Educational Environments Collection, 2017. Data were accessed fall 2018. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

Exhibit C-2. Number and percentage of LEAs or ESAs that met the IDEA, Part B, requirements under 34 C.F.R. § 300.600(a)(2), had an increase in IDEA Section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA Section 613(a)(2)(C) in school year 2016–17, by State

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage ^a
Alabama	5	3.6
Alaska	0	0.0
American Samoa	0	0.0
Arizona	0	0.0
Arkansas	0	0.0
BIE schools	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	1	0.3
Iowa	0	0.0
Kansas	0	0.0
Kentucky	101	57.7
Louisiana	0	0.0
Maine	—	—
Maryland	0	0.0
Massachusetts	0	0.0
Michigan	0	0.0
Minnesota	—	—
Mississippi	0	0.0
Missouri	15	2.8
Montana	5	1.2
Nebraska	44	18.0
Nevada	0	0.0
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	0	0.0
New York	0	0.0
North Carolina	0	0.0

See notes at end of exhibit.

Exhibit C-2. Number and percentage of LEAs or ESAs that met the IDEA, Part B, requirements under 34 C.F.R. § 300.600(a)(2), had an increase in IDEA Section 611 allocations, and took the *maintenance of effort (MOE) reduction* pursuant to IDEA Section 613(a)(2)(C) in school year 2016–17, by State—Continued

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage ^a
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	6	0.6
Oklahoma	0	0.0
Oregon	0	0.0
Pennsylvania	70	10.3
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	0	0.0
Utah	3	2.0
Vermont	—	—
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	253	1.6

— Data were not available.

^aPercentage was calculated by dividing the number of LEAs and ESAs that met the IDEA, Part B, requirements and had an increase in IDEA Section 611 allocations and took the *MOE reduction* in school year 2016–17, by the total number of LEAs and ESAs, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0689: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2017. Data were accessed fall 2018. 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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