



U.S. DEPARTMENT OF EDUCATION

**30th Annual Report to Congress
On the Implementation of the
*Individuals with Disabilities
Education Act, 2008***

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30th Annual Report to Congress on the
Implementation of the
Individuals with Disabilities Education Act, 2008

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

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

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Preface

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

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

The *30th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2008** describes our nation’s progress (1) in providing a free appropriate public education (FAPE) for all children with disabilities, (2) in assuring that the rights of children with disabilities and their parents are protected, (3) in assisting states and localities in providing for the education of all children with disabilities, and (4) in assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C or B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, infants and toddlers served under *IDEA*, Part C, children served under *IDEA*, Part B, and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under *IDEA*, Part C or Part B. “Special education services,” which is referenced throughout this report, is a term that is synonymous with services provided under *IDEA*, Part B.

* The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current findings are based on data collected from July 2005 through December 2006.

This *30th Annual Report to Congress, 2008* follows the *29th Annual Report to Congress, 2007* in sequence and continues to focus on *IDEA* results and accountability. However, the design of this report differs from that of the *29th Annual Report* in a number of ways.

- First, the *30th Annual Report* no longer contains state-reported data tables for *IDEA*, Part B and Part C, or Data Notes from states explaining changes in their data from the previous year because this information is readily available at <https://www.ideadata.org>. In addition, the lists of data categories and subcategories for Part B and Part C, which were included in appendixes of previous annual reports are not included in the *30th Annual Report* because this information is available at <https://www.ideadata.org/Archive/ARCArchive.asp>. These changes have reduced the size of the annual report from three volumes to one.
- Second, the *30th Annual Report* has replaced the state profiles and rank order tables sections with a new section that contains a summary and analysis of *IDEA* section 618 data at the state level.[†]
- Third, the *30th Annual Report* has been organized according to the five requirements contained in section 664(d) of *IDEA*. Therefore, along with the new summary and analysis of *IDEA* section 618 data at the state level (Section II), the *30th Annual Report* contains two other new sections: (1) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C (Section III), and (2) 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 (Section VI).
- Sections I, IV and V in the *30th Annual Report* are not new to the report, although Section I was renamed “Summary and Analysis of *IDEA* Section 618 Data and Longitudinal Study Data at the National Level.”
- Finally, there are three new appendices to the *30th Annual Report*. Appendix A presents the numbers and percentages of infants, toddlers, children and students served under *IDEA*, by specific age groups, in each state. Appendix B presents information related to students ages 6

[†] 618 data consists of (1) the number of infants and toddlers served under *IDEA*, Part C, the settings in which they receive program services and information on their transition at age 3 out of Part C; and (2) the number of children and students served under *IDEA*, Part B, the environments in which they receive education, information on their exiting special education services, the personnel providing educational services to them and disciplinary actions that affect them.

through 9 reported in the *developmental delay*[‡] category and excludes information on states with different practices in reporting children with *developmental delay* presented in previous annual reports. Appendix C shows how eight states differed from the Department’s Office of Special Education Program’s reporting practices for students with *other health impairments* and *multiple disabilities* served under *IDEA*, Part B, in 2005–06.

A summary of the six sections and three appendices that make up the *30th Annual Report* follows.

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

Section I contains national data pertinent to Parts C and B of *IDEA*. It contains four subsections. The four subsections focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. The tables and figures provide information about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their transitions as they move from early childhood through elementary and secondary school and into adult life and their disciplinary removals. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. To the extent possible, the data are presented through tables, figures and bulleted text. Data are included for the 50 states, the District of Columbia, Puerto Rico and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands). In addition, the report presents data for special education and related services provided under *IDEA*, Part B, for Bureau of Indian Education (BIE) schools.

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

Section II contains state-level data regarding Part C and Part B of *IDEA*. Similar to Section I, this section is organized into four subsections. The first subsection presents information about infants and toddlers birth through age 2 served under *IDEA*, Part C, while the second and third subsections present information about children ages 3 through 5 and students ages 6 through 21 served under *IDEA*, Part B, respectively. The fourth subsection provides information about children and students ages 3 through 21 served under *IDEA*, Part B. The subsections address questions about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive

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

services, their transitions as they move from early childhood through elementary and secondary school and into adult life and their disciplinary removals. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in tables and discussed in the bulleted text represent the 50 states and the District of Columbia.

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

Section 616(d) of *IDEA* requires the secretary to make an annual determination as to whether each state's Part B and Part C programs are meeting the requirements of the statute. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP) and Annual Performance Report (APR). Based on the information provided by the state in the SPP and APR, information obtained through monitoring visits and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements or needs substantial intervention in implementing the requirements. In June 2007, the Department issued the first determination letters on implementation of *IDEA* to 60 state education agencies for Part B and to 56 lead agencies for Part C. Section III presents the results of the determinations.

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

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

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

Section IV of this report describes the 38 research projects funded by fiscal year (FY) 2007 grants made by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

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

In the December 2004 reauthorization of *IDEA*, Congress required the secretary to delegate to the director of IES responsibility to carry out studies and evaluations authorized in section 664(a), (b) and (c) of *IDEA*. As specified in section 664(a) of *IDEA*, IES funds, either directly or through grants, contracts or cooperative agreements awarded to eligible entities on a competitive basis, activities that assess the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) FAPE to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies that will inform efforts to ensure accountability for students who are held to alternative achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES with FY 2007 funds.

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

Under section 664(b) of *IDEA* (as amended in 2004), IES is responsible for carrying out a “national assessment” of activities carried out with federal funds under *IDEA*. IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law’s purpose, (2) provide timely information to the president, Congress, the states, local education agencies and the public on how to implement *IDEA* more effectively, and (3) provide the president and Congress with information that will be useful in developing legislation to achieve the purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the impact of programs funded under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies funded in FY 2007 that contribute to the national assessment are described in Section VI.

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

Appendix A presents the number and percentage of the population of infants and toddlers birth through age 2 served under *IDEA*, Part C, children ages 3 through 5 served under *IDEA*, Part B, students ages 6 through 21 served under *IDEA*, Part B, and students ages 14 through 21 served under *IDEA*, Part B, in 2006, by state (including the District of Columbia, BIE schools, Puerto Rico and the four outlying areas).

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

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

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

Appendix C presents information on eight states that reported children and students ages 3 through 21 with *other health impairments* and *multiple disabilities* in different categories for *IDEA*, Part B, child count and educational environments data collections in 2006 and the exiting and discipline data collections for 2005–06.

Key Findings at the National Level

The *30th Annual Report to Congress* showcases the data collected from states, along with some data from national longitudinal studies that assess the implementation of *IDEA*. The report also includes information from studies, evaluations and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA*, Section 618 Data and Longitudinal Study Data at the National Level” follow.

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

- In 2006, there were 304,510 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 299,848 were served in the 50 states and the District of Columbia. This number represented 2.4 percent of the birth-through-age-2 population in the 50 states and the District of Columbia (Page 14).
- From 1997 through 2006, the percentage of the general population of infants and toddlers served under *IDEA*, Part C, increased for each of the age spans served. The increase continued to be largest for 2-year-olds. In 1997, Part C served 2.5 percent of 2-year-olds. By 2006, Part C served 3.9 percent of children this age (Page 15).
- In 2006, the majority of infants and toddlers birth through age 2 in all racial/ethnic groups served under *IDEA*, Part C, received early intervention services in the *home*. Asian/Pacific Islander children (87.1 percent) were most often served in the *home*, followed by Hispanic children (86.7 percent), white (not Hispanic) children (85.7 percent), American Indian/Alaska Native children (83.1 percent) and black (not Hispanic) children (82.4 percent) (Page 20).
- In 2005–06, two-thirds (65.6 percent) of children exiting *IDEA*, Part C, when they reached age 3 were determined to be *Part B eligible*. The percentage of children who exited Part C when they reached age 3 with their *Part B eligibility not determined* was 17.1 percent. Of the remaining children who exited Part C when they reached age 3, 17.3 percent were not eligible for Part B. In particular, of the non-eligible children, 11.5 percent exited to other programs, and 5.8 percent exited with no referrals (Pages 21-22).
- For every racial/ethnic group, more than half of children who reached age 3 and exited Part C were eligible for Part B services in 2005–06 (Page 23).

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

- In 2006, *IDEA*, Part B, served 714,384 children ages 3 through 5. Of these children, 706,635 were served in the 50 states, the District of Columbia and Bureau of Indian Education schools. This number represented 5.8 percent of the general population ages 3 through 5 (Page 25).
- The percentage of 3-year-olds in the general population served under *IDEA*, Part B, increased from 2.9 percent in 1997 to 4 percent in 2006; the percentage of 4-year-olds in the general population served under *IDEA*, Part B, increased from 4.9 percent in 1997 to 6.1 percent in 2006; and the percentage of 5-year-olds in the general population served under *IDEA*, Part B, increased from 6.2 percent in 1997 to 7.3 percent in 2006 (Pages 26-27).

- In 2006, American Indian/Alaska Native children and white (not Hispanic) children ages 3 through 5 both had risk ratios above 1 (1.53 and 1.3, respectively). This indicates that they were more likely to be served under Part B than were children ages 3 through 5 of all other racial/ethnic groups combined. Black (not Hispanic) children ages 3 through 5, with a risk ratio of 0.99, were almost as likely to be served under Part B as children ages 3 through 5 of all other racial/ethnic groups combined. Asian/Pacific Islander children, with a risk ratio of 0.68, and Hispanic children, with a risk ratio of 0.72, were less likely to be served under Part B than children of the same age of all other racial/ethnic groups combined (Page 30).
- In 2006, more than two-fifths (44.5 percent) of children ages 3 through 5 were served under *IDEA*, Part B, in the regular early childhood program at least 80% of the time and almost one-fourth (24.2 percent) of children were served in a *separate class* (Page 32).
- In 2005, 41,711 (89 percent) of the 46,885 full-time equivalent *special education teachers* who provided special education services for children ages 3 through 5 under *IDEA*, Part B, were fully certified. The percentage of these fully certified *special education teachers* increased slightly from 88.3 percent in 2004 to 89 percent in 2005 (Pages 34-35).
- According to the Pre-Elementary Education Longitudinal Study (PEELS), of the children with an active IEP or IFSP who received preschool special education services during the 2003–04 school year, 15.4 percent were declassified from special education by the 2004–05 school year. (“Declassified” is defined as no longer eligible to receive special education and related services under *IDEA*.) (Page 37).
- Teachers indicated that 88.6 percent of the children ages 3 through 5 served under *IDEA*, Part B, received speech or language therapy in the 2003–04 school year, and 86.4 percent received it in school year 2004–05, making it the most common service in both years, according to PEELS (Page 40).

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

- In 2006, a total of 6,081,890 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,986,644 were served in the 50 states, the District of Columbia and Bureau of Indian Education schools. This number represented 9.1 percent of the general population ages 6 through 21 (Page 42).
- In 2006, the largest disability category among students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (44.6 percent). The next most common disability category was *speech or language impairments* (19.1 percent), followed by *other health impairments* (9.9 percent), *intellectual disabilities* (8.6 percent) and *emotional disturbance* (7.5 percent) (Page 44).
- For most disability categories, annual change in the percentage of the general population ages 6 through 21 served under *IDEA*, Part B, was negligible (i.e., less than 0.1 of a percentage point) from 1997 through 2006 (Page 45).
- In 2006, American Indian/Alaska Native students ages 6 through 21 were 1.56 times more likely to be served under *IDEA*, Part B, than students ages 6 through 21 in all other racial/ethnic groups combined. Black (not Hispanic) students were 1.46 times more likely to be served. Asian/Pacific Islander students, white (not Hispanic) students and Hispanic

students were less likely to be served under *IDEA*, Part B, than students in all other racial/ethnic groups combined (0.51, 0.89 and 0.93, respectively) (Pages 54-55).

- In 2006, 95 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied. More than half of all students ages 6 through 21 served under *IDEA*, Part B (53.7 percent), were educated for most of their school day in the regular classroom; that is, they were *inside the regular class 80% or more of the day*. Just under one-fourth (23.7 percent) of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and less than one-fifth (17.6 percent) were educated *inside the regular class less than 40% of the day*. Only 5.1 percent were educated outside of the regular classroom in other environments (Pages 56-57).
- From 2000 through 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in regular classes for most of the school day (i.e., educated *inside the regular class 80% or more of the day*) increased from 46.5 percent to 53.7 percent. Prior to 2001 (from 1997 through 2000), the percentage remained relatively unchanged. From 1997 through 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29 percent to 23.7 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.4 percent in 1997 to 17.6 percent in 2006. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1997 to 2005. From 2005 to 2006, the percentage increased slightly from 4 percent to 5.1 percent (Page 58).
- The percentages of students ages 6 through 21 served under most disability categories and educated *inside the regular class 80% or more of the day* increased from 1997 to 2006. The largest increases (i.e., percentage point increases ranging from 10 to 14) were made by students served under the categories of *autism, other health impairments, traumatic brain injury, specific learning disabilities, emotional disturbance* and *hearing impairments* (Page 59).
- In 2006, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, were *inside the regular class 80% or more of the day*. The percentage of these students who were served *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups except for the black (not Hispanic) group. The percentages of students served *inside the regular class 80% or more of the day* by racial/ethnic group ranged from 44.8 percent to 57.7 percent (Page 61).
- From 1996–97 through 2005–06, the percentage of students ages 14 through 21 who exited special education and school by having *graduated with a regular high school diploma* increased from 43 percent to 56.5 percent. The percentage of students who exited special education and school by having *dropped out* decreased from 45.9 percent to 26.2 percent (Page 64).

- In 2005, 385,761 (90.4 percent) of the 426,493 full-time equivalent *special education teachers* who provided special education services for students ages 6 through 21 under *IDEA*, Part B, were fully certified. The percentage of these fully certified *special education teachers* increased slightly from 90 percent in 2004 to 90.4 percent in 2005 (Page 70).
- According to the National Longitudinal Transition Study-2 (NLTS2), in 2003, almost two-thirds (64.3 percent) of secondary school students served under *IDEA*, Part B, described themselves as being very able to handle most challenges that came their way. Students were more likely to give high ratings to their ability to handle challenges than to having a sense of humor (51.1 percent), being sensitive to the feelings of others (40.6 percent) or being well organized (21.5 percent) (Pages 72-73).
- In 2003, according to the NLTS2, almost 85 percent of secondary school students ages 15 through 19 served under *IDEA*, Part B, expected they definitely would graduate from high school with a regular diploma; an additional 11.7 percent thought they probably would graduate. Only 3.5 percent of students did not expect to graduate from high school with a regular diploma (Page 75).
- According to the NLTS2, the combined percentage of students ages 15 through 19 served under *IDEA*, Part B, who expected they definitely would or probably would graduate from high school with a regular diploma was large (96.5 percent) in 2003. Nevertheless, according to data collected under section 618 of *IDEA*, the percentages of all students ages 15 through 19 who exited special education and school by having graduated with a regular high school diploma in each school year from 2002–03 through 2006–07 ranged only from 55.1 percent to 58.8 percent (Page 75).

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

- In 2005, 88.4 percent of full-time equivalent personnel (other than *special education teachers*) who provided special education and related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified (Page 77).
- Of the 6,813,656 children and students ages 3 through 21 served under *IDEA*, Part B, in 2005, 12,996, or 0.19 percent, were removed to an interim alternative educational setting by school personnel for offenses involving drugs or weapons in school year 2005–06. A much smaller number (1,580) and percentage (0.02 percent) of children and students were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others (Pages 78-79).
- Of the 76,121 children and students served under *IDEA*, Part B, who were suspended or expelled for more than 10 days during the 2005–06 school year, 63,156 (83 percent) had multiple short-term suspensions or expulsions summing to more than 10 days within the school year (Page 79).
- Children and students ages 3 through 21 who were served under *IDEA*, Part B, under the category of *emotional disturbance* had the highest rates of removal to an interim alternative educational setting by school personnel for drug or weapon offenses (0.49 percent) and by a hearing officer for likely injury to themselves or others (0.08 percent) in school year 2005–06, compared to children and students in all other disability categories (Page 81).

Data Sources Used in This Report

This *30th Annual Report to Congress* contains data obtained from the U.S. Department of Education's (Department's) Office of Special Education Programs' (OSEP's) Data Analysis System (DANS). In addition, this report includes information from two Department-funded national studies that assess the implementation of *IDEA*. The two studies are the Pre-Elementary Education Longitudinal Study and the National Longitudinal Transition Study-2. Other data sources used in this report include the Department's Institute of Education Sciences, OSEP's Regional Resource Center Program and the U.S. Census Bureau. Brief descriptions of all these data sources¹ follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was last accessed on March 1, 2011.

Data Analysis System

The text and graphics contained in the *30th Annual Report to Congress* were developed primarily from fall 2006 "point-in-time" data and school year 2005–06 data in OSEP's DANS. DANS is a repository for all of the data mandated by section 618 of the *Individuals with Disabilities Education Act (IDEA)* to be collected from states annually. These data include the number of infants and toddlers served under Part C of *IDEA*, the settings in which they receive program services and information on their transition at age 3 out of Part C. For Part B, states report the number of children and students served, the environments in which they receive education, information on their exiting special education services, the personnel providing educational services to them and disciplinary actions that affect them. As they have in previous years, many states submitted "point-in-time" and school year data used in this report directly to OSEP, which places such data in DANS. However, several states submitted some of the data indirectly to OSEP through the Education Data Exchange Network (EDEN), which is part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts and schools. As part of this initiative, OSEP is in the process of transitioning the Part B data collection that is required under *IDEA*, section 618, to EDEN. For the 2006 Part B child count and educational environments data collections, 25 states² submitted data through EDEN. For the 2005–06 Part B exiting data collection, 24 states³ submitted data through EDEN.

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

² Alaska, Arkansas, California, Delaware, Georgia, Idaho, Illinois, Iowa, Kansas, Maine, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia and Wisconsin.

³ Alaska, Arkansas, California, Delaware, Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia and Wisconsin.

All Part B and Part C data submitted by states to OSEP, whether via EDEN or DANS, are stored in DANS. Data in the DANS database are not accessible to the public. Tables and figures in this report that display DANS data include footnotes that reference DANS as the source. DANS data included in this report are tabulated from the data collection forms; they are not from published reports. All federal data collection forms must be approved by the Office of Management and Budget (OMB). The OMB approval number for each of the forms is provided in the source citation. Note that Part B and Part C data submitted via DANS or EDEN are based on the same data collection forms. For more information on *IDEA*, Part B and Part C data collections, data handling and verification procedures, and tables produced from those data, go to <https://www.ideadata.org>.

The tables and figures in this report whether presenting data for one year or multiple years have corresponding source notes that indicate the date on which the data were last updated. For example, tables and figures with one year of data typically have source notes that indicate that the data were updated as of a specific month, day and year (e.g., July 15, 2007). In contrast, the source notes for tables and figures presenting data for multiple years identify that the data were updated with a more general reference to the time periods. Specifically, the source note for a table presenting data from 1997 through 2006 (referenced years) would state that, the “data for the referenced year were updated as of July of the year following the referenced year.” This approach ensures that the source notes present the necessary information about the data used as succinctly as possible.

All Part B and Part C data presented in this report were derived from the original state-reported data found in static files of the database maintained by DANS. In most trend tables and figures in this report, the data from 2006 are the most current. Although OSEP permits states to update data as necessary after their initial submissions, we used the original static files to prepare this annual report to Congress. The use of static files ensures that the data are not revised while a report is being produced, thereby ensuring consistency of data in presentations and analyses throughout the report. Use of data from static files also facilitates the Department review process. Additional tables and data related to the Part B and Part C data collections and a data analytic tool are available at <https://www.ideadata.org>.

A number of titles of tables and figures in this report refer to *fall* of a particular year or span of years. These tables and figures contain “point-in-time” data (e.g., Part C child count and program settings) that were collected by states on their specific state-designated date between Oct. 1, 2006, and Dec. 1, 2006. States must use the same state-designated date each year. Other tables and figures in this report have titles with year spans that refer to school years or to a 12-month period as described in the list that follows. These tables and figures contain data (e.g., Part B exiting and discipline) that were collected by states over the course of a year.

State-reported data from DANS for Part C used in this report consist of the following:

Data category	Collection date	Date due to OSEP
Child Count	Oct. 1, 2006–Dec. 1, 2006*	Feb. 1, 2007
Program Settings	Oct. 1, 2006–Dec. 1, 2006*	Feb. 1, 2007
Exiting	Cumulative, state-determined 12-month reporting period, 2005–06	Nov. 1, 2006

* States used a state-designated date between Oct. 1, 2006, and Dec. 1, 2006 (inclusive) as the reference date for reporting these data.

State-reported data⁴ from DANS for Part B used in this report consist of the following:

Data category	Collection date	Date due to OSEP
Child Count	Oct. 1, 2006–Dec. 1, 2006*	Feb. 1, 2007
Educational Environments	Oct. 1, 2006–Dec. 1, 2006*	Feb. 1, 2007
Exiting	July 1, 2005–June 30, 2006	Nov. 1, 2006
Personnel	On or about Dec. 1, 2005	Nov. 1, 2006
Discipline	School year 2005–06	Nov. 1, 2006

* States used a state-designated date between Oct. 1, 2006, and Dec. 1, 2006 (inclusive) as the reference date for reporting these data.

Within these data categories are various subcategories, some of which require detailed descriptors. These descriptors are italicized within table and figure titles, text and notes to clarify that the reference is to a grouping of data.

Over the period of time for which the data examined in this report were collected, there were several notable changes regarding a few of the data categories. One change concerned the primary early intervention settings category for infants and toddlers served under *IDEA*, Part C. Prior to the 2006 data collection, primary early intervention settings were collected based on the following seven categories:

- *Home,*
- *Program designed for typically developing children,*
- *Program designed for children with developmental delay or disabilities,*
- *Service provider location,*
- *Residential facility,*
- *Hospital,* and

⁴ The U.S. Department of the Interior reports data for Bureau of Indian Education schools. In this annual report, the term Bureau of Indian Education or BIE schools is used instead of the term Bureau of Indian Affairs or BIA schools that appears in previous annual reports. On Aug. 29, 2006, the secretary of the interior moved the Office of Indian Education Programs out of the Bureau of Indian Affairs (BIA) and renamed the office the Bureau of Indian Education (BIE). The renaming reflects the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary for Indian Affairs, U.S. Department of the Interior.

- *Other setting.*

Effective 2006, the seven categories were collapsed into three:

- *Home,*
- *Community-based setting,* and
- *Other setting.*

Another change concerned the categories used to represent Part B educational environments for children ages 3 through 5 and students ages 6 through 21 served under *IDEA*, Part B. Prior to the 2006 data collection, data for children ages 3 through 5 were collected based on the following eight categories:

- *Early childhood special education setting,*
- *Part-time early childhood special education setting,*
- *Early childhood setting,*
- *Itinerant service outside the home,*
- *Reverse mainstream,*
- *Residential facility,*
- *Separate school,* and
- *Home.*

For students ages 6 through 21, educational environments data were collected based on the following 10 categories:

- *Outside the regular class less than 21 percent of the day,*
- *Outside the regular class at least 21 percent of the day and no more than 60 percent of the day,*
- *Outside the regular class more than 60 percent of the day,*
- *Public separate school,*
- *Private separate school,*
- *Public residential facility,*
- *Private residential facility,*
- *Homebound/hospital,*
- *Correctional facilities,* and
- *Enrolled in private schools not placed or referred by public agencies.*

Effective 2006, limited English proficiency status data on children and students served in the educational environments categories were collected for the first time. In addition, most of the educational

environment categories were renamed, redefined, or both. For children ages 3 through 5, five of the eight categories were renamed and redefined. The eight categories were:

- *In the regular early childhood program at least 80 percent of the time,*
- *In the regular early childhood program 40 percent to 79 percent of the time,*
- *In the regular early childhood program less than 40 percent of the time,*
- *Separate class,*
- *Service provider location,*
- *Residential facility,*
- *Separate school,* and
- *Home.*

For students ages 6 through 21, the original 10 categories were collapsed into eight. Three categories were renamed but not redefined, and the remaining categories were redefined and, with one exception, also renamed. The eight categories were:

- *Inside the regular class 80 percent or more of the day,*
- *Inside the regular class no more than 79 percent of the day and no less than 40 percent of the day,*
- *Inside the regular class less than 40 percent of the day,*
- *Separate school,*
- *Residential facility,*
- *Homebound/hospital,*
- *Correctional facility,* and
- *Parentally placed in private school.*

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

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

National Studies That Assess the Implementation of *IDEA*

The Department's assessment of the implementation of *IDEA* speaks to the effectiveness of states and local efforts to provide a free appropriate public education (FAPE) to children with disabilities and early intervention services to infants and toddlers with disabilities or who are at risk for disabilities. It involves various studies and evaluations authorized under Part D, section 664(a) of *IDEA* that are funded by the Department. Data from the following two longitudinal studies involved in this assessment are included in this report.

Pre-Elementary Education Longitudinal Study

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

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

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

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

The study used telephone interviews with parents of preschoolers with disabilities, direct one-on-one assessments of children participating in this study and mail surveys with the children's teachers and other service providers, school principals, district administrators and state education agency administrators. Data were collected in five waves, including 2003–04 (Wave 1), 2004–05 (Wave 2), 2005–06 (Wave 3), 2006–07 (Wave 4) and 2008–09 (Wave 5).

Data in this report from PEELS are based on analyses of databases that are not accessible to the general public. More information about PEELS is available at http://ies.ed.gov/ncser/projects/datasets_peels.asp.

National Longitudinal Transition Study-2

The National Longitudinal Transition Study-2 (NLTS2) is a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. Begun in 2001, the 10-year NLTS2 is being conducted for the Department by SRI International. NLTS2 includes a sample of 11,276 students nationwide who were ages 13 through 16 and in at least seventh grade during the 2000–01 school year. The study collected information about the period representing school years 2000–01 to 2009–10 from parents, students and schools and provided a national picture of the experiences and achievements of young people as they transitioned into early adulthood. The study's goals include:

- Describing the characteristics of secondary school students in special education and their households;
- Describing the secondary school experiences of students in special education, including their schools, school programs, related services and extracurricular activities;
- Describing the experiences of these students once they left secondary school, including adult programs and services and social activities;
- Measuring the secondary school and postschool outcomes of these students in the education, employment, social and residential domains; and
- Identifying factors in students' secondary school and postschool experiences that contributed to positive outcomes.

Data in this report from NLTS2 are based on analyses of databases that are not accessible to the general public. More information on NLTS2 can be found at http://ies.ed.gov/ncser/projects/datasets_nlts2.asp.

Institute of Education Sciences

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

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

Regional Resource Center Program

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

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

U.S. Census Bureau

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county. These estimates exclude: (1) residents of outlying areas, such as American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands; (2) members of the

Armed Forces on active duty stationed outside the United States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates are produced by age, sex, race and Hispanic origin. The state population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised back to the last census. Previously published estimates are superseded and archived. See the U.S. Census Bureau's document *State and County Total Resident Population Estimates Method* for more information about how population estimates are produced (http://www.census.gov/popest/topics/methodology/2006_st_co_meth.html).

In this report, census annual population estimates for the 50 states and the District of Columbia were used to determine percentages of the general population served by *IDEA*, Part B and Part C, and to develop comparisons and conduct data analyses. When available, annual population estimates for Puerto Rico were also used. Specific population data estimates used in this report are available at <https://www.ideadata.org/Archive/ARCArchive.asp>. More information about the U.S. Census Bureau is available at <http://www.census.gov>.

Section I

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

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

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

The Part C tables and figures that follow present data for the infants and toddlers with disabilities who were served in the 50 states and the District of Columbia (DC). States have authority to define the level of developmental delay (e.g., in one or more of the five developmental areas listed above) needed for Part C eligibility as well as other Part C eligibility criteria [see *IDEA*, sections 632(5)(A)(ii) and 635(a)(1)], which explains some of the variability in state-by-state comparisons. In addition, where indicated in the footnotes, the tables and figures include data from Puerto Rico (PR) and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands) that receive Part C funds. Data about infants and toddlers with disabilities served through Bureau of Indian Education (BIE)⁵ schools, for which reporting is required by the U.S. Department of the Interior, are not represented in these tables and figures.

⁵ The BIE receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) on the number of children contacted and served under *IDEA*, Part C. It receives *IDEA*, Part B, funds under a set-aside process to serve only school-age children who were 5 years old before Dec. 31 of the school year in which they were enrolled in kindergarten.

Trends in the Numbers and Percentages of Infants and Toddlers Served Under *IDEA*, Part C

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

Table 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 1997 through fall 2006

Year	Total served under Part C (birth through age 2)		Birth through age 2 population in the 50 states and DC	Percentage ^a of the birth through age 2 population served under Part C in the 50 states and DC
	For the 50 states, DC, PR and the four outlying areas	For the 50 states and DC only		
1997	197,376	192,220	11,362,331	1.7
1998	188,926	183,826	11,350,630	1.6
1999	205,769	202,376	11,417,776	1.8
2000	230,853	227,188	11,485,257	2.0
2001	247,433	244,005	11,711,409	2.1
2002	268,331	265,145	11,950,413	2.2
2003	272,454	269,596	12,048,310	2.2
2004	282,733	279,154	12,113,299	2.3
2005	298,150	293,816	12,235,143	2.4
2006	304,510	299,848	12,341,931	2.4

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

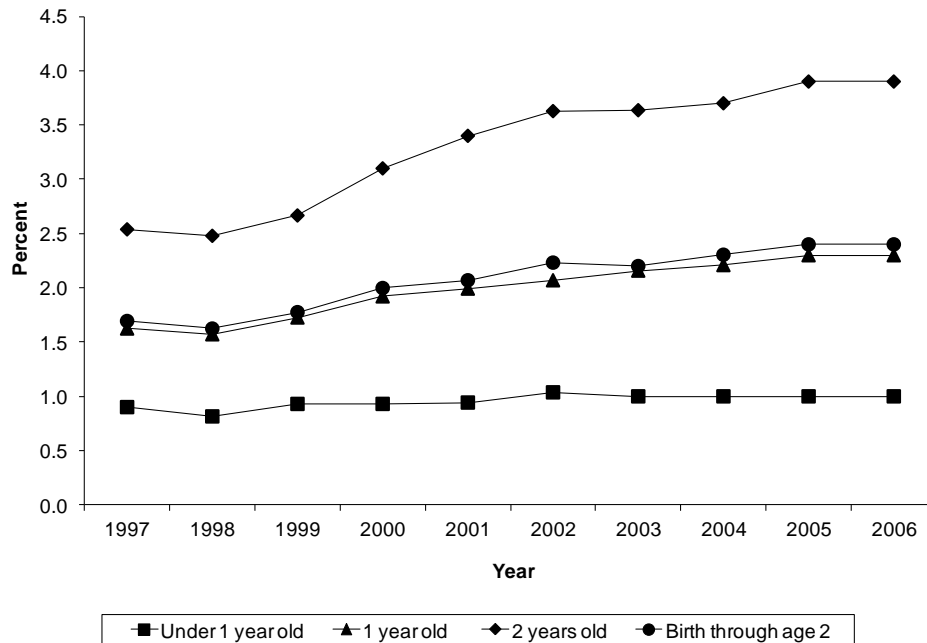
^aPercentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

- In 2006, there were 304,510 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 299,848 were served in the 50 states and the District of Columbia. This number represented 2.4 percent of the birth-through-age-2 population in the 50 states and the District of Columbia.
- Between 1997 and 2006, the total number of infants and toddlers served under *IDEA*, Part C, in the 50 states, the District of Columbia, Puerto Rico and the four outlying areas grew from 197,376 to 304,510. This was an increase of 107,134 children, or 54.3 percent of the 1997 child count.

- In the 50 states and the District of Columbia, the percentage of the birth-through-age-2 population served under *IDEA*, Part C, increased between 1997 and 2006. In 1997, Part C served 1.7 percent of children birth through age 2. By 2006, this percentage was up to 2.4 percent.

How did the percentage of the population served under IDEA, Part C, vary by child's age?

Figure 1. Percentage^a of the population in four age spans from birth through age 2 served under IDEA, Part C, by year and age span: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

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

- From 1997 through 2006, the percentage of the general population of infants and toddlers served under *IDEA*, Part C, increased for each of the age spans served. The increase continued to be largest for 2-year-olds. In 1997, Part C served 2.5 percent of 2-year-olds. By 2006, Part C served 3.9 percent of children this age.

- The percentage of 1-year-olds in the general population served under *IDEA*, Part C, increased from 1.6 percent in 1997 to 2.3 percent in 2006.
- The percentage of children in the general population under 1 year of age who were served under *IDEA*, Part C, increased slightly from 0.9 percent in 1997 to 1 percent in 2006.

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

Table 2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, percentage of the population served (risk index), comparison risk index and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2006

Race/ethnicity	Child count ^a	U.S. birth through age 2 population	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
American Indian/Alaska Native	3,098	113,039	2.7	2.4	1.1
Asian/Pacific Islander	13,625	577,703	2.4	2.4	1.0
Black (not Hispanic)	40,894	1,816,464	2.3	2.5	0.9
Hispanic	64,699	2,894,483	2.2	2.5	0.9
White (not Hispanic)	177,379	6,940,242	2.6	2.3	1.1
Total	299,695 ^e	12,341,931	2.4	†	†

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2006. Data were updated as of July 15, 2007. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_alldata6.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states and DC.

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

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

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

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

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

† Not applicable.

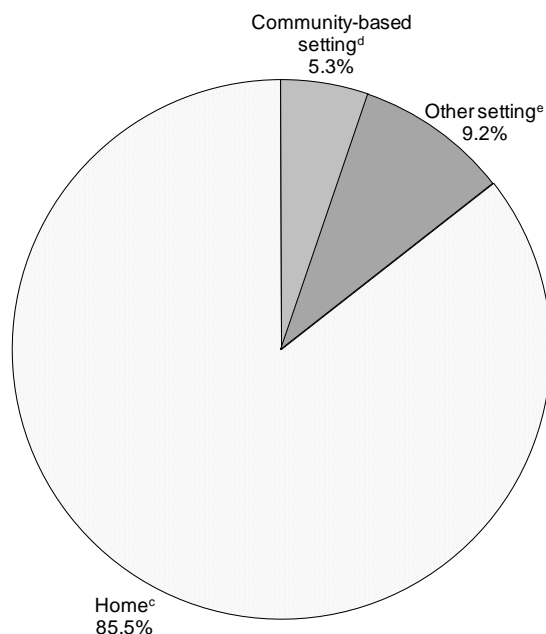
- American Indian/Alaska Native infants and toddlers and white (not Hispanic) infants and toddlers had a risk ratio of 1.1, indicating that children in these groups were slightly more likely than children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Asian/Pacific Islander infants and toddlers had a risk ratio of 1, indicating that children in this group were about equally as likely as children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.
- Black (not Hispanic) infants and toddlers and Hispanic infants and toddlers had a risk ratio of 0.9, indicating that children in these groups were slightly less likely than children in all other racial/ethnic groups combined to be served under *IDEA*, Part C.

Primary Early Intervention Settings for Infants and Toddlers Served Under *IDEA*, Part C

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

What was the primary early intervention setting for infants and toddlers served under IDEA, Part C?

Figure 2. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention setting^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

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

^bThe early intervention setting categories changed from seven categories to three categories, beginning with the 2006 data collection. The seven early intervention setting categories used in previous data collections (see list on Pages 3-4) were collapsed into three early intervention setting categories shown above.

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

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

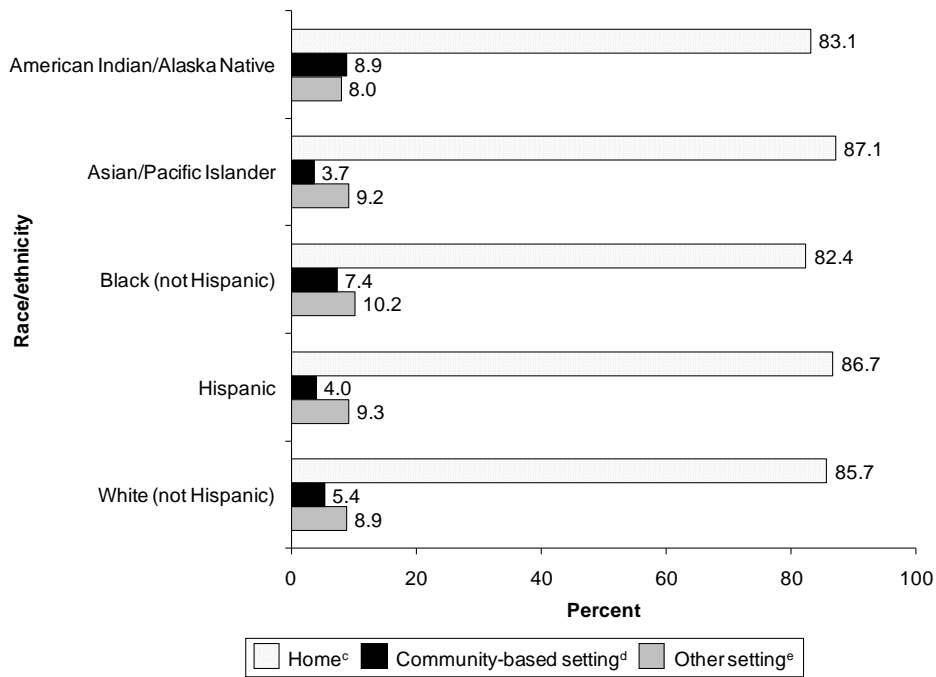
^eOther setting refers to settings other than home or community-based setting in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic and early intervention center/class for children with disabilities.

- In 2006, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the home (85.5 percent). The next most common setting was other setting (9.2 percent), followed by community-based setting (5.3 percent).

- Overall, in 2006, 91 percent of infants and toddlers served under *IDEA*, Part C, received their early intervention services primarily in natural environments, which are defined as the *home* or *community-based setting*.

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

Figure 3. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and primary early intervention setting^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C,” 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

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

^bThe early intervention setting categories changed from seven categories to three categories, beginning with the 2006 data collection. The seven early intervention setting categories used in previous data collections (see list on Pages 3-4) were collapsed into three early intervention setting categories shown above.

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

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

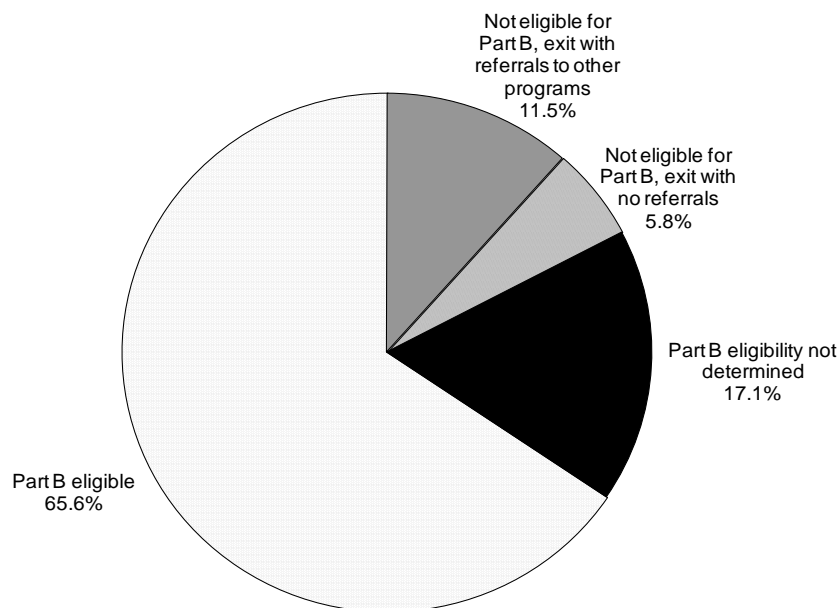
^e*Other setting* refers to settings other than *home* or *community-based setting* in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic and early intervention center/class for children with disabilities.

- In 2006, the majority of infants and toddlers birth through age 2 in all racial/ethnic groups served under *IDEA*, Part C, received early intervention services in the *home*. Asian/Pacific Islander children (87.1 percent) were most often served in the *home*, followed by Hispanic children (86.7 percent), white (not Hispanic) children (85.7 percent), American Indian/Alaska Native children (83.1 percent) and black (not Hispanic) children (82.4 percent).
- The highest percentage of infants and toddlers served under *IDEA*, Part C, who received early intervention services in a *community-based setting* were American Indian/Alaska Native children (8.9 percent), while the lowest percentage served in this setting were Asian/Pacific Islander children (3.7 percent).

Infants and Toddlers Exiting Part C of IDEA

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

Figure 4. Percentage^a of children exiting IDEA, Part C, when they reached age 3, by Part B eligibility^b status: 2005–06^c



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report on Infants and Toddlers Exiting Part C,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

Note: The U.S. Department of Education collects Part C data on nine categories of exiting: four categories that speak to Part B eligibility (i.e., *Part B eligible*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching maximum age for Part C*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]* and *attempts to contact unsuccessful*). The nine categories are mutually exclusive. Data on all nine exiting categories are available at <https://www.ideadata.org>.

^aPercentage 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 four Part B eligibility status exiting categories, then multiplying the result by 100.

^bPart B eligibility status refers to eligibility for Part B preschool services under section 619 of IDEA.

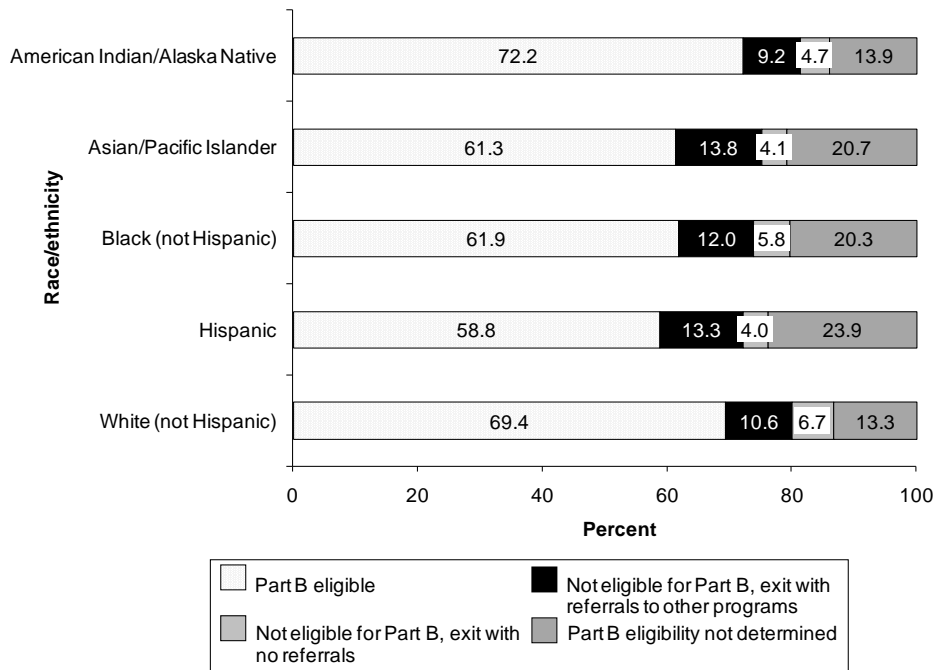
^cData are from a cumulative 12-month reporting period, which may vary from state to state.

- In 2005–06, two-thirds (65.6 percent) of children exiting IDEA, Part C, when they reached age 3 were determined to be *Part B eligible*.
- The percentage of children who exited Part C when they reached age 3 with their *Part B eligibility not determined* was 17.1 percent.

- Of the remaining children who exited Part C when they reached age 3, 17.3 percent were not eligible for Part B. In particular, of the non-eligible children, 11.5 percent exited to other programs, and 5.8 percent exited with no referrals.

How did Part B eligibility status vary for children in different racial/ethnic groups who were exiting IDEA, Part C?

Figure 5. Percentage^a of children exiting IDEA, Part C, when they reached age 3, by race/ethnicity and Part B eligibility^b status: 2005–06^c



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report on Infants and Toddlers Exiting Part C,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, PR and the four outlying areas.

Note: The U.S. Department of Education collects Part C data on nine categories of exiting: four categories that speak to Part B eligibility (i.e., *Part B eligible*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching maximum age for Part C*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]* and *attempts to contact unsuccessful*). The nine categories are mutually exclusive. Data on all nine exiting categories are available at <https://www.ideadata.org>.

^aPercentage was calculated by dividing the number of children served under *IDEA*, Part C, who reached age 3 and in the racial/ethnic group and Part B eligibility status exiting category by the total number of children served under *IDEA*, Part C, who reached age 3 and in the racial/ethnic group and four Part B eligibility status exiting categories, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

^bPart B eligibility status refers to eligibility for Part B preschool services under section 619 of *IDEA*.

^cData are from a cumulative 12-month reporting period, which may vary from state to state.

- For every racial/ethnic group, more than half of children who reached age 3 and exited Part C were eligible for Part B services in 2005–06.
- The percentages of Hispanic children (23.9 percent), Asian/Pacific Islander children (20.7 percent) and black (not Hispanic) children (20.3 percent) who exited Part C when they reached age 3 with their *Part B eligibility not determined* were larger than the percentages for American Indian/Alaska Native children (13.9 percent) and white (not Hispanic) children (13.3 percent).

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

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

IDEA, Part B has four primary purposes:

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

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

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

⁷ The four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report preschool-aged children who are enrolled in kindergarten in elementary schools and who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

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

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

Table 3. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served, by year: Fall 1997 through fall 2006

Year	Total served under Part B (ages 3 through 5)		Population ages 3 through 5 in the 50 states ^a and DC	Percentage ^b of the population ages 3 through 5 served under Part B in the 50 states, DC and BIE schools
	For the 50 states, DC, BIE schools, PR and the four outlying areas	For the 50 states, DC and BIE schools		
1997	571,049	565,004	11,995,704	4.7
1998	573,637	567,628	11,858,822	4.8
1999	588,300	581,164	11,742,075	4.9
2000	599,678	591,176	11,676,304	5.1
2001	620,182	612,084	11,576,018	5.3
2002	647,420	638,700	11,490,860	5.6
2003	680,142	670,750	11,588,824	5.8
2004	701,949	693,245	11,809,727	5.9
2005	704,087	698,938	11,976,528	5.8
2006	714,384	706,635	12,155,316	5.8

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

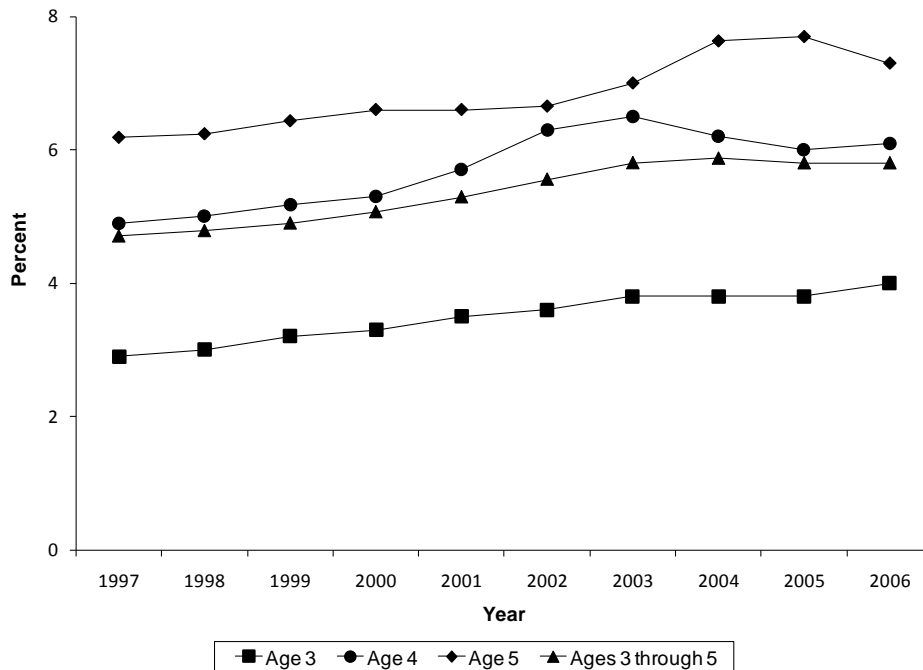
^bPercentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

- In 2006, IDEA, Part B, served 714,384 children ages 3 through 5. Of these children, 706,635 were served in the 50 states, the District of Columbia and Bureau of Indian Education (BIE) schools. This number represented 5.8 percent of the general population ages 3 through 5.
- Since 1997, the number of children ages 3 through 5 served under IDEA, Part B, grew from 571,049 to 714,384. This is an increase of 143,335 children, or a 25.1 percent growth in the number of children served.

- From 1997 to 2004, the percentage of the general population ages 3 through 5 served under *IDEA*, Part B, increased. The percentage of the population increased by 1.2 percentage points, from 4.7 percent in 1997 to 5.9 percent in 2004. After 2004, the percentage of the population leveled off at 5.8 percent.

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

Figure 6. Percentage^a of the population in four age spans from ages 3 through 5 served under IDEA, Part B, by year, age and age span: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Children served through the BIE are included in the population estimates of the individual states in which they reside.

^aPercentage was calculated by dividing the number of children in the age or age span served under *IDEA*, Part B, by the estimated U.S. resident population in the age or age span for that year, then multiplying the result by 100.

- The percentage of 3-year-olds in the general population served under *IDEA*, Part B, increased from 2.9 percent in 1997 to 4 percent in 2006.

- The percentage of 4-year-olds in the general population served under *IDEA*, Part B, increased from 4.9 percent in 1997 to 6.1 percent in 2006.
- The percentage of 5-year-olds in the general population served under *IDEA*, Part B, increased from 6.2 percent in 1997 to 7.3 percent in 2006.

- Twelve states served between 6 and 7 percent of their children ages 3 through 5 under *IDEA*, Part B.
- Six states, the District of Columbia and Puerto Rico served less than 5 percent of their 3-through 5-year-old population under *IDEA*, Part B, and 11 states served more than 8 percent of their children ages 3 through 5.

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

Table 4. Number of children ages 3 through 5 served under IDEA, Part B, percentage of the population served (risk index), comparison risk index and risk ratio for children ages 3 through 5 served under IDEA, Part B, by race/ethnicity: Fall 2006

Race/ethnicity	Child count ^a	U.S. population ages 3 through 5	Risk index ^b (%)	Risk index for all other racial/ethnic groups combined ^c (%)	Risk ratio ^d
American Indian/Alaska Native	9,572	107,803	8.88	5.79	1.53
Asian/Pacific Islander	22,166	555,915	3.99	5.90	0.68
Black (not Hispanic)	103,948	1,809,288	5.75	5.83	0.99
Hispanic	120,080	2,690,360	4.46	6.20	0.72
White (not Hispanic)	450,869	6,991,942	6.45	4.95	1.30
Total	706,635	12,155,308 ^e	5.81	†	†

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_alldata6.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Children served through the BIE are included in the population estimates of the individual states in which they reside.

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

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

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

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

^eThis total (based on the sum of the five race/ethnicity U.S. population counts) does not include children in the population who are considered to be two or more races and who are not reported in the five racial/ethnic groups. Therefore, this total does not match the total population in table 3.

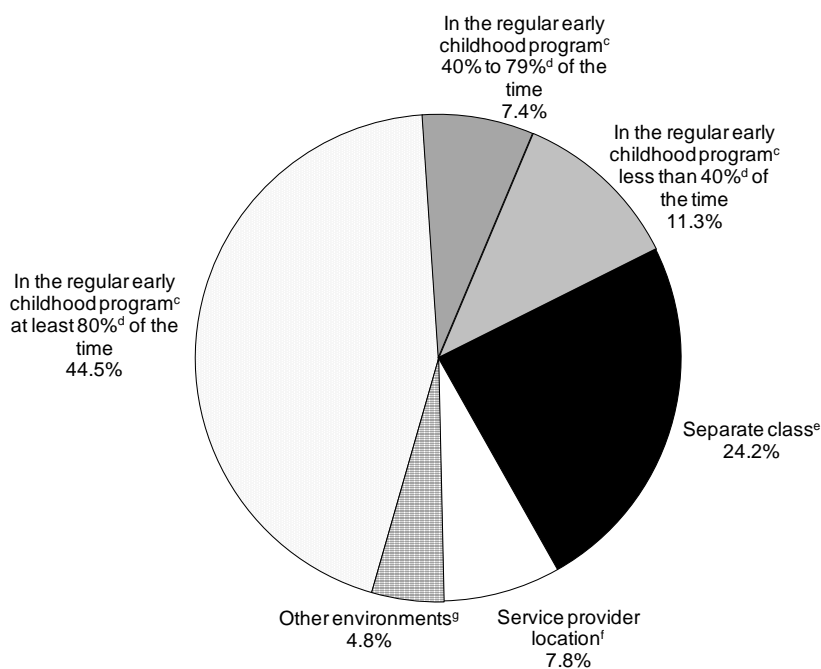
† Not applicable.

- In 2006, American Indian/Alaska Native children and white (not Hispanic) children ages 3 through 5 both had risk ratios above 1 (1.53 and 1.3, respectively). This indicates that they were more likely to be served under Part B than were children ages 3 through 5 of all other racial/ethnic groups combined.
- Black (not Hispanic) children ages 3 through 5, with a risk ratio of 0.99, were almost as likely to be served under Part B as children ages 3 through 5 of all other racial/ethnic groups combined.
- Asian/Pacific Islander children, with a risk ratio of 0.68, and Hispanic children, with a risk ratio of 0.72, were less likely to be served under Part B than children of all other racial/ethnic groups combined.

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

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

Figure 8. Percentage^a of children ages 3 through 5 served under IDEA, Part B, by educational environment^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

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

^bThe definitions of the educational environment categories changed, beginning with the 2006 data collection. See Page 4 for list of categories used in data collections before 2006.

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

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

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

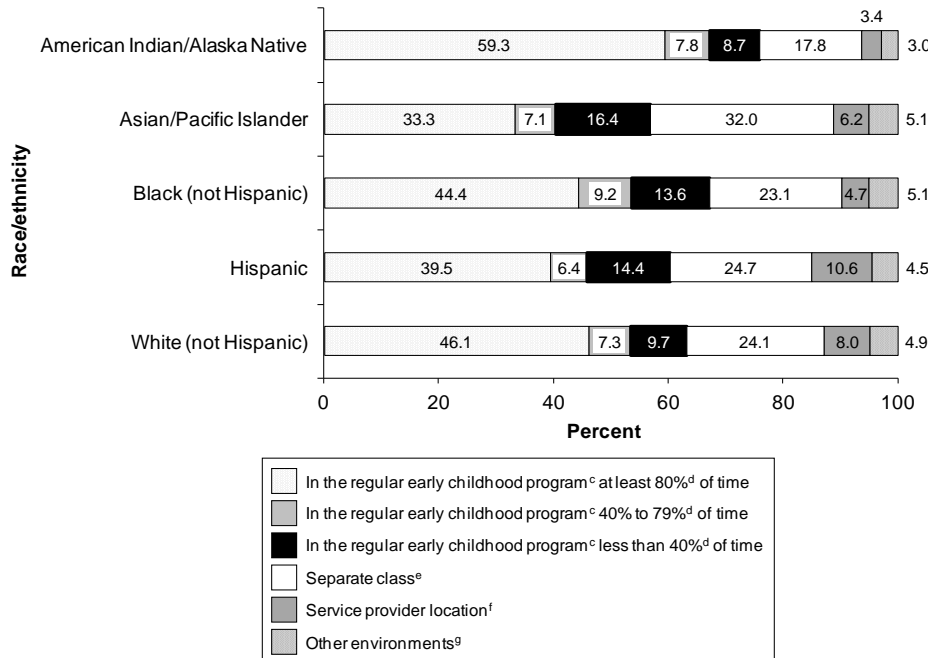
^f*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a separate class, separate school or residential facility. This does not include children who receive special education and related services in the home.

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

- In 2006, more than two-fifths (44.5 percent) of children ages 3 through 5 were served under *IDEA*, Part B, *in the regular early childhood program at least 80% of the time* and almost one-fourth (24.2 percent) of children were served in a *separate class*.
- *In the regular early childhood program less than 40% of the time* was the educational environment reported for 11.3 percent of children ages 3 through 5 served under *IDEA*, Part B.

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

Figure 9. Percentage^a of children ages 3 through 5 served under IDEA, Part B, by race/ethnicity and educational environment^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aPercentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group and educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group and all the educational environments, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

^bThe definitions of the educational environment categories changed, beginning with the 2006 data collection. See Page 4 for list of categories used in data collections before 2006.

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

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

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

^f*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a separate class, separate school or residential facility. This does not include children who receive special education and related services in the home.

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

- For each racial/ethnic group of children ages 3 through 5 served under *IDEA*, Part B, the category *in the regular early childhood program at least 80% of the time* was the most prevalent educational environment in 2006. The percentages of children served in this environment ranged from 33.3 percent to 59.3 percent. In particular, this environment accounted for one-third (33.3 percent) of Asian/Pacific Islander children and the majority (59.3 percent) of American Indian/Alaska Native children.
- *Separate class* was the second most commonly reported educational environment for each racial/ethnic group. The percentages of children served in this environment ranged from 17.8 percent to 32 percent. The percentage of Asian/Pacific Islander children (32 percent) in a *separate class* was just slightly less than the percentage *in the regular early childhood program at least 80% of the time* (33.3 percent). Compared to other racial/ethnic groups, American Indian/Alaska Native children had a smaller percentage associated with *separate class*, at 17.8 percent.
- The total percentages of children served in environments outside of the regular early childhood program ranged from 24.2 percent to 43.3 percent. In particular, environments outside of the regular early childhood program accounted for one-quarter (24.2 percent) of American Indian/Alaska Native children and two-fifths (43.3 percent) of Asian/Pacific Islander children.

Special Education Teachers of Children Ages 3 Through 5 Served Under *IDEA*, Part B

To what extent were full-time equivalent teachers who provided special education services for children ages 3 through 5 served under IDEA, Part B, fully certified?

Table 5. Number of full-time equivalent (FTE) special education teachers employed to provide special education services for children ages 3 through 5 served under IDEA, Part B, by certification status and year: Fall 2004 and fall 2005

Year	Total FTE employed	Fully certified ^a	Not fully certified
2004	33,141	29,290	3,851
2005	46,885 ¹	41,711 ¹	5,174 ¹

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2004 and 2005. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aTeachers who were fully certified for the position were either personnel who held appropriate state certification or licensure for the position held, or personnel who held positions for which no state requirements existed.

¹ Interpret data with caution. Massachusetts appears to have overreported the number of FTE *special education teachers* for children ages 3 through 5 in 2005. The state reported 11,317 total FTE *special education teachers*, 10,351 fully certified *special education teachers*, and 965 not fully certified *special education teachers* in 2005. These numbers were greater than the numbers the state reported for *special education teachers* for students ages 6 through 21 in 2005. Also, in 2004, the total number of FTE *special education teachers* for children ages 3 through 5 reported by the state was zero.

- In 2005, 41,711 (89 percent) of the 46,885 full-time equivalent *special education teachers* who provided special education services for children ages 3 through 5 under *IDEA*, Part B, were fully certified.

- The percentage of these fully certified *special education teachers* increased slightly from 88.3 percent in 2004 to 89 percent in 2005.

The Pre-Elementary Education Longitudinal Study

The Pre-Elementary Education Longitudinal Study (PEELS), sponsored by the U.S. Department of Education, is designed to use a nationally representative sample of children ages 3 through 5 with disabilities to generate estimates that apply to all children ages 3 through 5 with disabilities in the United States, not just the sample of participating children. The study includes a nationally representative sample of 3,104 children. These children were 3 through 5 years old and had individualized education programs (IEPs) or individualized family service plans (IFSPs) to receive special education services when they were recruited for the study.⁸ Their progress was tracked as they moved through their preschool years and into early elementary school. Approximately 38 percent of the PEELS children had received early intervention services under *IDEA*, Part C. The study used telephone interviews with parents of preschoolers with disabilities, direct one-on-one assessments of children participating in the study and mail surveys with the children's teachers and other service providers, school principals, district administrators and state education agency administrators. Data were collected in five waves, including school year (SY) 2003–04 (Wave 1), SY 2004–05 (Wave 2), SY 2005–06 (Wave 3), SY 2006–07 (Wave 4) and SY 2008–09 (Wave 5). The PEELS data presented next focus on changes between Wave 1 and Wave 2 in children's eligibility status, services and performance. Because these data are based on a nationally representative sample of children, inferential statistical methods were used to draw conclusions about the population on the basis of the sample results. When appropriate, a chi-square test⁹ or a *t*-test for dependent samples was conducted to determine whether the differences observed between specific subgroups were statistically significant (i.e., sufficiently large and reliable in light of the amount of variation that was observed within various subgroups to suggest that the difference observed is unlikely to be merely a finding with a probability of occurring less than 5 times out of 100 by chance).

⁸ Some children in the sample were recruited from districts that used IFSPs instead of IEPs for children ages 3 through 5.

⁹ A chi-square test was used to determine significant differences between groups regarding categorical variables, such as gender (male, female) for which the classifications have no logical order and are distinguished based on some defined characteristic. A *t*-test was used to determine significant differences between groups regarding non-categorical variables, such as levels of child participation that have a logical order based on a measure of quantity.

What were the characteristics of children ages 3 through 5 served under IDEA, Part B, who were declassified from special education?

Table 6. Percentage^a of children ages 3 through 5 served under IDEA, Part B, during one year and declassified^b in the next, by demographic characteristics: School years 2003–04 and 2004–05

Characteristic	Percent declassified
Gender	
Male	14.8
Female	16.7
Race/Ethnicity^c	
Black	9.2
Hispanic	13.9
White	15.9
Family income at Wave 1	
\$20,000 or less	15.0
\$20,001-\$40,000	16.0
More than \$40,000	14.7
Metropolitan status*	
Urban	12.9
Suburban	14.7
Rural	20.9
District size*	
Very large	12.6
Large	14.6
Medium	11.9
Small	21.5
District wealth	
High	14.9
Medium	15.5
Low	16.1
Very Low	15.0
Total	15.4

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), Pre-Elementary Education Longitudinal Study, Early Childhood Teacher Questionnaire, Kindergarten Teacher Questionnaire and Parent Interview, 2003–04 to 2004–05, Elementary School Teacher Questionnaire, 2004–05. In Carlson, E., Daley, T., Bitterman, A., Riley, J., Keller, B., Jenkins, F. and Markowitz, J. (2008). *Changes in the Characteristics, Services, and Performance of Preschoolers with Disabilities from 2003–04 to 2004–05: Wave 2 Overview Report from the Pre-Elementary Education Longitudinal Study (PEELS)*, table 13 (NCSE 2008-3011). Available at <http://ies.ed.gov/ncser/pdf/20083011.pdf> (accessed May 10, 2010).

Notes: PEELS findings are based on a nationally representative sample of children who were 3 through 5 years old and had IEPs or IFSPs when they were recruited for the study.

Displayed results were collected from teacher and parent respondents for children who had valid and complete data for the time period specified and who were included in the analyses. Displayed results for total declassified were collected for 2,691 children; displayed results for gender, metropolitan status, district size and district wealth were collected for 2,632 children; displayed results for race/ethnicity were collected for 2,424 children; and displayed results for family income at Wave 1 were collected for 2,567 children.

- Of the children with an active IEP or IFSP who received preschool special education services during the 2003–04 school year, 15.4 percent were declassified from special education by the 2004–05 school year.
- There were statistically significant differences between urban, suburban and rural districts in the number of children with an active IEP or IFSP during the 2003–04 school year who were declassified from special education by the 2004–05 school year. In all, 12.9 percent of children from urban districts were declassified; 14.7 percent of children from suburban districts were declassified; and 20.9 percent of children from rural districts were declassified.
- There were also statistically significant differences in declassification by district size. A total of 12.6 percent of children from very large districts, 14.6 percent from large districts, 11.9 percent from medium districts and 21.5 percent from small districts were declassified.

^aPercentage was calculated by dividing the number of children in each subgroup who were declassified (e.g., males declassified) by the total number of children in the sample in that subgroup (e.g., males), then multiplying the result by 100.

^b“Declassified” is defined as no longer eligible to receive special education and related services under *IDEA*.

^cBecause of the small number of American Indian/Alaska Native and Asian/Pacific Islander children in the study, data for those subgroups of children were considered unreliable and were not included in the study’s analyses of race/ethnicity.

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

How did the disability classification of preschool children change from year-to-year?

Table 7. Percentage^a of children ages 3 through 5 served under IDEA, Part B, whose disability classification remained the same from one year to the next: School years 2003–04 and 2004–05

Disability classification ^b	Percent
Autism	89.4
Developmental delay	64.1
Emotional disturbance	60.4
Intellectual disabilities	71.4
Specific learning disabilities	69.7
Orthopedic impairments	66.7
Other health impairments	57.2
Speech or language impairments	88.3
Low-incidence disabilities ^c	61.6
Total	77.4

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), Pre-Elementary Education Longitudinal Study, Early Childhood Teacher Questionnaire, Kindergarten Teacher Questionnaire and Parent Interview, 2003–04 and 2004–05, Elementary School Teacher Questionnaire, 2004–05. In Carlson, E., Daley, T., Bitterman, A., Riley, J., Keller, B., Jenkins, F. and Markowitz, J. (2008). *Changes in the Characteristics, Services, and Performance of Preschoolers with Disabilities from 2003–04 to 2004–05: Wave 2 Overview Report from the Pre-Elementary Education Longitudinal Study (PEELS)*, table 18 (NCSE 2008-3011). Available at <http://ies.ed.gov/ncser/pdf/20083011.pdf> (accessed May 10, 2010).

Notes: PEELS findings are based on a nationally representative sample of children who were 3 through 5 years old and had IEPs or IFSPs when they were recruited for the study.

Displayed results were collected from teacher/service provider and parent respondents for 2,635 children who had valid and complete data for the time period specified and who were included in the analyses. Children’s disability category was obtained from their teachers/service providers; however, if the teachers’/service providers’ data were missing, then disability information was obtained from the children’s parents.

^aPercentage was calculated by dividing the number of children ages 3 through 5 in the disability category in school year 2003–04 who had that same disability classification in school year 2004–05 by the total number of children ages 3 through 5 in the disability category in school year 2003–04, then multiplying the result by 100. Percentages do not include children who were declassified between school years 2003–04 and 2004–05.

^bAll of the disability categories (except the “low-incidence disabilities” category) are specified in *IDEA*, Part B.

^cBecause of the small sample sizes for some *IDEA*, Part B, disability categories and other non-*IDEA*, Part B disabilities, a “low-incidence disabilities” category was created. This category included *deaf-blindness*, *hearing impairments* (including deafness), *traumatic brain injury*, *visual impairments* (including blindness) and non-*IDEA*, Part B disabilities identified by parents (e.g., comprehension problems, hand-eye coordination problems).

- The overall percentage of children served under *IDEA*, Part B, who retained the same disability category classification from school years 2003–04 to 2004–05 was 77.4 percent.
- The percentage of children with the same disability classification from school years 2003–04 to 2004–05 ranged from 57.2 percent for children with *other health impairments* to 89.4 percent for children with *autism*.
- The percentage of children with a low-incidence disability (e.g., *deaf-blindness*) who retained the same classification from school years 2003–04 to 2004–05 was 61.6 percent.

How did the services preschoolers ages 3 through 5 served under IDEA, Part B, receive vary over time?

Table 8. Percentage^a of children ages 3 through 5 served under IDEA, Part B, who received specific types of services through their school system in consecutive years: School years 2003–04 and 2004–05

Type of service	2003–04	2004–05
Adaptive physical education	9.6	11.0
Assistive technology services/devices	10.1	8.5
Audiology*	9.7	4.2 [!]
Augmentative or alternative communication system*	10.0	6.5
Behavior management program	14.4	11.9
Learning strategies/study skills assistance*	29.5	20.4
Occupational therapy*	31.9	35.4
One-to-one paraeducator/assistant*	9.8	13.0
Physical therapy	17.6	17.2
Service coordination/case management*	25.4	8.6
Social work services*	8.7	4.9
Special transportation because of disability*	19.0	13.2
Specialized computer software or hardware	6.4	5.0
Speech or language therapy	88.6	86.4
Training, counseling or other supports/services for family*	16.4	4.5
Tutoring/remediation by a special education teacher*	16.8	10.7
Other services ^b	17.0	13.6

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSEER), Pre-Elementary Education Longitudinal Study, Early Childhood Teacher Questionnaire and Kindergarten Teacher Questionnaire, 2003–04 and 2004–05, Elementary School Teacher Questionnaire, 2004–05. In Carlson, E., Daley, T., Bitterman, A., Riley, J., Keller, B., Jenkins, F. and Markowitz, J. (2008). *Changes in the Characteristics, Services, and Performance of Preschoolers with Disabilities from 2003–04 to 2004–05: Wave 2 Overview Report from the Pre-Elementary Education Longitudinal Study (PEELS)*, table 19 (NCSEER 2008-3011). Available at <http://ies.ed.gov/ncser/pdf/20083011.pdf> (accessed May 10, 2010).

Notes: PEELS findings are based on a nationally representative sample of children who were 3 through 5 years old and had IEPs or IFSPs when they were recruited for the study.

Displayed results were collected from teacher/service provider respondents for 1,840 children in school year 2003–04 (Wave 1) and 2,101 children in school year 2004–05 (Wave 2) who had valid and complete data for the time period specified and who were included in the analyses.

^aPercentage was calculated by dividing the number of children ages 3 through 5 who received a specific service by the total number of children ages 3 through 5 who had active IEPs or IFSPs during the specified school year, then multiplying the result by 100.

^bOther services include health services; instruction in American Sign Language, Manual English, Cued Speech or Braille; mental health services; reader or interpreter; vision services; and other services specified by the respondent.

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

! Interpret data with caution. Given the size of the sample, the true value for this measure for the population may be as much as 33 percent larger or smaller than the percentage estimated.

- Teachers indicated that 88.6 percent of the children ages 3 through 5 served under *IDEA*, Part B, received speech or language therapy in the 2003–04 school year, and 86.4 percent received it in school year 2004–05, making it the most common service in both years. Occupational therapy and learning strategies/study skills assistance by a special educator were also commonly reported services both years.
- There was a statistically significant reduction in the percentage of children ages 3 through 5 served under *IDEA*, Part B, receiving specific types of services from school years 2003–04 to 2004–05. For example, 25.4 percent of these children received service coordination/case management in school year 2003–04, but this percentage decreased to 8.6 percent in school year 2004–05; the percentage of children ages 3 through 5 served under *IDEA*, Part B, receiving training, counseling or other supports/services for the children’s family was 16.4 percent in school year 2003–04 but then dropped to 4.5 percent in school year 2004–05; and the percentage receiving learning strategies/study skills assistance was 29.5 percent in school year 2003–04 but decreased to 20.4 percent in school year 2004–05.
- The only two services that showed a statistically significant increase from school years 2003–04 to 2004–05 were occupational therapy, which increased from 31.9 percent to 35.4 percent, and help from a one-to-one paraeducator or assistant, which increased from 9.8 percent to 13 percent.

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

Since the 1975 passage of the *Education for All Handicapped Children Act* (P.L. 94-142), the U.S. Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children served under Part B of *IDEA* focused on nine disability categories.¹⁰ Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data collections have been required.

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of using the *developmental delay* category¹¹ for children ages 3 through 9.

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

¹⁰ This section presents some data by disability category. Please note that for two categories—*multiple disabilities* and *other health impairments*—a few states use different categories. For details, see Appendix C, table C-1.

¹¹ States’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 served under the category of *developmental delay*, see Appendix B.

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

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

Table 9. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 1997 through fall 2006

Year	Total served under Part B (ages 6 through 21)		Population ages 6 through 21 in the 50 states ^a and DC	Percentage ^b of the population ages 6 through 21 served under Part B in the 50 states, DC and BIE schools
	For the 50 states, DC, BIE schools, PR and the four outlying areas	For the 50 states, DC and BIE schools		
1997	5,401,292	5,343,017	62,552,035	8.5
1998	5,541,166	5,488,001	63,763,580	8.6
1999	5,683,707	5,613,949	64,717,510	8.7
2000	5,775,722	5,705,177	65,323,415	8.7
2001	5,867,078	5,795,334	65,696,458	8.8
2002	5,959,282	5,893,038	65,845,492	8.9
2003	6,046,051	5,971,495	65,865,048	9.1
2004	6,118,437	6,033,425	65,871,265	9.2
2005	6,109,569	6,021,462	65,825,834	9.1
2006	6,081,890	5,986,644	66,002,955	9.1

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

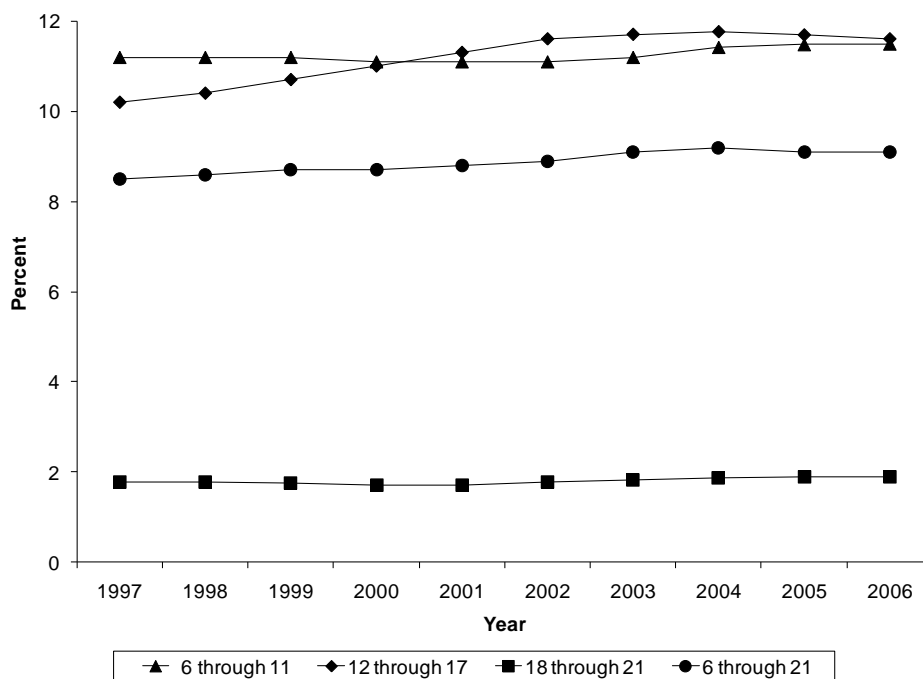
^aStudents served through the BIE are included in the population estimates of the individual states in which they reside.

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

- In 2006, a total of 6,081,890 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,986,644 were served in the 50 states, the District of Columbia and Bureau of Indian Education schools. This number represented 9.1 percent of the general population ages 6 through 21.
- From 1997 to 2004, both the number of students ages 6 through 21 served under *IDEA*, Part B, and the percentage of the general population ages 6 through 21 served under *IDEA*, Part B, increased. The number increased by slightly more than 700,000 students, from 5.4 million in 1997 to 6.1 million in 2004. The percentage of the population increased by 0.7 of a percentage point, from 8.5 percent in 1997 to 9.2 percent in 2004. After 2004, the number of students served decreased slightly, and the percentage of the population leveled off at 9.1 percent.

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

Figure 10. Percentage^a of the population in four age groups from ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

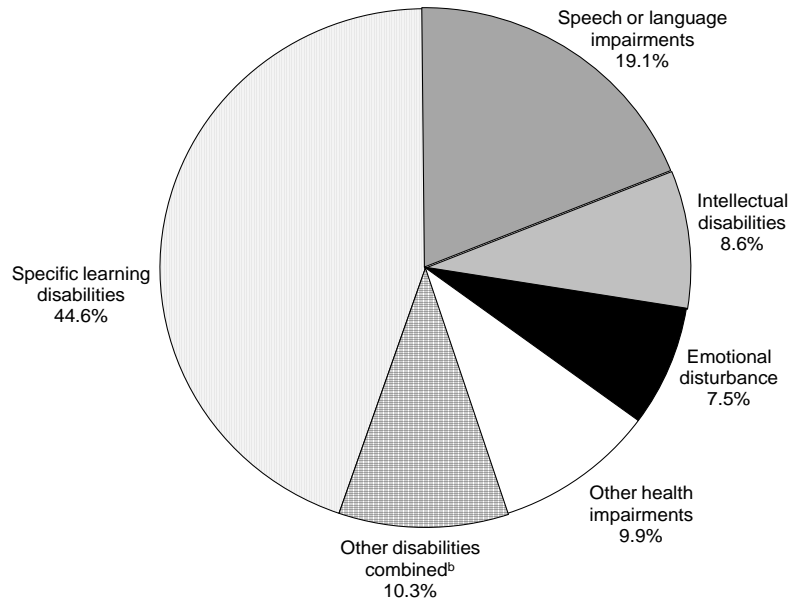
U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

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

- From 1997 through 2006, the percentage of the general population ages 12 through 17 served under *IDEA*, Part B, increased from 10.2 percent to 11.6 percent. This was the largest increase among the age groups.
- The increase in the percentage of the population served under *IDEA*, Part B, was smallest for the group representing students ages 18 through 21. In 1997, 1.8 percent of the population of students ages 18 through 21 received services under Part B. By 2006, the percentage was 1.9 percent.

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

Figure 11. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

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

^b"Other disabilities combined" includes *autism* (3.7 percent), *deaf-blindness* (less than 0.1 percent), *developmental delay* (1.4 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.2 percent), *orthopedic impairments* (1 percent), *traumatic brain injury* (0.4 percent) and *visual impairments* (0.4 percent).

- In 2006, the largest disability category among students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (44.6 percent). The next most common disability category was *speech or language impairments* (19.1 percent), followed by *other health impairments* (9.9 percent), *intellectual disabilities* (8.6 percent) and *emotional disturbance* (7.5 percent).
- Students ages 6 through 21 in "Other disabilities combined" made up the remaining 10.3 percent of students served under *IDEA*, Part B.

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

Table 10. Percentage^a of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 1997 through fall 2006

Disability ^b	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Autism	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.3	0.3
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disabilities	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.8	0.8	0.8
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8	0.8	0.9
Specific learning disabilities	4.4	4.4	4.4	4.4	4.3	4.3	4.3	4.2	4.1	4.0
Speech or language impairments	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#
All disabilities above	8.5	8.6	8.6	8.7	8.8	8.9	9.0	9.0	9.0	8.9

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

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

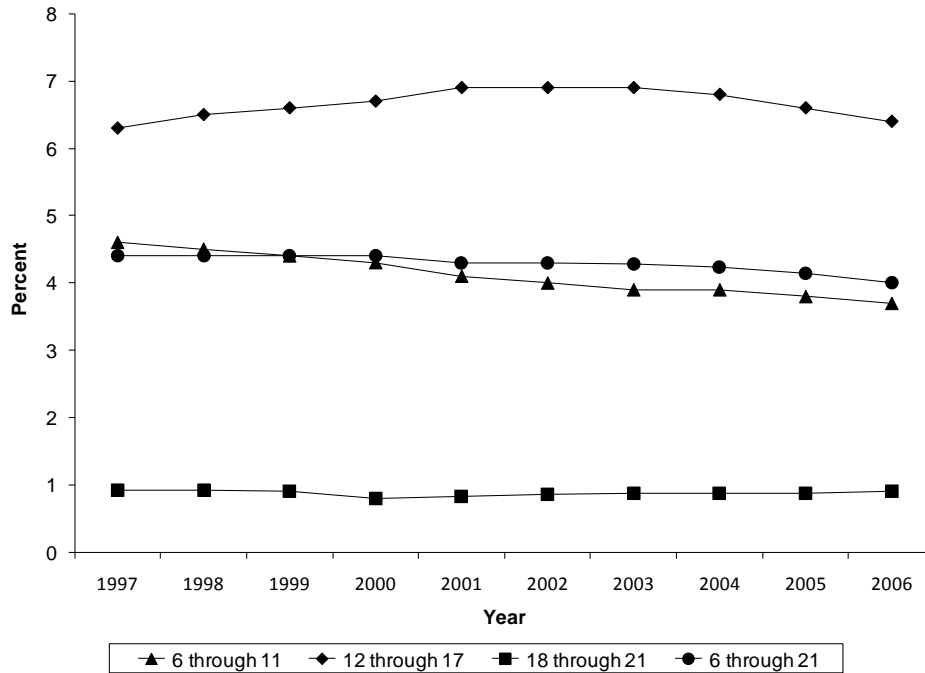
^bStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents percentages that are based on the estimated U.S. resident population ages 6 through 21, the *developmental delay* category is not included in table 10. For information on the percentages of the population ages 6 through 9 served under the category of *developmental delay*, see table B-1 in Appendix B.

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

- For most disability categories, annual change in the percentage of the general population ages 6 through 21 served under IDEA, Part B, was negligible (i.e., less than 0.1 of a percentage point) from 1997 through 2006.
- For two disability categories, the percentage of the population ages 6 through 21 served under IDEA, Part B, increased between 1997 and 2006. *Other health impairments* increased from 0.3 percent in 1997 to 0.9 percent in 2006. *Autism* increased from 0.1 percent in 1997 to 0.3 percent in 2006.

- For the *specific learning disabilities* and *intellectual disabilities* categories, the percentage of the population served decreased between 1997 and 2006. *Specific learning disabilities* decreased from 4.4 percent in 1997 to 4 percent in 2006, while *intellectual disabilities* decreased from 0.9 percent in 1997 to 0.8 percent in 2006.

Figure 12. Percentage^a of the population in four age groups from ages 6 through 21 served under IDEA, Part B, under the category of *specific learning disabilities*, by year and age group: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

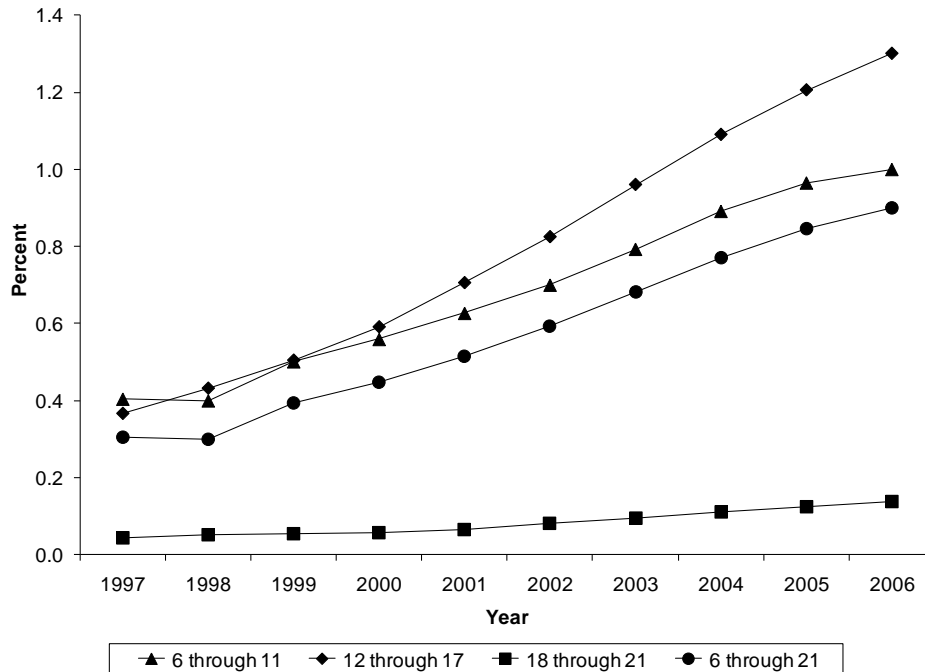
Note: This graph is scaled to demonstrate the change in the percentage of students served under the category of *specific learning disabilities*. The slope cannot be compared with the slopes of figures 13 and 14.

^aPercentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, under the category of *specific learning disabilities* by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

- In 2006, 4 percent of the general population ages 6 through 21 years were served under *IDEA*, Part B, under the category of *specific learning disabilities*. That percentage started at 4.4 percent in 1997 and decreased to 4 percent in 2006.

- From 1997 through 2003, the percentage of the general population ages 12 through 17 served under *IDEA*, Part B, under the category of *specific learning disabilities* increased from 6.3 percent to 6.9 percent, while the percentage served in the other age groups decreased or stayed about the same. Since 2003, there has been a steady decrease in the percentage of the population ages 12 through 17 served under the category of *specific learning disabilities*, from 6.9 percent in 2003 to 6.4 percent in 2006.
- From 1997 through 2006, the percentage of students in the general population ages 6 through 11 served under *IDEA*, Part B, under the category of *specific learning disabilities* decreased from 4.6 percent to 3.7 percent. Some of this decrease may be attributable to the 1997 introduction of the *developmental delay* category for children ages 3 through 9, which may have drawn some children who previously would have been classified as having *specific learning disabilities*. However, the extent of such a potential effect cannot be confirmed from these data. (For more about the *developmental delay* category, see Appendix B.)

Figure 13. Percentage^a of the population in four age groups from ages 6 through 21 served under IDEA, Part B, under the category of *other health impairments*, by year and age group: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

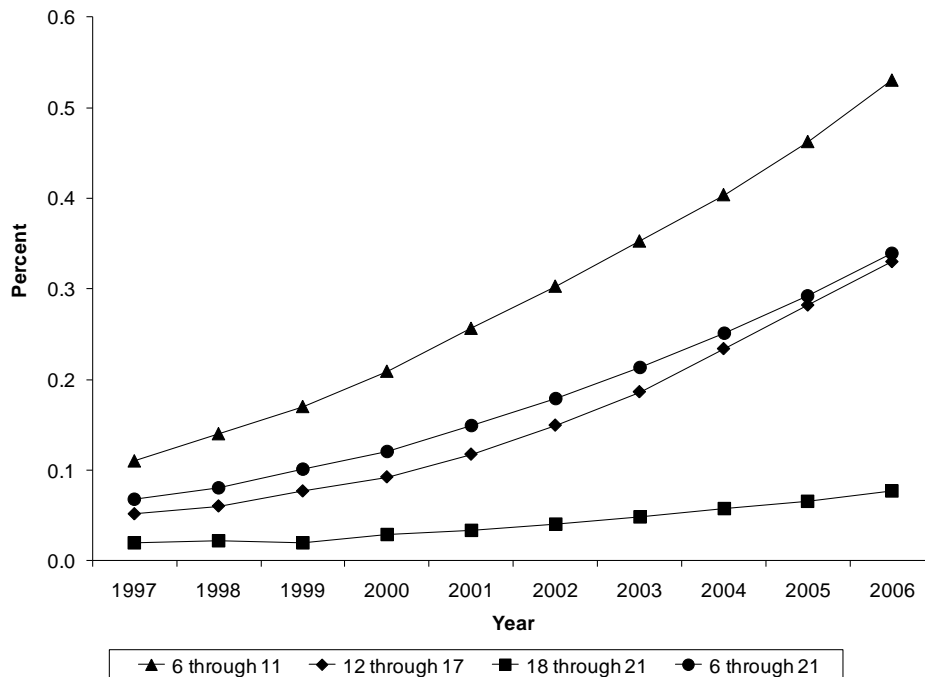
Note: This graph is scaled to demonstrate the change in the percentage of students served under the category of *other health impairments*. The slope cannot be compared with the slopes of figures 12 and 14.

^aPercentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, under the category of *other health impairments* by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

- In 2006, less than 1 percent of the general population ages 6 through 21 were served under *IDEA*, Part B, under the category of *other health impairments*; however, that percentage steadily increased from 0.3 percent in 1997 to 0.9 percent in 2006.
- In 2006, students ages 12 through 17 made up the largest percentage (1.3 percent) of the general population served under *IDEA*, Part B, under the category of *other health impairments*.

- From 1997 through 2006, the percentages of the general population ages 12 through 17 served under *IDEA*, Part B, under the category of *other health impairments* steadily increased. From 1998 through 2006, the percentages of the general population ages 6 through 11 served under *IDEA*, Part B, under the category of *other health impairments* also steadily increased. From 1998 through 2000, the percentages of the general population for both age groups increased at about the same rate. From 2001 through 2006, the percentage of the general population ages 12 through 17 served under *IDEA*, Part B, surpassed the percentage of the general population ages 6 through 11 served.

Figure 14. Percentage^a of the population in four age groups from ages 6 through 21 served under *IDEA*, Part B, under the category of *autism*, by year and age group: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

Note: This graph is scaled to demonstrate the change in the percentage of students served under the category of *autism*. The slope cannot be compared with the slopes of figures 12 and 13.

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

- In 2006, less than one-half of 1 percent of the general population ages 6 through 21 were served under *IDEA*, Part B, under the category of *autism*; however, that percentage steadily increased from just under 0.07 percent in 1997 to 0.34 percent in 2006.
- The percentage of the population ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* increased for all age groups. The largest increase was for the group comprising students ages 6 through 11 (0.11 percent in 1997 and 0.53 percent in 2006).

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

Table 11. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and disability category: Fall 2006

Disability	American				
	Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Autism	1.8	8.9	2.6	2.4	4.3
Deaf-blindness	#	#	#	#	#
Developmental delay ^b	3.4	1.7	1.5	0.7	1.5
Emotional disturbance	7.8	3.9	10.7	4.6	7.5
Hearing impairments	1.0	2.7	0.9	1.5	1.1
Intellectual disabilities	7.1	8.1	13.6	7.4	7.3
Multiple disabilities	2.0	2.7	2.3	1.7	2.3
Orthopedic impairments	0.6	1.6	0.7	1.2	1.0
Other health impairments	8.1	6.7	8.4	5.6	11.9
Specific learning disabilities	50.4	35.5	44.2	54.8	41.6
Speech or language impairments	16.9	26.9	14.3	19.3	20.5
Traumatic brain injury	0.4	0.5	0.3	0.3	0.5
Visual impairments	0.4	0.8	0.4	0.5	0.4
All disabilities	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aPercentage 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.

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

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

- In 2006, for all racial/ethnic groups, the most prevalent disability category for students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities*. The percentages of students served under this disability category ranged from 35.5 percent to 54.8 percent, with the Asian/Pacific Islander group accounting for the smallest percentage and the Hispanic group accounting for the largest percentage.
- *Specific learning disabilities, speech or language impairments, intellectual disabilities and other health impairments* were among the five most prevalent disability categories for all racial/ethnic groups. *Emotional disturbance* was among the five most prevalent disability categories for all racial/ethnic groups except Asian/Pacific Islander. *Autism* appeared in the five most prevalent disability categories only for the Asian/Pacific Islander racial/ethnic group.

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

Table 12. Percentage of the population (risk index) ages 6 through 21 served under IDEA, Part B, by race/ethnicity and disability category, and comparison risk index for all other racial/ethnic groups combined: Fall 2006

Disability ^a	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	Risk index ^b (%) (Risk index for all other racial/ethnic groups combined) ^c (%)				
Autism	0.26 (0.34)	0.43 (0.33)	0.32 (0.34)	0.21 (0.37)	0.38 (0.28)
Deaf-blindness	# (#)	# (#)	# (#)	# (#)	# (#)
Emotional disturbance	1.12 (0.69)	0.19 (0.72)	1.33 (0.58)	0.42 (0.76)	0.65 (0.76)
Hearing impairments	0.14 (0.11)	0.13 (0.11)	0.12 (0.11)	0.13 (0.10)	0.10 (0.13)
Intellectual disabilities	1.02 (0.77)	0.39 (0.79)	1.69 (0.61)	0.59 (0.82)	0.63 (1.01)
Multiple disabilities	0.28 (0.20)	0.13 (0.20)	0.28 (0.19)	0.14 (0.21)	0.20 (0.20)
Orthopedic impairments	0.09 (0.09)	0.08 (0.09)	0.09 (0.09)	0.11 (0.09)	0.09 (0.10)
Other health impairments	1.16 (0.90)	0.32 (0.93)	1.04 (0.88)	0.48 (1.00)	1.03 (0.70)
Specific learning disabilities	7.23 (3.99)	1.63 (4.13)	5.49 (3.76)	4.62 (3.89)	3.60 (4.70)
Speech or language impairments	2.43 (1.73)	1.30 (1.75)	1.78 (1.73)	1.64 (1.75)	1.77 (1.68)
Traumatic brain injury	0.06 (0.04)	0.02 (0.04)	0.04 (0.04)	0.03 (0.04)	0.04 (0.03)
Visual impairments	0.05 (0.04)	0.04 (0.04)	0.04 (0.04)	0.04 (0.04)	0.04 (0.04)
All disabilities above	13.86 (8.90)	4.66 (9.13)	12.22 (8.36)	8.41 (9.06)	8.52 (9.62)

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_alldata6.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

- In 2006, the percentage of the population ages 6 through 21 served under *IDEA*, Part B, varied by race/ethnicity. The percentage served under *IDEA*, Part B (i.e., risk index) was largest for American Indian/Alaska Native students (13.86 percent), followed by black (not Hispanic) students (12.22 percent), white (not Hispanic) students (8.52 percent), Hispanic students (8.41 percent) and Asian/Pacific Islander students (4.66 percent).
- Regardless of race/ethnicity, the largest percentages of the population ages 6 through 21 were served under *IDEA*, Part B, under the category of *specific learning disabilities*.

^aStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents risk indexes that are based on the estimated U.S. resident population, the *developmental delay* category is not included in table 12. For information on the risk indexes of students ages 6 through 9 served under the category of *developmental delay*, see table B-2 in Appendix B.

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

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

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

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

Table 13. Risk ratio^a for students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and disability category: Fall 2006

Disability ^b	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Autism	0.76	1.29	0.95	0.58	1.34
Deaf-blindness	2.00	0.98	0.91	1.01	1.01
Emotional disturbance	1.63	0.26	2.28	0.55	0.85
Hearing impairments	1.30	1.20	1.10	1.30	0.77
Intellectual disabilities	1.33	0.49	2.75	0.72	0.63
Multiple disabilities	1.41	0.64	1.49	0.67	1.02
Orthopedic impairments	1.00	0.83	0.98	1.17	0.94
Other health impairments	1.30	0.35	1.19	0.48	1.47
Specific learning disabilities	1.81	0.39	1.46	1.19	0.77
Speech or language impairments	1.41	0.74	1.03	0.94	1.05
Traumatic brain injury	1.69	0.59	1.12	0.67	1.23
Visual impairments	1.42	1.01	1.17	0.97	0.91
All disabilities above	1.56	0.51	1.46	0.93	0.89

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043 "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC and BIE schools.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_alldata6.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states (including BIE schools) and DC. Students served through the BIE are included in the population estimates of the individual states in which they reside.

^aRisk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. See table 12 for risk indexes.

^bStates' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the table presents risk ratios that are based on the estimated U.S. resident population, the *developmental delay* category is not included in table 13. For information on the risk ratios of students ages 6 through 9 served under the category of *developmental delay*, see table B-2 in Appendix B.

- In 2006, American Indian/Alaska Native students ages 6 through 21 were 1.56 times more likely to be served under IDEA, Part B, than students ages 6 through 21 in all other racial/ethnic groups combined. Black (not Hispanic) students were 1.46 times more likely to be served. Asian/Pacific Islander students, white (not Hispanic) students and Hispanic

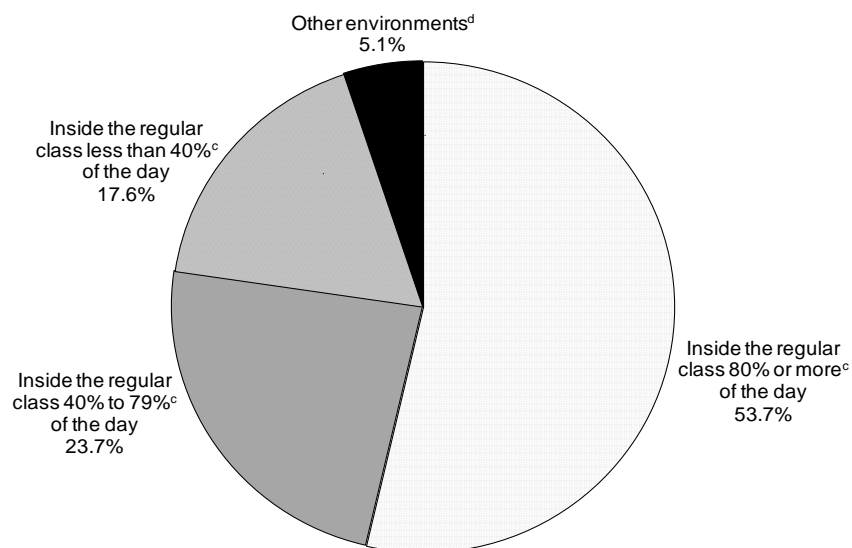
students were less likely to be served under *IDEA*, Part B, than students in all other racial/ethnic groups combined (0.51, 0.89 and 0.93, respectively).

- American Indian/Alaska Native students ages 6 through 21 were 2 times more likely to be served under *IDEA*, Part B, for *deaf-blindness* and 1.81 times more likely to be served under *IDEA*, Part B, for *specific learning disabilities* than students ages 6 through 21 in all other racial/ethnic groups combined.
- Asian/Pacific Islander students ages 6 through 21 were 1.29 times more likely to be served under *IDEA*, Part B, for *autism* and 1.2 times more likely to be served under *IDEA*, Part B, for *hearing impairments* than students ages 6 through 21 in all other racial/ethnic groups combined. Asian/Pacific Islander students were also 0.26 times less likely to be served for *emotional disturbance* than students in all other racial/ethnic groups combined.
- Black (not Hispanic) students ages 6 through 21 were 2.75 times more likely to be served under *IDEA*, Part B, for *intellectual disabilities* and 2.28 times more likely to be served under *IDEA*, Part B, for *emotional disturbance* than students ages 6 through 21 in all other racial/ethnic groups combined.
- Hispanic students ages 6 through 21 were 1.3 times more likely to be served under *IDEA*, Part B, for *hearing impairments*, 1.19 times more likely to be served for *specific learning disabilities* and 1.17 times more likely to be served for *orthopedic impairments* than students ages 6 through 21 in all other racial/ethnic groups combined. Hispanic students were also 0.48 times less likely to be served for *other health impairments* than students in all other racial/ethnic groups combined.
- White (not Hispanic) students ages 6 through 21 were 1.47 times more likely to be served under *IDEA*, Part B, for *other health impairments* and 1.34 times more likely to be served under *IDEA*, Part B, for *autism* than students ages 6 through 21 in all other racial/ethnic groups combined.

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

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

Figure 15. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by educational environment^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aPercentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 because of rounding.

^bSome of the educational environment categories used in previous data collections were renamed for the 2006 data collection, but their definitions remained the same, with one exception. Other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facility* and *parentally placed in private school* categories, respectively, as unduplicated counts of children.

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

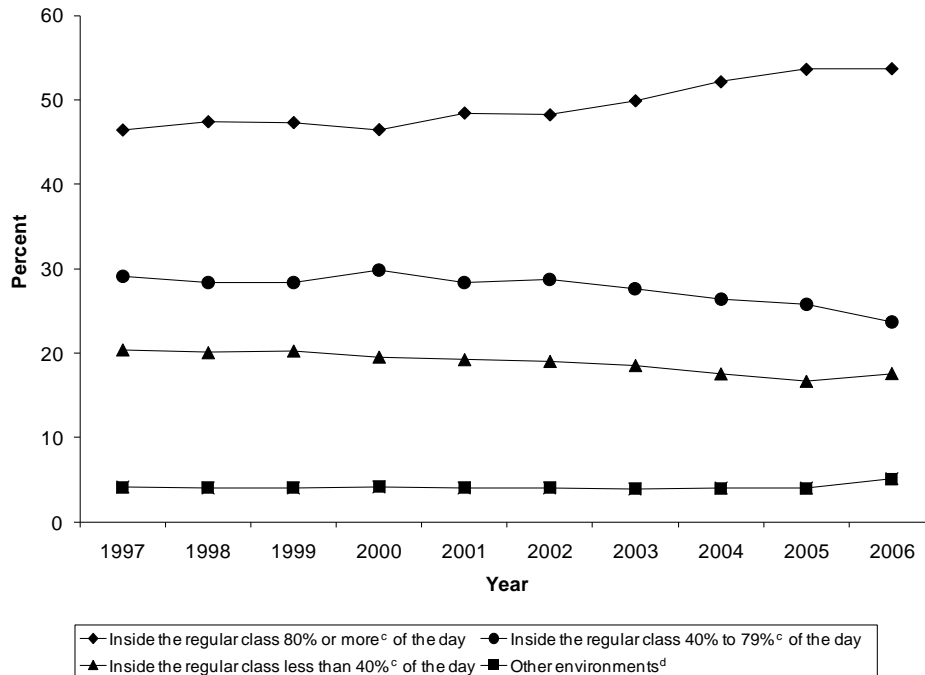
^d“Other environments” include *separate school*, *residential facility*, *homebound/hospital environment*, *correctional facility* and *parentally placed in private school*.

- In 2006, 95 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied.

- More than half of all students ages 6 through 21 served under *IDEA*, Part B (53.7 percent), were educated for most of their school day in the regular classroom; that is, they were *inside the regular class 80% or more of the day*.
- Just under one-fourth (23.7 percent) of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and less than one-fifth (17.6 percent) were educated *inside the regular class less than 40% of the day*.
- Only 5.1 percent were educated outside of the regular classroom in other environments.

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

Figure 16. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by year and educational environment^b: Fall 1997 through fall 2006



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

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

^bSome of the educational environment categories used in previous data collections were renamed for the 2006 data collection, but their definitions remained the same, with one exception. Other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facility* and *parentally placed in private school* categories, respectively, as unduplicated counts of children.

- From 2000 through 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in regular classes for most of the school day (i.e., educated *inside the regular class 80% or more of the day*) increased from 46.5 percent to 53.7 percent. Prior to 2001 (from 1997 through 2000), the percentage remained relatively unchanged.
- From 1997 through 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29 percent to 23.7 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.4 percent in 1997 to 17.6 percent in 2006.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1997 to 2005. From 2005 to 2006, the percentage increased slightly from 4 percent to 5.1 percent.

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

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

How did educational environments differ by disability category over time?

Table 14. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by educational environment^b, year and disability category: Fall 1997 and fall 2006

Disability	Time inside the regular class											
	80% or more ^c of the day						40% to 79% ^c of the day		Less than 40% ^c of the day		Other environments ^d	
	1997	2006	1997	2006	1997	2006	1997	2006	1997	2006		
Autism	18.3	32.3	12.7	18.4	52.1	38.7	16.9	10.5				
Deaf-blindness	13.6	20.8	11.3	13.4	38.9	35.4	36.2	30.3				
Developmental delay ^e	—	58.9	—	21.2	—	18.4	—	1.5				
Emotional disturbance	24.9	35.1	23.3	20.8	33.5	26.6	18.3	17.5				
Hearing impairments	38.8	48.8	19.0	17.8	25.4	19.8	16.8	13.6				
Intellectual disabilities	12.6	16.0	29.6	28.7	51.7	48.4	6.2	6.9				
Multiple disabilities	10.0	13.4	17.3	16.7	45.1	44.5	27.6	25.4				
Orthopedic impairments	46.6	47.1	21.3	19.0	26.2	26.3	6.0	7.6				
Other health impairments	41.4	54.8	33.8	26.5	18.3	14.9	6.6	3.8				
Specific learning disabilities	43.8	54.8	39.3	31.4	16.0	11.8	0.9	2.0				
Speech or language impairments	87.8	84.2	7.3	6.1	4.4	6.8	0.5	2.8				
Traumatic brain injury	29.8	41.7	26.2	26.1	30.1	23.7	13.8	8.5				
Visual impairments	48.1	57.2	20.1	14.7	17.3	15.9	14.5	12.2				
All disabilities	46.4	53.7	29.0	23.7	20.4	17.6	4.1	5.1				

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 1997 and 2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

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

^bSome of the educational environment categories used in previous data collections were renamed for the 2006 data collection, but their definitions remained the same, with one exception. Other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facility* and *parentally placed in private school* categories, respectively, as unduplicated counts of children.

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

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

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

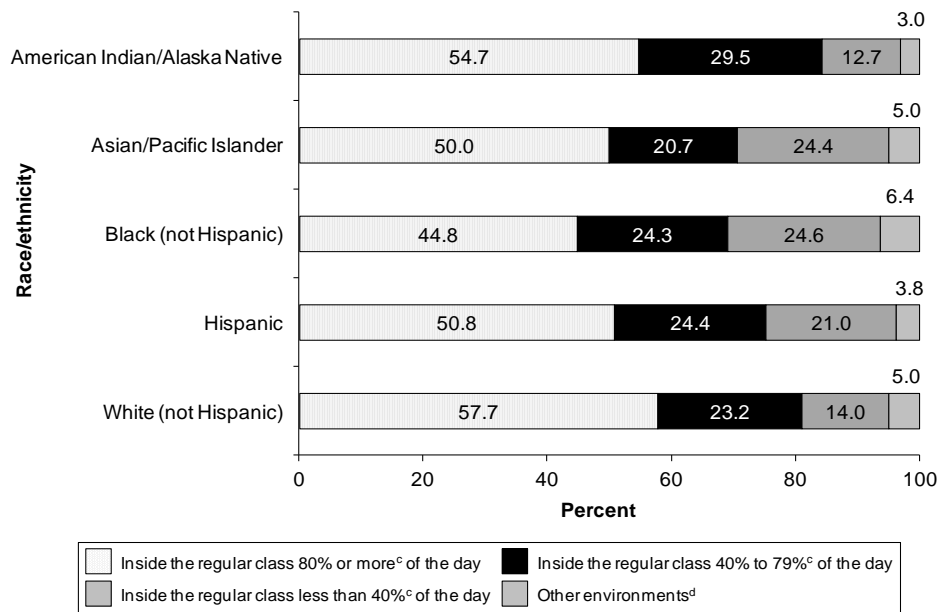
— Percentage cannot be calculated because data were not available.

- The percentages of students ages 6 through 21 served under most disability categories and educated *inside the regular class 80% or more of the day* increased from 1997 to 2006. The largest increases (i.e., percentage point increases ranging from 10 to 14) were made by students served under the categories of *autism*, *other health impairments*, *traumatic brain injury*, *specific learning disabilities*, *emotional disturbance* and *hearing impairments*.

- In 1997 and 2006, most students served under the category of *speech or language impairments* (87.8 percent in 1997 and 84.2 percent in 2006) were educated *inside the regular class 80% or more of the day*.
- In 2006, over half of the students served under the categories of *developmental delay* (58.9 percent), *visual impairments* (57.2 percent), *other health impairments* (54.8 percent) and *specific learning disabilities* (54.8 percent) were educated *inside the regular class 80% or more of the day*. Only 16 percent of students served under the category of *intellectual disabilities* and 13.4 percent of students served under the category of *multiple disabilities* were educated in this environment.
- In 2006, almost one-third (31.4 percent) of students served under the category of *specific learning disabilities* and a little more than one-fourth (28.7 percent) of students served under the category of *intellectual disabilities* were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*.
- In 2006, about one-half (48.4 percent) of students served under the category of *intellectual disabilities* were educated *inside the regular class less than 40% of the day*; 44.5 percent of students served under the category of *multiple disabilities* and 38.7 percent of students served under the category of *autism* were also educated in this environment. Only 6.8 percent of students served under the category of *speech or language impairments* were educated *inside the regular class less than 40% of the day*.
- In 1997 and 2006, larger percentages of students with *deaf-blindness* and students served under the category of *multiple disabilities* were educated in “Other environments” than percentages of students served under other disability categories.

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

Figure 17. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by race/ethnicity and educational environment^b: Fall 2006



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aPercentage 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.

^bSome of the educational environment categories used in previous data collections were renamed for the 2006 data collection, but their definitions remained the same, with one exception. Other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facility* and *parentally placed in private school* categories, respectively, as unduplicated counts of children.

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

^d"Other environments" include *separate school*, *residential facility*, *homebound/hospital environment*, *correctional facility* and *parentally placed in private school*.

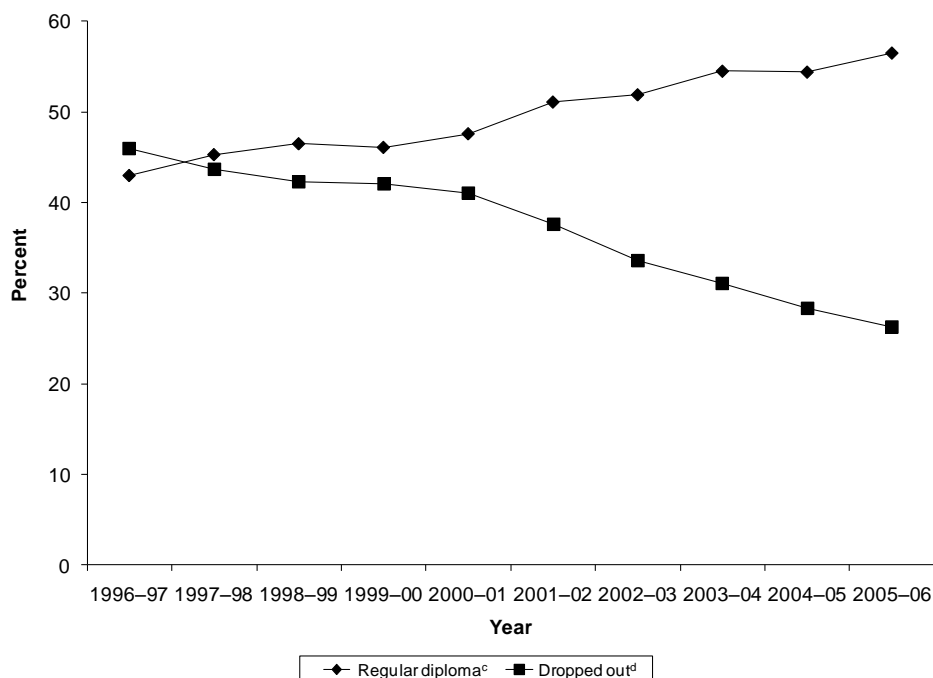
- In 2006, for each racial/ethnic group, the largest percentage of students ages 6 through 21 served under *IDEA*, Part B, were *inside the regular class 80% or more of the day*. The percentage of these students who were served *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups except for the black (not Hispanic) group. The percentages of students served *inside the regular class 80% or more of the day* by racial/ethnic group ranged from 44.8 percent to 57.7 percent.

- Each of the categories—*inside the regular class no more than 79% of the day and no less than 40% of the day* and *inside the regular class less than 40% of the day*—accounted for between 20 and 30 percent of the students within each racial/ethnic group except in two instances. The percentages of white (not Hispanic) students and American Indian/Alaska Native students who were *inside the regular class less than 40% of the day* were 14 percent and 12.7 percent, respectively.
- “Other environments” accounted for less than 7 percent of the students within each racial/ethnic group. Compared to other racial/ethnic groups, black (not Hispanic) students had a larger percentage associated with “Other environments,” at 6.4 percent.

Trends in School Exiting and Transition

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

Figure 18. Percentage^a 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: 1996–97^b through 2005–06^b



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1996–97 through 2005–06. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data for DC and Washington were not available.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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. Figure 18 provides percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 36.

The percentages of students who exited special education and school by graduating or dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*, as amended.

- In 2005–06, a total of 56.5 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*, and 26.2 percent *dropped out*.
- From 1996–97 through 2005–06, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 43 percent to 56.5 percent.
- From 1996–97 through 2005–06, the percentage of students who exited special education and school by having *dropped out* decreased from 45.9 percent to 26.2 percent.

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

^bFor 1996–97 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, data are from the reporting period between July 1, 2005, and June 30, 2006.

^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*. Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category.

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

Table 15. Percentage^a of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma^b, by year and disability category: 1996–97^c through 2005–06^c

Disability	1996–97	1997–98	1998–99 ^d	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06
Autism	33.6	38.7	40.2	40.7	42.1	51.1	50.5	58.5	55.6	57.1
Deaf-blindness ^c	40.4	67.7	46.8	40.2	41.2	49.1	53.8	51.6	53.7	65.3
Emotional disturbance	25.8	27.4	29.2	28.6	28.9	32.1	35.4	38.4	40.1	43.4
Hearing impairments	61.8	62.3	60.9	61.0	60.1	66.9	66.5	67.6	69.6	68.7
Intellectual disabilities	33.0	34.3	36.1	34.4	35.0	37.8	36.9	39.0	35.1	36.7
Multiple disabilities	35.8	39.0	41.1	42.5	41.6	45.2	45.3	48.1	43.1	43.8
Other health impairments	52.9	56.8	55.3	56.4	56.1	59.2	59.0	60.5	61.9	63.4
Orthopedic impairments	54.9	57.9	53.9	51.3	57.4	56.4	56.5	62.7	62.0	61.7
Specific learning disabilities	48.7	51.0	51.9	51.6	53.5	56.9	57.4	59.6	59.6	61.6
Speech or language impairments	44.9	48.1	50.5	53.3	52.2	55.7	59.2	61.3	64.9	67.3
Traumatic brain injury	57.3	58.2	60.5	56.8	57.5	64.4	63.4	61.9	62.8	65.0
Visual impairments	64.4	65.1	67.4	66.3	65.9	70.8	68.5	73.4	72.4	72.1
All disabilities	43.0	45.3	46.5	46.1	47.6	51.1	51.9	54.5	54.4	56.5

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1996–97 through 2005–06. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data for DC and Washington were not available.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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. Table 15 provides percentages for only one category of exiters from both special education and school (*graduated with a regular high school diploma*). For data on all seven categories of exiters, see table 36.

The percentages of students who exited special education and school by graduating as required under IDEA and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under ESEA, as amended.

^aPercentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the disability category and who *graduated with a regular high school diploma* by the total number of students ages 14 through 21 served under IDEA, Part B, in the disability category and the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100.

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

- From 1996–97 through 2005–06, the graduation percentage improved for students in all disability categories who exited *IDEA*, Part B, and school. The largest gains were made by students served under the category of *deaf-blindness* (24.9 percentage point increase), followed by those served under the category of *autism* (23.5 percentage point increase). Notable gains were also made by students served under the category of *speech or language impairments* (22.4 percentage point increase).
- From 1996–97 through 2005–06, there was little change in the relative standing of the graduation percentages for the various disability categories. Students who exited special education and school who were served under the categories of *visual impairments* and *hearing impairments* consistently had the highest graduation percentages, except in 1997–98. Students who exited special education and school who were served under the categories of *emotional disturbance* and *intellectual disabilities* consistently had the lowest graduation percentages from 1996–97 through 2005–06.

^cFor 1996–97 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, data are from the reporting period between July 1, 2005, and June 30, 2006.

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

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

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

Table 16. Percentage^a of students ages 14 through 21 exiting IDEA, Part B, and school, who *dropped out*^b of school, by year and disability category: 1996–97^c through 2005–06^c

Disability	1996–97	1997–98	1998–99 ^d	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06
Autism	29.5	19.2	22.8	23.5	20.8	17.6	15.5	13.2	10.8	9.1
Deaf-blindness ^e	26.0	11.8	23.4	25.6	22.9	27.3	26.5	17.5	20.0	8.7
Emotional disturbance	69.2	67.2	65.5	65.2	65.0	61.2	55.9	52.3	48.2	44.9
Hearing impairments	25.6	23.5	24.7	24.0	24.5	21.0	19.0	16.7	13.1	13.4
Intellectual disabilities	38.2	36.3	34.9	35.7	34.3	31.2	28.6	27.6	24.5	22.3
Multiple disabilities	27.6	26.3	28.1	25.7	26.7	25.9	24.2	22.2	21.0	18.7
Orthopedic impairments	27.3	24.3	27.4	30.6	27.0	24.3	22.2	16.5	14.5	11.7
Other health impairments	37.8	34.9	36.1	35.3	36.2	32.7	29.5	27.8	24.7	23.4
Specific learning disabilities	43.4	41.3	40.2	39.9	38.7	35.4	31.6	29.1	26.8	25.1
Speech or language impairments	48.0	44.5	41.6	39.2	39.7	35.8	31.2	29.4	25.2	22.7
Traumatic brain injury	29.6	26.1	27.0	28.7	28.9	24.6	22.9	23.0	18.5	14.8
Visual impairments	21.3	21.7	20.9	20.3	21.1	17.8	15.4	12.7	11.3	11.4
All disabilities	45.9	43.7	42.3	42.1	41.0	37.6	33.6	31.1	28.3	26.2

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1996–97 through 2005–06. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas. For 2005–06, data DC and Washington were not available.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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. Table 16 provides percentages for only one category of exiters from both special education and school (*dropped out*). For data on all seven categories of exiters, see table 36.

The percentages of students who exited special education and school by dropping out as required under *IDEA* and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*, as amended.

^aPercentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the disability category and who *dropped out* by the total number of students ages 14 through 21 served under *IDEA*, Part B, in the disability category and the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100.

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

- From 1996–97 through 2005–06, the dropout percentage declined for students in all disability categories who exited *IDEA*, Part B, and school. The improvement was most notable for students served under the category of *speech or language impairments* (25.3 percentage point decrease), followed by those served under the category of *emotional disturbance* (24.3 percentage point decrease) and then *autism* (20.4 percentage point decrease).
- From 1996–97 through 2005–06, there was little change in the relative standing of the dropout percentages for the various disability categories. Students who exited special education and school who were served under the categories of *visual impairments* and *hearing impairments* were consistently among the students with the lowest dropout percentages. Students who exited special education and school who were served under the category of *emotional disturbance* consistently had the highest dropout percentages. In every year, the dropout percentage for students served under the category of *emotional disturbance* was substantially higher than the dropout percentage for the next highest disability category.
- From 1996–97 through 2005–06, students who exited *IDEA*, Part B, and school who were served under the category of *autism* moved from the middle of the distribution to having one of the lowest dropout percentages.

^cFor 1996–97 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, data are from the reporting period between July 1, 2005, and June 30, 2006.

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

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

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

Table 17. Number of students ages 14 through 21 exiting IDEA, Part B, and school and number and percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by race/ethnicity: 2005–06^a

Race/ethnicity	Total exiters from special education and school	Graduated with a regular high school diploma ^b		Dropped out ^c	
	Number	Number	Percentage ^d	Number	Percentage ^d
American Indian/ Alaska Native	6,097	3,092	50.7	2,393	39.2
Asian/Pacific Islander	6,979	4,776	68.4	1,082	15.5
Black (not Hispanic)	87,687	36,563	41.7	29,161	33.3
Hispanic	60,396	29,451	48.8	19,933	33.0
White (not Hispanic)	235,578	150,249	63.8	51,570	21.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for 49 states, BIE schools, PR and the four outlying areas. For 2005–06, data for DC and Washington were not available.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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. Table 17 provides numbers and percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 36.

The percentages of students who exited special education and school by graduating or dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*, as amended.

^aData are from the reporting period between July 1, 2005, and June 30, 2006.

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

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

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

- In 2005–06, the graduation percentage was highest for Asian/Pacific Islander students who exited *IDEA*, Part B, and school (68.4 percent) and white (not Hispanic) students who exited *IDEA*, Part B, and school (63.8 percent). The graduation percentage was lowest for black (not Hispanic) students (41.7 percent).

- The dropout percentage was lowest for Asian/Pacific Islander students who exited *IDEA*, Part B, and school (15.5 percent) and white (not Hispanic) students who exited *IDEA*, Part B, and school (21.9 percent). The dropout percentage was highest for American Indian/Alaska Native students (39.2 percent).
- Black (not Hispanic) students who exited *IDEA*, Part B, and school and Hispanic students who exited *IDEA*, Part B, and school had similar dropout percentages (33.3 percent and 33 percent, respectively).

Special Education Teachers of Students Ages 6 Through 21 Served Under *IDEA*, Part B

To what extent were full-time equivalent teachers who provided special education services for students ages 6 through 21 served under IDEA, Part B, fully certified?

Table 18. Number of full-time equivalent (FTE) special education teachers employed to provide special education services for students ages 6 through 21 served under IDEA, Part B, by certification status and year: Fall 2004 and fall 2005

Year	Total FTE employed	Fully certified ^a	Not fully certified
2004	417,891	376,478	41,414
2005	426,493	385,761	40,732

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2004 and 2005. Data for the referenced year were updated as of July of the year following the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aTeachers who were fully certified for the position were either personnel who held appropriate state certification or licensure for the position held, or personnel who held positions for which no state requirements existed.

- In 2005, 385,761 (90.4 percent) of the 426,493 FTE *special education teachers* who provided special education services for students ages 6 through 21 under *IDEA*, Part B, were fully certified.
- The percentage of these fully certified *special education teachers* increased slightly from 90 percent in 2004 to 90.4 percent in 2005.

National Longitudinal Transition Study-2

The National Longitudinal Transition Study-2 (NLTS2) is a 10-year study covering school years 2000–01 through 2009–10. The study collected data on sample students in five waves, every two years from 2001 through 2009. A total of 11,276 students participated in NLTS2.

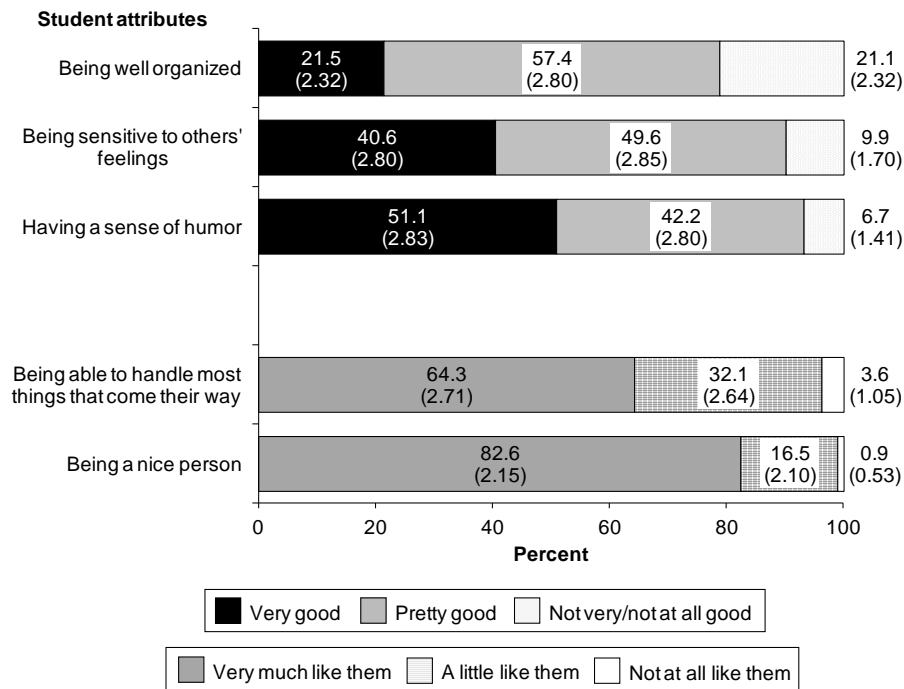
NLTS2 is documenting the experiences of a national sample of students receiving special education and related services (i.e., served under *IDEA*, Part B), as they move from secondary school into adult roles. In particular, the study explores a wide range of topics, such as high school coursework,

extracurricular activities, academic performance, postsecondary education and training, employment, independent living, community participation, personal attributes and personal relationships.

This report provides highlights of the study's findings regarding secondary school students' self-descriptions and perceptions of their personal lives. The information in these highlights comes from a nationally representative sample of students with disabilities who were ages 15 through 19 when they responded to a telephone interview or to a self-administered mail survey that contained a subset of key items from the telephone interview. The interview and mail survey data were collected between early May and mid-December 2003 (Wave 2), and thus span two school years—2002–03 and 2003–04. For the analyses, the data from the two sources were combined. NLTS2 is designed to provide a national picture of the characteristics, experiences and achievements of students with disabilities. Therefore, all the NLTS2 statistics (i.e, percentages and standard errors) presented in this report are estimates of the national population of students ages 15 through 19 served under *IDEA*, Part B, who could describe their own perspectives.

For each percentage given in the NLTS2 exhibits that follow, a standard error is presented that indicates the precision of the estimate. A standard error acknowledges that any population estimate that is calculated from a sample only approximates the true value for the population. There is a 95 percent chance that the true population value falls within the range demarcated by the estimate, plus or minus 1.96 times the standard error. For example, if it is estimated that 57.4 percent of secondary school students with disabilities in the study sample rated themselves “pretty good” at being well-organized and the standard error is 2.8, then one can be 95 percent confident that the true percentage for the population is between 51.9 percent and 62.9 percent (i.e., within plus or minus 1.96×2.8 percentage points of 57.4 percent). A smaller standard error implies greater accuracy in the estimate, whereas a larger standard error requires more caution.

Figure 19. Percentage^a of students ages 15 through 19 served under IDEA, Part B, by reported perceptions of self-attributes: 2003^b



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), National Longitudinal Transition Study-2, Wave 2 Youth Telephone Interview/Mail Survey, 2003. In Wagner, M., Newman, L., Cameto, R., Levine, P. and Marder, C. (2007). *Perceptions and Expectations of Youth With Disabilities: A Special Topic Report of Findings From the National Longitudinal Transition Study-2 (NLTS2)*, fig. 1 (NCSE 2007-3006). Available at <http://ies.ed.gov/ncser/pdf/20073006.pdf> (accessed May 19, 2010).

Notes: For the first three attributes above, the survey question was, “How good are you at the following?” and the response categories were “very good,” “pretty good,” “not very good” and “not at all good.” The categories of “not very good” and “not at all good” were combined for reporting purposes. For the last two attributes, the question was “How much is this statement below like you?”

Displayed results were collected from 3,360 students. Standard errors are in parentheses below each percentage.

^aPercentage was calculated by dividing the number of students in the perception rating category of a particular attribute category by the total number of students from whom data were collected in the attribute category, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

^bRefers to the year during which the data were collected. The year spans school years 2002–03 and 2003–04.

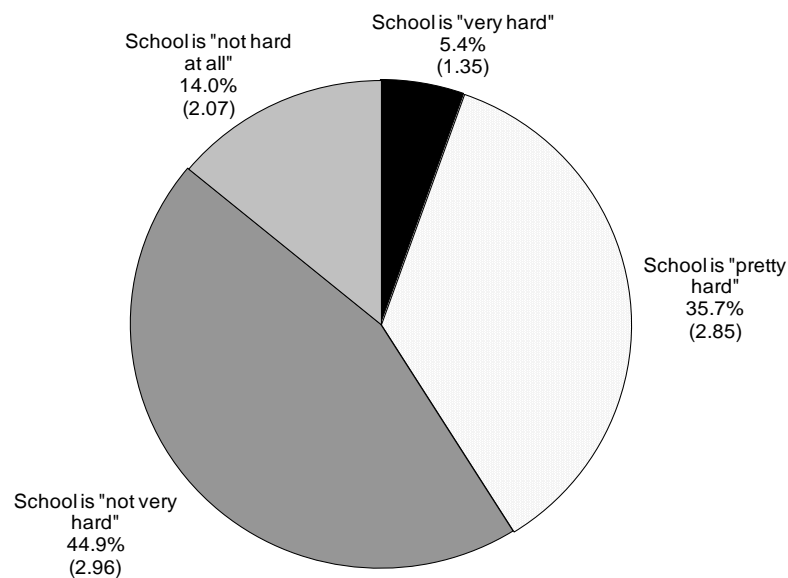
- In 2003, secondary school students served under IDEA, Part B, reported higher estimations of some attributes than others. Most students reported viewing themselves as being nice; 82.6 percent stated that being a nice person was “very much” like them, and fewer than 1 percent reported that being a nice person is “not at all” like them.
- Almost two-thirds (64.3 percent) of secondary school students served under IDEA, Part B, described themselves as being very able to handle most challenges that came their way.

Students were more likely to give high ratings to their ability to handle challenges than to having a sense of humor (51.1 percent), being sensitive to the feelings of others (40.6 percent) or being well organized (21.5 percent).

- Slightly more than half of the students in the study (51.1 percent) asserted they had a “very good” sense of humor, with an additional 42.2 percent stating they had a “pretty good” sense of humor. Students were more likely to describe themselves as having a very good sense of humor than to describe themselves as being very sensitive or well organized.
- Two-fifths (40.6 percent) of the students reported themselves as being “very good” in the category of sensitivity to others’ feelings.
- Approximately one-fifth (21.5 percent) of the students described themselves as “very good” at being well organized.

How did secondary school students served under IDEA, Part B, perceive academic challenges?

Figure 20. Percentage^a of students ages 15 through 19 served under IDEA, Part B, by reported perceptions of school being “hard”: 2003^b



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE), National Longitudinal Transition Study-2, Wave 2 Youth Telephone Interview/Mail Survey, 2003. In Wagner, M., Newman, L., Cameto, R., Levine, P. and Marder, C. (2007). *Perceptions and Expectations of Youth With Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2)*, fig. 9 (NCSE 2007-3006). Available at <http://ies.ed.gov/ncser/pdf/20073006.pdf> (accessed May 19, 2010).

Notes: Displayed results were collected from 3,360 students. Standard errors are in parentheses below each percentage.

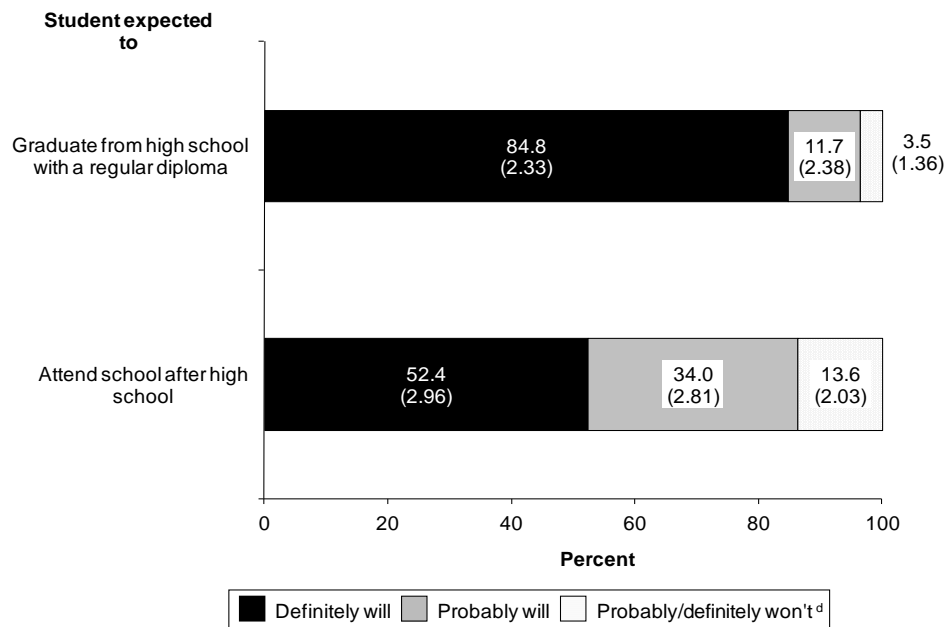
^aPercentage was calculated by dividing the number of students in the specific school difficulty rating category by the total number of students in all the school difficulty rating categories, then multiplying the result by 100.

^bRefers to the year during which the data were collected. The year spans school years 2002–03 and 2003–04.

- In 2003, 14 percent of students served under *IDEA*, Part B, who were in the study reported on a 4-point scale that secondary school was academically “not hard at all,” and 44.9 percent reported it to be “not very hard.” In contrast, 35.7 percent reported finding school “pretty hard,” and 5.4 percent said it was “very hard.”

What expectations did secondary school students served under IDEA, Part B, have for their future educational attainment?

Figure 21. Percentage^a of students ages 15 through 19 served under IDEA, Part B, by reported expectations^b for graduating from high school and attending postsecondary school: 2003^c



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSEER), National Longitudinal Transition Study-2, Wave 2 Youth Telephone Interview/Mail Survey, 2003. In Wagner, M., Newman, L., Cameto, R., Levine, P. and Marder, C. (2007). *Perceptions and Expectations of Youth With Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2)*, fig. 19 (NCSEER 2007-3006). Available at <http://ies.ed.gov/ncser/pdf/20073006.pdf> (accessed May 19, 2010).

Notes: Displayed results were collected from 3,360 students. Standard errors are in parentheses below each percentage.

^aPercentage was calculated by dividing the number of students in the specific educational milestone category and expectation rating category by the total number of students in all the expectation rating categories, then multiplying the result by 100.

^bWhen students were interviewed/surveyed, those who already had achieved an outcome were not asked the expectation item related to that outcome. For example, those who already had completed secondary school were not asked whether they expected to graduate from high school. Students who already had attained an outcome were included as “definitely will” attain that outcome. Those who had attained an outcome were not excluded from the analyses so that the findings would be representative of the range of students included in the NLTS2 sample.

^cRefers to the year during which the data were collected. The year spans school years 2002–03 and 2003–04.

^dResponse categories “probably won’t” and “definitely won’t” were collapsed for reporting purposes.

- In 2003, almost 85 percent of secondary school students ages 15 through 19 served under *IDEA*, Part B, expected they definitely would graduate from high school with a regular diploma; an additional 11.7 percent thought they probably would graduate. Only 3.5 percent of students did not expect to graduate from high school with a regular diploma.
- The combined percentage of students ages 15 through 19 served under *IDEA*, Part B, who expected they definitely would or probably would graduate from high school with a regular diploma was large (96.5 percent) in 2003. Nevertheless, according to data collected under section 618 of *IDEA*, the percentages of all students ages 15 through 19 who exited special education and school by having graduated with a regular high school diploma in each school year from 2002–03 through 2006–07 ranged only from 55.1 percent to 58.8 percent.¹²
- Students served under *IDEA*, Part B, who were in the study reported being less confident that they would attend postsecondary school after high school than they were about graduating high school. One-half (52.4 percent) expected they definitely would attend postsecondary school after high school, and approximately one-third (34 percent) expected they probably would attend postsecondary school. However, more than 1 in 10 (13.6 percent) considered postsecondary education unlikely.

¹² U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2002–03 through 2006–07. Data for the referenced year were updated as of July of the year following the referenced year. For 2002–03 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06 and 2006–07, data are from the reporting period between July 1st and June 30th of the referenced year. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

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

Personnel Employed to Provide Special Education and Related Services for Children and Students

In 2005, 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR) and the outlying areas (American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands) reported the numbers of full-time equivalent, fully certified and not fully certified personnel employed to provide special education and related services for children and students ages 3 through 21. 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 (other than special education teachers) who provided special education and related services for children and students ages 3 through 21 served under IDEA, Part B, fully certified?

Table 19. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide special education and related services^a for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2005

Personnel category	Total FTE employed	Employed FTE fully certified	Percentage ^b fully certified
Supervisors/administrators (SEA)	1,230	1,226	99.7
Psychologists	30,561	29,609	96.9
Counselors	17,685	16,919	95.7
Speech pathologists	47,060	44,784	95.2
Supervisors/administrators (LEA)	20,997	19,893	94.7
Rehabilitation counselors	253	235	92.9
Physical therapists	7,598	7,042	92.7
Physical education teachers	8,450	7,780	92.1
School social workers	19,487	17,841	91.6
Other professional staff	64,000	58,584	91.5
Work-study coordinators	2,404	2,198	91.4
Occupational therapists	16,497	15,005	91.0
Audiologists	1,462	1,308	89.5
Non-professional staff	45,215	40,410	89.4
Diagnostic and evaluation staff	9,279	8,271	89.1
Vocational education teachers	5,016	4,429	88.3
Recreation and therapeutic recreation specialists	383	335	87.5
Teacher aides	393,398	335,369	85.2
Interpreters	6,848	5,368	78.4
Total	697,823	616,606	88.4

- In 2005, 88.4 percent of FTE personnel (other than *special education teachers*) who provided special education and related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- Twelve of the 19 categories of FTE personnel had full certification percentages of 90 percent or higher. *Interpreters* had the lowest full certification percentage at 78.4 percent, while nearly all SEA supervisors and administrators were fully certified (99.7 percent).
- *Teacher aides* represented over half of all FTE personnel and had the second lowest full certification percentage, at 85.2 percent.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2005. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aThe term "related services" refers to transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. The term does not include services that apply to children with surgically implanted devices, including cochlear implants [34 C.F.R. §300.34(a) and (b)].

^bPercentage was calculated by dividing the number of FTE fully certified personnel by the total number of FTE personnel (fully certified and not fully certified), then multiplying the result by 100.

Disciplinary Removals of Children and Students From Their Educational Placements

For the 2005–06 school year, 50 states, DC, BIE schools, PR and the four outlying areas reported information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons. States, DC, BIE schools, PR and the four outlying areas reported data by type of disciplinary removal, disability category and race/ethnicity.

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

Table 20. Number^a of children and students ages 3 through 21 served under IDEA, Part B, removed from their educational placements for disciplinary purposes, by type of disciplinary removal: School year 2005–06

Removed to an interim alternative educational setting ^b		Received out-of school suspensions or expulsions	
Removed unilaterally by school personnel ^c for drugs or weapons	Removed by hearing officer for likely injury	Received suspensions or expulsions >10 days ^d	Received multiple short-term suspensions or expulsions summing to >10 days ^e
12,996	1,580	76,121	63,156

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aThe number reported within each of the four disciplinary categories is an unduplicated count of children and students. However, children/students who were involved in two or more incidents may be reported in more than one disciplinary category. Data are from the entire 2005–06 school year.

^bAn appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’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.

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

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

^eThe children and students reported in this category are a subset of those reported in the received *suspensions or expulsions >10 days* category.

- Of the 6,813,656 children and students ages 3 through 21 served under *IDEA*, Part B, in 2005, (see table 3 and table 9 for 2005 child counts), 12,996, or 0.19 percent, were removed to an interim alternative educational setting by school personnel for offenses involving drugs or weapons in school year 2005–06. A much smaller number (1,580) and percentage (0.02 percent) of children and students were removed to an interim alternative educational setting

by a hearing officer for likely injury to themselves or others. (Note that the percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.)

- Of the 76,121 children and students served under *IDEA*, Part B, who were suspended or expelled for more than 10 days during the 2005–06 school year, 63,156 (83 percent) had multiple short-term suspensions or expulsions summing to more than 10 days within the school year.

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

Table 21. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting or suspended or expelled for more than 10 days, by disability category: School year 2005–06

Disability	Removed to an interim alternative educational setting ^b		Received out of school suspensions or expulsions	
	Removed unilaterally by school personnel ^c for drugs or weapons	Removed by hearing officer for likely injury	Received suspensions or expulsions >10 days ^d	Received multiple short-term suspensions or expulsions summing to >10 days ^e
Autism	0.02	0.01	0.10	0.08
Deaf-blindness ^f	0.22	0.00	3.89 ¹	3.89 ¹
Developmental delay ^g	0.01	0.00	0.04	0.04
Emotional disturbance	0.49	0.08	4.10	3.53
Hearing impairments	0.09	0.01	0.38	0.27
Intellectual disabilities	0.14	0.03	1.12	0.97
Multiple disabilities	0.05	0.01	0.59	0.51
Orthopedic impairments	0.06	0.01	0.61	0.50
Other health impairments	0.24	0.03	1.59	1.33
Specific learning disabilities	0.28	0.03	1.30	1.05
Speech or language impairments	0.02	0.00	0.15	0.12
Traumatic brain injury	0.17	0.01	0.86	0.69
Visual impairments	0.05	0.01	0.41	0.33
All disabilities	0.19	0.02	1.12	0.93

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2005. Data were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aThe percentage 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. Percentage was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the disability category and disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, in the disability category, then multiplying the result by 100. The percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.

^bAn appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’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.

- Children and students ages 3 through 21 who were served under *IDEA*, Part B, under the category of *emotional disturbance* had the highest rates of removal to an interim alternative educational setting by school personnel for drug or weapon offenses (0.49 percent) and by a hearing officer for likely injury to themselves or others (0.08 percent) in school year 2005–06, compared to children and students in all other disability categories.
- Children and students served under the category of *emotional disturbance* were more likely to be suspended or expelled for more than 10 days than children and students with other disabilities. They were also more likely to have multiple short-term suspensions or expulsions summing to more than 10 days compared to children and students with other types of disabilities.

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

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

^eThe children and students reported in this category are a subset of those reported in the received *suspensions or expulsions >10 days* category.

^fThe percentage denominator is based on fewer than 1,900 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *deaf-blindness*.

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

! Interpret data with caution. Most states reported zero counts of children and students served under the category of *deaf-blindness* who received suspensions or expulsions. The percentage numerator is based on a total of 71 children and students. Sixty-eight of the 71 children and students were reported by three states: Illinois (21), Minnesota (27) and South Carolina (20).

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

Table 22. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting or suspended or expelled for more than 10 days, by race/ethnicity: School year 2005–06

Race/ethnicity	Removed to an interim alternative educational setting ^b		Received out-of-school suspensions or expulsions	
	Removed unilaterally by school personnel ^c for drugs or weapons	Removed by hearing officer for likely injury	Received suspensions or expulsions >10 days ^d	Received multiple short-term suspensions or expulsions summing to >10 days ^e
American Indian/Alaska Native	0.57	0.02	1.69	1.03
Asian/Pacific Islander	0.08	0.01	0.39	0.25
Black (not Hispanic)	0.24	0.05	2.78	2.39
Hispanic	0.25	0.01	0.80	0.64
White (not Hispanic)	0.15	0.02	0.67	0.54
All racial/ethnic groups	0.19	0.02	1.12	0.93

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2005. Data were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 50 states, DC, BIE schools, PR and the four outlying areas.

^aThe percentage reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children/students who were involved in two or more incidents may be reported in more than one disciplinary category. Percentage was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the racial/ethnic group and disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, in the racial/ethnic group, then multiplying the result by 100. The percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.

^bAn appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’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.

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

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

^eThe children and students reported in this category are a subset of those reported in the received *suspensions or expulsions >10 days* category.

- At 0.57 percent, American Indian/Alaska Native children and students ages 3 through 21 served under *IDEA*, Part B, had the highest rate of removal to an interim alternative educational setting by school personnel for drug or weapon offenses in school year 2005–06, compared to children and students in all other racial/ethnic groups served under *IDEA*, Part B. The overall removal rate for all racial/ethnic groups was 0.19 percent.
- Black (not Hispanic) children and students served under *IDEA*, Part B, had the highest rate of removal to an interim alternative educational setting by a hearing officer for likely injury to themselves or others (0.05 percent), compared to children and students in all other racial/ethnic groups served under *IDEA*, Part B.
- Of the five racial/ethnic groups, black (not Hispanic) children and students served under *IDEA*, Part B, were most likely to be suspended or expelled for more than 10 days during the 2005–06 school year (2.78 percent). They also had the highest rate of multiple short-term suspensions or expulsions summing to more than 10 days (2.39 percent).

Section II

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

Introduction

This section of the *30th Annual Report to Congress* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. The questions show the breadth and depth of information available and call for the examination of data elements addressing areas of particular interest.

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

The objective of the analyses in this section is to examine similarities and differences among and within states for specific time periods. For some elements, data for two time periods for each state are presented and examined. In these cases, the analysis focuses on comparing data for the two time periods presented to determine what, if any, substantive change occurred. The more recent (comparison) time periods depicted in the state-level data tables in this section are consistent with the more recent time periods depicted in the national-level data tables and figures found in Section I. Earlier (baseline) time periods were selected for tables in Section II based on data availability and subsequent changes to data categories or definitions (see Data Sources Used in This Report, Pages 3-5).

As was the case in Section I, any reference to “special education services” is synonymous with services provided under *IDEA*, Part B.

Notes Concerning the Data Tables in Section II

The following will assist readers of this section:

1. Majority is defined as more than 50 percent.
2. Puerto Rico, Bureau of Indian Education schools and the four outlying areas were not included in the tables because data for these jurisdictions were generally not available due to cell suppression (see item 4 below); or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of the four outlying areas. The unavailability of population data results in an inability to calculate associated percentages.
3. Available on the Web at <https://www.ideadata.org> are several documents that can provide important background information to these tables. Prior to making any state-to-state comparisons, please consult the posted data dictionaries, fact sheets and data notes. *Reminder to the reader:* Data notes provide information on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes in the data from the previous year. Beginning with the *30th Annual Report to Congress*, you will no longer find data notes appended to the report. Instead, we have made them available online as mentioned.
4. The suppression of numerical data results in an inability to calculate associated percentages. Certain data are suppressed to limit disclosure of information consistent with federal law. Under 34 CFR 99.35(b)(1) of the *Family Educational Rights and Privacy Act* regulations, information collected by authorized representatives of the secretary in connection with an audit or evaluation of federally supported or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs, must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may make further disclosures in accordance with the requirements in §99.33(b). It is the policy of the U.S. Department of Education (Department) to be consistent with the provisions of privacy statutes. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. See <http://ideadata.org/docs/CellSuppression.pdf> for the Office of Special Education Programs'

(OSEP's) *Cell Suppression Policy for IDEA Data*. OSEP began implementation of its cell suppression policy in 2006 with the *28th Annual Report to Congress*.

In preparing this report, OSEP determined that certain numbers required to calculate the percentages in the tables that follow would be suppressed in order to avoid the identification of children and students through data publication. In particular, counts of one to five children or students were suppressed; this represents a change from the 28th and 29th annual reports (2006 and 2007) in which counts of zero to five children were suppressed. When necessary, counts of zero or more than five children were suppressed to prevent the calculation of another suppressed number. When counts were suppressed for a state, percentages that required those counts could not be calculated. However, national counts ("All states") that were used to calculate national percentages in the tables that follow were not suppressed.

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 population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2006?

**Table 23. Percentage^a of the population birth through age 2 served under IDEA, Part C, by state:
Fall 2006**

State	2006
Alabama	1.4
Alaska	2.0
Arizona	1.8
Arkansas	2.8
California	2.1
Colorado	1.9
Connecticut	3.4
Delaware	2.7
District of Columbia	1.4
Florida	1.7
Georgia	1.3
Hawaii	7.5
Idaho	2.8
Illinois	3.1
Indiana	3.7
Iowa	2.5
Kansas	2.7
Kentucky	2.3
Louisiana	1.3
Maine	2.4
Maryland	3.0
Massachusetts	6.4
Michigan	2.3
Minnesota	1.7
Mississippi	1.2
Missouri	1.4
Montana	1.9
Nebraska	1.7
Nevada	1.4
New Hampshire	3.6
New Jersey	2.8
New Mexico	3.6
New York	4.2

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Table 23. Percentage^a of the population birth through age 2 served under IDEA, Part C, by state: Fall 2006 (continued)

State	2006
North Carolina	2.0
North Dakota	3.1
Ohio	2.6
Oklahoma	2.0
Oregon	1.8
Pennsylvania	3.4
Rhode Island	4.4
South Carolina	2.0
South Dakota	3.0
Tennessee	1.7
Texas	2.0
Utah	1.8
Vermont	3.5
Virginia	1.5
Washington	1.8
West Virginia	4.4
Wisconsin	2.6
Wyoming	4.6
All states	2.4

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2006. Data were updated as of July 15, 2007. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the state by the estimated U.S. resident population birth through age 2 in the state, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all states by the estimated U.S. resident population birth through age 2 in all states, then multiplying the result by 100.

- The percentage of infants and toddlers birth through age 2 in the general population served under *IDEA*, Part C, for "All states" was 2.4. The percentages of the population served by the individual states ranged from 1.2 percent (Mississippi) to 7.5 (Hawaii). In addition to Mississippi, the following seven states served no more than 1.5 percent of the resident population: Alabama (1.4 percent), the District of Columbia (1.4 percent), Georgia (1.3 percent), Louisiana (1.3 percent), Missouri (1.4 percent), Nevada (1.4 percent) and Virginia (1.5 percent). In contrast, five states in addition to Hawaii served more than 4 percent of the infants and toddlers birth through age 2 in their resident population: Massachusetts (6.4 percent), New York (4.2 percent), Rhode Island (4.4 percent), West Virginia (4.4 percent) and Wyoming (4.6 percent).

How did the states compare with regard to the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within each racial/ethnic group in 2006?

How did the percentages change between 2004 and 2006?

Table 24. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by year, race/ethnicity and state: Fall 2004 and fall 2006

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	0.2	0.9	36.0	3.5	59.4	x	x	33.7	4.7	60.4
Alaska	31.5	4.6	4.4	3.4	56.1	39.7	4.4	4.0	3.9	48.1
Arizona	7.5	1.6	3.5	37.2	50.3	7.5	1.6	4.6	38.5	47.8
Arkansas	0.2	2.0	34.6	4.3	58.9	0.2	1.4	31.7	4.8	61.9
California	0.6	8.0	8.3	46.4	36.8	0.4	9.2	6.4	49.3	34.8
Colorado	0.8	2.8	4.6	28.5	63.4	0.8	3.0	4.2	30.4	61.6
Connecticut	0.3	2.5	11.5	19.5	66.3	x	x	11.4	20.1	65.5
Delaware	0.0	1.3	25.6	9.6	63.5	x	x	27.5	11.1	59.1
District of Columbia	0.0	1.7	57.3	20.8	20.1	x	x	58.4	26.6	14.0
Florida	0.1	1.2	21.1	24.1	53.5	0.1	1.3	20.1	25.6	52.8
Georgia	0.1	1.9	33.7	11.3	53.1	0.2	2.0	33.3	12.4	52.2
Hawaii	0.3	82.7	2.0	3.7	11.3	0.6	81.0	2.3	3.4	12.6
Idaho	1.4	1.0	0.5	16.7	80.4	1.5	1.1	0.8	14.3	82.4
Illinois	0.2	2.5	18.9	22.9	55.5	0.3	2.6	16.7	24.4	56.1
Indiana	0.2	1.3	9.7	5.3	83.6	0.1	1.5	10.8	7.3	80.4
Iowa	0.8	1.4	3.5	6.9	87.5	1.1	1.9	5.9	8.4	82.8
Kansas	0.5	2.0	9.0	11.7	76.8	1.1	2.0	8.1	13.2	75.7
Kentucky	0.5	1.8	10.5	3.9	83.3	0.5	1.4	10.0	3.7	84.4
Louisiana	0.4	1.0	45.5	1.3	51.8	0.4	0.6	38.5	1.9	58.7
Maine	x	0.0	x	x	99.0	0.9	0.7	1.3	1.1	96.1
Maryland	0.1	3.6	33.5	7.5	55.4	0.1	4.8	32.4	8.9	53.8

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**Table 24. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by year, race/ethnicity and state:
Fall 2004 and fall 2006 (continued)**

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Massachusetts	0.1	5.0	8.4	14.8	71.8	0.2	4.8	9.0	15.8	70.2
Michigan	0.9	1.6	14.9	5.8	76.8	0.8	1.8	14.4	5.7	77.3
Minnesota	1.9	3.2	7.5	6.1	81.2	3.0	3.4	10.1	7.7	75.9
Mississippi	0.0	0.4	51.7	1.2	46.7	x	x	47.0	2.7	49.2
Missouri	0.3	1.8	13.5	3.3	81.1	x	x	15.8	4.0	78.5
Montana	21.3	0.9	1.9	3.4	72.5	21.1	0.7	1.6	6.0	70.5
Nebraska	1.8	1.3	4.1	10.5	82.3	1.9	1.2	4.3	13.0	79.6
Nevada	1.6	5.2	9.8	29.4	54.0	1.7	6.1	8.0	32.2	52.0
New Hampshire	0.5	3.1	2.2	2.9	91.3	0.3	3.5	2.5	3.3	90.4
New Jersey	0.2	5.1	11.4	15.2	68.2	0.1	5.2	9.9	16.9	67.8
New Mexico	13.9	0.7	2.3	54.4	28.7	11.3	1.1	2.0	57.5	28.2
New York	0.2	4.3	12.0	23.1	60.3	0.2	5.1	13.8	23.9	57.0
North Carolina	1.6	1.4	29.6	12.4	55.0	1.8	1.4	27.2	13.2	56.4
North Dakota	12.9	x	x	1.6	83.6	12.2	0.8	2.1	2.5	82.4
Ohio	0.3	1.5	15.8	3.9	78.5	0.4	1.7	19.5	5.0	73.4
Oklahoma	8.1	2.1	10.0	10.8	69.1	7.6	1.5	11.0	10.0	69.8
Oregon	1.6	2.5	3.1	18.2	74.5	2.3	3.7	3.0	20.5	70.5
Pennsylvania	0.2	2.1	14.8	6.8	76.2	0.1	1.9	14.5	8.2	75.3
Rhode Island	x	x	4.6	18.9	73.5	0.4	2.6	5.0	19.0	73.0
South Carolina	x	x	38.2	6.4	54.6	0.2	1.3	37.8	8.4	52.4
South Dakota	25.0	0.9	1.6	2.8	69.8	24.3	1.0	1.9	3.2	69.7
Tennessee	0.2	1.6	20.1	4.3	73.8	x	x	20.2	7.0	71.0
Texas	0.3	1.9	12.3	46.1	39.3	0.2	2.5	12.3	47.6	37.5
Utah	2.5	2.3	1.2	13.4	80.7	2.0	2.2	1.4	15.8	78.7
Vermont	x	3.0	2.7	x	92.2	x	x	3.1	2.4	92.1
Virginia	x	x	23.1	9.6	63.8	x	x	21.3	10.0	64.0

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Table 24. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by year, race/ethnicity and state: Fall 2004 and fall 2006 (continued)

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Washington	2.4	4.7	4.0	18.3	70.6	2.4	5.3	3.6	20.1	68.6
West Virginia	0.0	1.0	2.9	0.4	95.8	x	x	2.8	0.9	96.0
Wisconsin	1.4	2.0	14.1	10.6	71.9	1.3	2.2	13.1	11.4	72.1
Wyoming	5.9	0.7	1.5	10.9	81.0	5.4	1.4	1.7	9.7	81.8
All states	1.0	4.2	14.4	19.7	60.7	1.0	4.5	13.6	21.6	59.2

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2004 and 2006. Data for 2004 were updated as of July 30, 2005. Data for 2006 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group in the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the racial/ethnic groups in the state for that year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the racial/ethnic group in all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the racial/ethnic groups in all states for that year, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

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

- Although the majority of infants and toddlers birth through age 2 served under *IDEA*, Part C, in 43 of 51 states in 2006 were white (not Hispanic), the racial/ethnic distributions of infants and toddlers varied by state.
- The District of Columbia reported that 58.4 percent of infants and toddlers were black (not Hispanic). The next largest percentage for black (not Hispanic) infants and toddlers was reported by Mississippi (47 percent). Thirty-eight other states reported that less than 20 percent of infants and toddlers were black (not Hispanic).
- The Hispanic category was associated with the largest percentage of infants and toddlers in New Mexico (57.5 percent), California (49.3 percent), Texas (47.6 percent) and Arizona (38.5 percent). In 37 other states, less than 20 percent of the infants and toddlers were Hispanic.
- Hawaii reported that 81 percent of infants and toddlers were Asian/Pacific Islander, followed by California at 9.2 percent.
- Alaska reported that approximately 40 percent of infants and toddlers were American Indian/Alaska Native. In 40 other states, the category representing American Indian/Alaska Native accounted for less than 2 percent of infants and toddlers.
- The percentages of infants and toddlers birth through age 2 served under *IDEA*, Part C, by race/ethnicity across “All states” changed little between 2004 and 2006. The largest change over this period was an increase of almost two percentage points, which was observed for the category Hispanic. However, in Alaska, the District of Columbia, Louisiana, Minnesota and Ohio, one or more racial/ethnic groups were associated with a change greater than five percentage points in the distribution of infants and toddlers birth through age 2 served under *IDEA*, Part C, between 2004 and 2006.
- The largest change was observed in Alaska, where the percentage of infants and toddlers who were American Indian/Alaska Native increased from 31.5 percent to 39.7 percent. This increase was offset by a decrease of the same magnitude in the percentage of infants and toddlers who were white (not Hispanic).
- In the District of Columbia, the percentage of infants and toddlers who were white (not Hispanic) decreased from 20.1 percent to 14 percent, while the percentage of Part C service recipients who were Hispanic increased from 20.8 percent to 26.6 percent. In Louisiana, the percentage of infants and toddlers who were black (not Hispanic) decreased from 45.5 percent to 38.5 percent, while the percentage of these infants and toddlers who were white (not Hispanic) increased from 51.8 percent to 58.7 percent.
- In Minnesota, the percentage of infants and toddlers who were white (not Hispanic) decreased from 81.2 percent to 75.9 percent, and in Ohio, the percentage of infants and toddlers who were white (not Hispanic) decreased from 78.5 percent to 73.4 percent. In both of these states, the decrease in the percentage of white (not Hispanic) infants and toddlers was accompanied by small increases in all other racial/ethnic groups.

Part C Primary Service Settings

How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention settings in 2006?

Table 25. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention setting and state: Fall 2006

State	Home ^b	Community-based setting ^c	Other setting ^d
Alabama	76.5	13.0	10.5
Alaska	93.1	2.0	4.9
Arizona	80.9	2.9	16.1
Arkansas	23.1	29.6	47.3
California	84.2	2.1	13.7
Colorado	88.8	7.4	3.7
Connecticut	94.1	5.3	0.6
Delaware	80.2	7.7	12.1
District of Columbia	70.5	25.6	3.9
Florida	42.6	6.5	50.9
Georgia	98.5	1.3	0.3
Hawaii	91.4	2.7	5.9
Idaho	90.4	2.2	7.4
Illinois	84.9	4.4	10.7
Indiana	92.4	5.0	2.6
Iowa	94.0	3.6	2.4
Kansas	95.0	3.4	1.6
Kentucky	86.4	12.9	0.7
Louisiana	93.2	6.3	0.5
Maine	46.4	38.2	15.3
Maryland	81.3	8.4	10.4
Massachusetts	88.2	10.3	1.5
Michigan	85.3	2.9	11.9
Minnesota	88.4	3.9	7.7
Mississippi	84.3	11.8	3.9
Missouri	91.3	6.2	2.6
Montana	89.1	3.7	7.2
Nebraska	90.8	8.2	1.0
Nevada	97.7	1.9	0.4
New Hampshire	94.2	x	x
New Jersey	93.4	5.9	0.7
New Mexico	79.0	18.2	2.8
New York	88.5	2.6	9.0
North Carolina	93.2	5.3	1.5
North Dakota	86.8	5.3	7.9

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Table 25. Percentage^a of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention setting and state: Fall 2006 (continued)

State	Home ^b	Community-based setting ^c	Other setting ^d
Ohio	82.6	3.9	13.5
Oklahoma	96.7	x	x
Oregon	82.6	2.0	15.4
Pennsylvania	98.1	1.5	0.4
Rhode Island	81.7	7.2	11.1
South Carolina	82.8	5.4	11.9
South Dakota	76.3	x	x
Tennessee	66.9	10.8	22.3
Texas	96.0	3.4	0.6
Utah	75.9	2.4	21.6
Vermont	80.1	15.2	4.7
Virginia	94.0	5.7	0.3
Washington	51.6	12.1	36.3
West Virginia	93.8	5.5	0.7
Wisconsin	90.5	4.7	4.8
Wyoming	76.3	17.4	6.3
All states	85.4	5.3	9.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

^d*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.

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

- The percentages of infants and toddlers birth through age 2 served under *IDEA*, Part C, primarily in a *home* setting, a *community-based setting* and some *other setting* for "All states" for 2006 were 85.4 percent, 5.3 percent and 9.3 percent, respectively.
- *Home* was the primary setting for 90 percent or more of infants and toddlers in 21 states. Moreover, a majority of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all states except Maine, Florida and Arkansas were served in a *home* setting. In Maine, a *home* setting accounted for a greater percentage (46.4 percent) of the infants and toddlers than

did the categories representing a *community-based setting* (38.2 percent) and *other setting* (15.3 percent). In Florida, the primary setting for the majority of infants and toddlers (50.9 percent) was *other setting*. This category also accounted for most of the infants and toddlers in Arkansas (47.3 percent).

Part C Exiting

How did the states compare with regard to the percentage of infants and toddlers birth through age 2 who exited IDEA, Part C, programs on different bases in 2005–06?

Table 26. Percentage^a of infants and toddlers birth through age 2 exiting IDEA, Part C, by exit basis and state: 2005–06^b

State	Completion of IFSP ^c prior to reaching maximum age	Part B eligible	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	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Alabama	15.2	43.6	3.7	3.0	10.7	0.9	3.6	8.6	10.8
Alaska	8.2	43.4	4.3	3.8	5.6	1.0	9.0	13.0	11.7
Arizona	2.2	71.8	1.2	2.6	3.1	1.4	5.3	4.1	8.4
Arkansas	10.1	48.0	7.5	4.6	5.0	0.3	4.4	14.8	5.4
California	7.3	44.5	15.4	0.0	21.0	0.8	1.7	4.3	5.0
Colorado	7.5	51.4	5.9	3.8	2.2	1.2	7.4	10.7	9.9
Connecticut	13.7	43.6	6.4	4.6	7.6	0.2	4.2	12.7	6.9
Delaware	18.5	42.0	10.7	4.9	3.7	x	5.3	12.9	x
District of Columbia	9.7	5.8	2.1	x	50.8	x	7.9	7.6	14.9
Florida	18.7	47.4	2.8	9.9	0.2	0.5	0.0	10.1	10.5
Georgia	13.4	42.0	2.1	1.6	12.7	0.9	5.0	14.1	8.2
Hawaii	14.9	14.4	5.7	2.1	14.6	0.3	7.2	28.2	12.6
Idaho	21.0	43.5	5.5	3.4	2.5	1.1	7.1	9.2	6.7
Illinois	18.6	41.6	5.8	0.3	12.4	0.6	3.3	9.9	7.6
Indiana	27.9	19.6	9.9	5.0	3.5	0.8	3.6	19.7	10.1
Iowa	25.7	34.7	6.5	7.9	x	x	4.7	13.6	6.3
Kansas	25.5	48.0	1.5	4.0	2.1	0.7	5.4	8.4	4.4
Kentucky	15.0	49.3	1.6	3.4	12.2	0.4	4.6	9.2	4.2
Louisiana	10.5	34.3	1.9	3.9	13.8	0.3	9.7	16.6	9.0
Maine	11.0	77.5	x	0.0	2.4	x	3.1	4.3	1.3
Maryland	21.0	44.8	4.4	1.6	6.7	0.5	4.8	8.6	7.7

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Table 26. Percentage^a of infants and toddlers birth through age 2 exiting IDEA, Part C, by exit basis and state: 2005–06^b (continued)

State	Completion of IFSP ^c prior to reaching maximum age	Part B eligible	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	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Massachusetts	24.0	39.3	6.8	3.2	0.3	0.1	2.0	8.4	16.0
Michigan	7.3	30.6	12.9	8.7	10.2	0.7	7.6	11.3	10.7
Minnesota	11.6	82.1	0.0	0.0	0.0	x	3.2	2.3	x
Mississippi	9.6	35.3	13.6	11.8	7.3	0.7	9.0	9.1	3.7
Missouri	9.5	57.0	4.2	3.3	7.4	1.0	4.2	7.3	6.0
Montana	25.2	27.3	5.0	1.7	6.4	1.7	11.0	12.9	8.9
Nebraska	9.4	78.1	x	1.1	0.0	x	1.2	9.4	x
Nevada	5.2	43.6	1.6	3.3	16.4	1.2	9.7	5.4	13.7
New Hampshire	19.6	47.0	x	0.0	8.8	x	5.0	9.2	6.0
New Jersey	15.5	33.8	6.4	4.8	20.9	0.4	3.6	10.5	3.9
New Mexico	9.8	39.4	4.4	4.1	1.2	1.2	10.7	13.2	16.0
New York	15.1	49.0	8.1	3.6	12.0	0.2	2.9	5.4	3.6
North Carolina	5.7	43.6	10.9	0.2	5.8	0.6	5.3	20.7	7.2
North Dakota	0.0	51.7	8.4	12.0	x	x	10.6	10.3	4.6
Ohio	10.6	31.2	11.6	14.1	0.1	0.8	3.2	17.6	10.8
Oklahoma	14.0	29.0	5.2	1.6	8.8	0.6	6.2	18.1	16.4
Oregon	8.8	64.9	0.8	4.1	0.5	0.9	6.9	7.7	5.5
Pennsylvania	19.7	46.8	1.7	3.6	6.2	0.5	2.8	13.4	5.4
Rhode Island	20.2	39.5	8.5	2.5	2.7	0.4	6.9	9.7	9.6
South Carolina	14.3	34.2	3.4	3.0	17.1	0.9	6.2	11.0	9.8
South Dakota	0.8	53.7	12.7	5.0	5.4	0.7	6.0	12.3	3.5
Tennessee	13.6	35.6	4.1	2.7	19.5	0.9	4.8	10.1	8.6
Texas	13.0	29.3	6.1	2.7	18.2	0.5	4.1	14.3	11.7
Utah	15.6	41.5	1.5	7.0	11.9	0.6	4.7	11.7	5.4
Vermont	11.5	67.6	5.2	x	0.0	x	5.3	4.4	2.9
Virginia	23.6	35.0	6.8	8.1	5.2	0.5	5.4	8.1	7.3

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Table 26. Percentage^a of infants and toddlers birth through age 2 exiting IDEA, Part C, by exit basis and state: 2005–06^b (continued)

State	Completion of IFSP ^c prior to reaching maximum age	Part B eligible	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	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Washington	11.0	49.7	6.9	5.4	10.2	0.4	5.1	5.2	6.0
West Virginia	11.7	28.8	6.0	3.2	18.2	0.4	5.2	16.5	9.9
Wisconsin	20.2	39.0	5.9	2.8	10.4	0.2	3.0	8.0	10.6
Wyoming	14.0	48.5	4.2	5.6	x	x	12.0	7.1	7.6
All states	14.8	41.2	7.3	3.7	10.3	0.6	3.8	10.4	7.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report on Infants and Toddlers Exiting Part C,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category in the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category in all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories in all states, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The sum of row percentages may not total 100 because of rounding.

^bData are from a cumulative 12-month reporting period, which may vary from state to state.

^cIFSP refers to an individualized family service plan.

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

- In 2005–06, the most common basis for exiting Part C was *Part B eligible*. This basis accounted for the largest percentage of the infants and toddlers birth through age 2 exiting Part C programs for “All states” (41.2 percent). The percentage of those exiting Part C based on *completion of IFSP prior to reaching maximum age for Part C*, was the second largest for “All states” but was much smaller (14.8 percent).
- The exit basis *Part B eligible* accounted for more than 50 percent of the infants and toddlers birth through age 2 exiting Part C programs in 10 states. In 38 of the remaining 41 states, this exit basis accounted for less than 50 percent of the infants and toddlers exiting Part C programs but still accounted for relatively more of those exiting the program than any other basis.
- The exit basis *completion of IFSP prior to reaching maximum age for Part C* accounted for the largest percentage of infants and toddlers in Indiana (27.9 percent). In Hawaii, the exit basis *withdrawal by parent (or guardian)* was the most prevalent reason (28.2 percent). In the District of Columbia, the exit basis *Part B eligibility not determined* accounted for 50.8 percent of the infants and toddlers exiting Part C programs. In no other state did the exit basis *Part B eligibility not determined* account for more than 21 percent of the infants and toddlers exiting Part C programs.

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 children ages 3 through 5 served under IDEA, Part B, within each racial/ethnic group in 2006?

How did the percentages change between 2004 and 2006?

Table 27. Percentage^a of children ages 3 through 5 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	0.4	0.9	31.5	1.4	65.8	0.4	0.9	31.3	1.9	65.5
Alaska	32.1	3.6	4.7	4.4	55.3	30.7	3.8	4.2	4.9	56.4
Arizona	6.3	2.0	4.6	36.6	50.5	5.0	2.2	4.7	39.0	49.1
Arkansas	0.4	0.6	28.4	4.2	66.5	0.4	0.6	27.9	5.8	65.3
California	0.7	8.4	7.5	45.4	38.1	0.7	9.1	7.0	48.0	35.3
Colorado	1.2	2.3	5.2	26.4	65.0	1.0	2.6	4.9	28.9	62.6
Connecticut	0.4	2.4	12.3	16.4	68.5	0.5	3.3	11.6	17.5	67.1
Delaware	0.4	1.8	29.2	8.4	60.3	0.5	2.7	28.1	9.6	59.1
District of Columbia	x	x	78.1	12.4	x	0.0	x	79.1	12.1	x
Florida	0.4	1.6	23.4	20.5	54.2	0.2	1.8	23.1	22.7	52.2
Georgia	0.2	1.4	34.1	5.6	58.7	0.1	1.8	33.6	7.2	57.4
Hawaii	0.8	72.4	4.1	4.6	18.1	0.7	73.5	4.7	4.6	16.5
Idaho	1.3	1.3	1.1	12.9	83.4	2.1	1.7	1.0	13.0	82.3
Illinois	0.1	2.1	13.9	13.8	70.1	0.2	2.5	13.6	17.0	66.7
Indiana	0.2	0.8	9.0	4.0	86.1	0.2	1.0	9.4	5.0	84.5
Iowa	0.2	1.0	4.3	5.1	89.4	0.3	1.6	5.2	5.2	87.8
Kansas	1.3	1.3	7.9	10.1	79.3	1.2	1.5	7.6	10.3	79.4

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Table 27. Percentage^a of children ages 3 through 5 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006 (continued)

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Kentucky	0.3	0.6	9.3	1.6	88.2	0.1	0.7	8.7	2.1	88.4
Louisiana	0.6	0.8	41.2	1.6	55.9	1.0	0.8	39.3	1.4	57.6
Maine	0.9	0.5	0.9	0.4	97.2	0.6	1.0	1.5	1.0	95.9
Maryland	0.4	3.3	32.4	6.2	57.7	0.5	4.2	32.7	7.8	54.8
Massachusetts	0.4	4.0	7.3	11.7	76.7	0.3	4.2	7.1	13.7	74.8
Michigan	0.9	1.7	13.9	3.8	79.7	0.9	1.9	13.8	4.2	79.2
Minnesota	2.6	3.0	8.4	5.9	80.1	2.8	3.3	9.4	7.3	77.1
Mississippi	0.2	0.4	42.2	0.9	56.3	0.2	0.4	43.2	1.1	55.1
Missouri	0.2	1.0	12.2	2.0	84.6	0.2	1.3	11.9	2.5	84.1
Montana	15.1	1.1	1.2	2.5	80.1	15.9	1.2	1.6	2.6	78.7
Nebraska	2.2	1.8	5.2	9.8	81.0	2.0	1.4	5.6	11.5	79.5
Nevada	2.2	4.2	10.9	28.1	54.5	1.9	3.8	8.3	29.1	56.9
New Hampshire	0.5	1.4	2.0	2.5	93.6	0.5	2.2	2.3	2.6	92.5
New Jersey	0.1	4.7	13.6	15.3	66.3	0.2	5.7	12.8	17.0	64.3
New Mexico	12.4	0.7	2.2	51.3	33.5	12.3	0.8	3.0	48.2	35.7
New York	0.4	3.1	14.6	19.1	63.0	1.0	3.4	15.8	21.1	58.8
North Carolina	2.5	1.0	31.4	6.2	58.9	2.6	1.3	28.8	8.7	58.6
North Dakota	9.7	x	x	3.0	85.0	11.6	x	2.7	x	82.7
Ohio	0.1	1.0	12.1	2.5	84.3	0.1	1.3	12.8	2.8	83.0
Oklahoma	16.5	1.4	8.7	6.2	67.2	17.5	1.6	9.5	7.3	64.1
Oregon	1.9	2.8	3.1	16.2	75.9	2.4	3.3	3.1	19.0	72.3
Pennsylvania	0.4	1.4	13.1	5.6	79.6	0.4	1.7	14.1	6.3	77.5
Rhode Island	1.0	0.9	6.4	12.1	79.7	0.8	1.8	6.6	17.5	73.2
South Carolina	0.2	0.6	42.9	2.4	53.9	0.2	0.9	41.1	3.6	54.2
South Dakota	20.7	0.7	2.5	2.0	74.0	20.6	0.9	2.1	2.2	74.3
Tennessee	0.2	0.7	19.6	2.7	76.9	0.2	1.0	17.3	3.7	77.8

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Table 27. Percentage^a of children ages 3 through 5 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006 (continued)

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Texas	0.4	2.2	11.8	40.9	44.8	0.4	2.6	12.1	43.7	41.2
Utah	1.6	1.6	0.8	7.6	88.4	1.7	1.3	0.8	10.8	85.4
Vermont	x	1.0	x	x	96.8	x	1.6	x	x	95.1
Virginia	0.3	3.2	24.8	6.9	64.9	0.2	3.8	25.3	7.7	62.9
Washington	2.9	4.6	5.4	15.2	72.0	2.7	5.7	4.7	15.9	70.9
West Virginia	0.1	0.4	4.3	0.5	94.8	x	x	3.6	0.7	95.3
Wisconsin	1.3	1.5	9.2	6.4	81.6	1.5	1.9	9.8	8.3	78.5
Wyoming	4.9	0.9	1.4	10.6	82.1	4.1	0.8	1.8	9.9	83.5
All states	1.3	2.7	14.9	15.5	65.6	1.3	3.1	14.7	17.0	63.8

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2004 and 2006. Data for 2004 were updated as of July 30, 2005. Data for 2006 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group in the state by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all the racial/ethnic groups in the state for that year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the racial/ethnic group in all states by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all the racial/ethnic groups in all states for that year, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

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

- The percentage of children ages 3 through 5 served under *IDEA*, Part B, for each racial/ethnic group for “All states” was consistent between 2004 and 2006. The largest change over this period of time, observed for white (not Hispanic) children, equaled almost 2 percentage points.
- In 2006, some states had very distinct distributions of race/ethnicity of children ages 3 through 5 served under *IDEA*, Part B. For example, the District of Columbia reported that 79.1 percent of children were black (not Hispanic). New Mexico, California, Texas and Arizona reported that at least 39 percent of the children in 2006 were Hispanic. Alaska reported that 30.7 percent of the children were American Indian/Alaska Native, and Hawaii reported that 73.5 percent of children were Asian/Pacific Islander.
- Within each state, the distributions of children ages 3 through 5 served under *IDEA*, Part B, by race/ethnicity in 2004 and 2006 were approximately equal. In particular, only nine states were associated with a change of 3 percentage points or more between 2004 and 2006 for Hispanic and white (not Hispanic) children, with no changes for American Indian/Alaska Native, Asian/Pacific Islander or black (not Hispanic) children. A notable change was observed in New Mexico, where Hispanic children represented a smaller percentage of the children served under *IDEA*, Part B, in 2006 (48.2 percent) than in 2004 (51.3 percent). Conversely, in the three other states (Utah, Illinois and Rhode Island), there was an increase of 3 percentage points or more for Hispanic children. The percentage of children who were white (not Hispanic) decreased by at least 3 percentage points in seven states: Rhode Island, New York, Oregon, Texas, Illinois, Wisconsin and Oklahoma.

Part B Educational Environments

How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment in 2006?

Table 28. Percentage^a of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2006

State	In regular early childhood program ^b			Separate class ^d	Separate school ^d	Residential facility ^d	Home ^e	Service provider location ^f
	At least 80% ^c of the time	40% to 79% ^c of the time	Less than 40% ^c of the time					
Alabama	61.8	17.7	0.0	14.7	0.0	x	x	0.0
Alaska	52.9	16.4	20.2	x	0.0	0.0	x	0.0
Arizona	77.8	4.8	0.0	16.3	0.0	0.0	0.0	1.2
Arkansas	56.1	x	23.1	4.0	9.8	0.0	x	3.8
California	44.5	1.8	18.3	23.3	5.0	0.1	1.4	5.8
Colorado	48.1	31.5	18.3	0.0	0.0	0.0	x	x
Connecticut	76.5	3.4	x	17.3	0.0	0.0	0.0	x
Delaware	39.1	x	0.0	28.3	x	0.0	0.0	21.7
District of Columbia	—	—	—	—	—	—	—	—
Florida	39.3	7.2	35.7	15.2	1.4	x	x	0.9
Georgia	70.7	14.0	7.0	8.3	0.0	0.0	0.0	0.0
Hawaii	14.6	16.7	33.5	33.1	x	0.0	x	0.0
Idaho	47.1	9.0	3.9	35.5	x	0.0	0.0	x
Illinois	66.6	3.9	3.9	17.0	5.4	x	x	3.0
Indiana	37.8	4.1	2.9	39.1	x	0.0	x	13.7
Iowa	61.2	x	x	20.4	0.0	0.0	0.0	x
Kansas	47.8	12.1	7.7	32.4	0.0	0.0	0.0	0.0
Kentucky	56.7	2.7	x	38.3	0.0	0.0	x	0.0
Louisiana	44.1	29.4	0.0	26.5	0.0	0.0	0.0	0.0
Maine	68.8	0.0	x	0.0	x	0.0	0.0	0.0
Maryland	30.8	35.6	0.0	14.3	x	0.0	x	16.6
Massachusetts	68.0	26.2	x	3.7	x	0.0	0.0	0.0
Michigan	27.3	0.0	8.3	58.7	0.0	0.0	x	x
Minnesota	47.3	9.2	5.6	30.1	1.4	0.0	2.8	3.6
Mississippi	73.7	x	x	0.0	0.0	0.0	0.0	0.0
Missouri	55.6	x	x	x	x	0.0	x	0.0
Montana	85.2	6.8	x	x	0.0	0.0	0.0	0.0
Nebraska	62.1	3.6	28.3	0.0	0.0	0.0	6.0	0.0
Nevada	43.2	4.2	7.6	39.0	x	0.0	x	3.1
New Hampshire	65.9	0.0	x	22.0	0.0	0.0	0.0	x
New Jersey	39.1	3.9	22.9	28.8	4.1	0.0	x	x
New Mexico	70.4	5.8	21.2	0.0	x	0.0	0.0	x
New York	57.9	2.8	35.4	0.0	2.1	0.0	1.8	0.0
North Carolina	69.8	x	13.3	6.4	4.6	0.0	x	4.0
North Dakota	—	—	—	—	—	—	—	—
Ohio	x	x	0.0	70.0	0.0	0.0	0.0	0.0
Oklahoma	50.0	10.4	15.6	18.2	x	0.0	x	3.3

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Table 28. Percentage^a of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2006 (continued)

State	In regular early childhood program ^b			Separate class ^d	Separate school ^d	Residential facility ^d	Home ^e	Service provider location ^f
	At least 80% ^c of the time	40% to 79% ^c of the time	Less than 40% ^c of the time					
Oregon	60.9	7.2	3.7	27.7	0.0	0.0	x	x
Pennsylvania	55.1	7.2	6.7	17.7	1.7	0.0	5.3	6.4
Rhode Island	61.2	0.0	x	x	0.0	0.0	0.0	0.0
South Carolina	—	—	—	—	—	—	—	—
South Dakota	32.1	53.6	0.0	x	0.0	x	0.0	0.0
Tennessee	65.2	x	21.7	x	0.0	0.0	0.0	0.0
Texas	14.4	4.5	7.1	8.5	0.0	0.0	0.3	65.2
Utah	74.7	5.5	17.1	x	x	0.0	0.0	0.0
Vermont	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	4.4	7.5	55.7	31.6	x	0.0	x	0.0
Washington	57.1	14.9	7.0	16.9	x	0.0	0.0	x
West Virginia	x	0.0	0.0	x	0.0	0.0	0.0	0.0
Wisconsin	71.6	13.4	0.0	15.1	0.0	0.0	0.0	0.0
Wyoming	x	x	0.0	0.0	0.0	0.0	0.0	0.0
All states	44.2	5.4	16.9	18.0	2.8	#	1.0	11.7

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

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

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

^f*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a separate class, separate school or residential facility. This does not include children who receive special education and related services in the home.

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

— Percentage cannot be calculated because data were not available.

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

- In 2006, *in the regular early childhood program at least 80% of the time* was the most prevalent of the categories used to represent educational environments for children ages 3 through 5 served under *IDEA*, Part B, who were limited English proficient. The percentage for the 48 states (“All states”) for which data were available was 44.2 percent.
- Twenty-seven states for which data were available reported that a majority of children served under *IDEA*, Part B, who were limited English proficient were *in the regular early childhood program at least 80% of the time*. In addition, between 40 and 50 percent of children served were associated with this category in eight states: Oklahoma (50 percent), Colorado (48.1 percent), Kansas (47.8 percent), Minnesota (47.3 percent), Idaho (47.1 percent), California (44.5 percent), Louisiana (44.1 percent) and Nevada (43.2 percent).
- Several of the remaining states had somewhat distinctive distributions. In South Dakota and Maryland, the greatest percentage of children served who were limited English proficient (53.6 percent and 35.6 percent, respectively) were *in the regular early childhood program 40% to 79% of the time*. In Virginia, the majority of children (55.7 percent) were *in the regular early childhood program less than 40% of the time*. In Hawaii, the percentage of children who were *in the regular early childhood program less than 40% of the time* (33.5 percent) was the largest but virtually matched by the percentage of children in a *separate class*. A *separate class* was the most common environment for children in Ohio (70 percent), Michigan (58.7 percent) and Indiana (39.1 percent), whereas a *service provider location* was the most common environment in Texas (65.2 percent).

Part B Personnel

How did the states compare with regard to the following measures in 2005:

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

How did the percentages change between 2003 and 2005?

Table 29. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for children ages 3 through 5 per 100 children served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 children											
Alabama	8.9	8.6	0.2	8.4	7.9	0.4	-0.5	-0.7	0.2	-5.9	-8.2	85.6
Alaska	2.2	2.1	0.1	4.0	3.9	0.1	1.8	1.8	-0.1	78.3	84.6	-52.7
Arizona	9.7	7.3	2.4	12.9	10.7	2.2	3.2	3.4	-0.2	33.3	47.4	-8.3
Arkansas	4.6	4.1	0.5	6.1	5.2	1.0	1.5	1.0	0.5	32.2	25.2	88.6
California	3.4	3.0	0.4	3.2	2.9	0.4	-0.2	-0.1	#	-5.6	-4.6	-12.3
Colorado	2.5	1.8	0.7	2.7	2.0	0.7	0.2	0.2	#	9.8	12.8	1.8
Connecticut	0.5	0.5	0.0	0.3	0.3	0.0	-0.2	-0.2	0.0	-42.4	-42.4	0.0

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Table 29. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for children ages 3 through 5 per 100 children served; and ratio changes from one year to the next, by year, certification status and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 children											
Delaware	5.8	5.3	0.5	4.8	4.7	0.1	-1.0	-0.6	-0.5	-17.0	-11.1	-82.2
District of Columbia	1.3	1.0	0.3	1.0	1.0	0.0	-0.3	#	-0.3	-25.8	-1.1	-100.0
Florida	5.7	5.4	0.2	5.8	5.7	0.2	0.1	0.2	-0.1	2.5	4.3	-35.7
Georgia	3.0	2.6	0.4	3.4	2.9	0.5	0.5	0.3	0.2	16.5	12.0	50.1
Hawaii	9.8	9.8	0.0	10.4	9.8	0.6	0.7	0.1	0.6	6.9	0.6	—
Idaho	3.7	3.2	0.5	4.3	3.4	0.9	0.6	0.2	0.3	15.4	7.3	64.8
Illinois	3.7	3.6	0.1	3.6	3.5	0.1	-0.1	0.0	#	-2.1	-0.8	-37.9
Indiana	5.4	5.2	0.2	6.3	6.1	0.2	0.9	0.9	#	16.7	17.1	2.5
Iowa	5.6	5.6	0.0	7.1	7.1	0.0	1.5	1.5	0.0	27.0	27.0	0.0
Kansas	4.6	4.4	0.2	4.9	4.7	0.2	0.3	0.3	#	6.4	7.0	-0.8
Kentucky	1.6	1.4	0.2	1.5	1.4	0.1	-0.1	#	-0.1	-4.9	0.6	-41.8
Louisiana	8.0	6.0	2.0	8.9	7.3	1.6	0.9	1.3	-0.4	11.3	21.2	-18.9
Maine	7.5	7.5	0.0	6.3	6.3	0.0	-1.2	-1.2	0.0	-16.2	-16.2	0.0
Maryland	3.9	3.3	0.6	4.0	3.7	0.4	0.1	0.4	-0.2	3.3	11.4	-41.9
Massachusetts	—	—	—	—	—	—	—	—	—	—	—	—
Michigan	3.3	2.9	0.5	3.4	2.9	0.5	#	#	#	1.0	-0.4	9.4
Minnesota	3.6	3.6	0.1	2.2	2.1	0.1	-1.4	-1.5	#	-40.0	-41.5	66.1
Mississippi	9.4	7.5	1.9	7.6	7.2	0.5	-1.8	-0.4	-1.5	-19.4	-5.0	-76.1
Missouri	4.7	4.3	0.4	5.4	5.3	0.1	0.8	1.0	-0.3	16.6	24.2	-76.1
Montana	4.7	4.5	0.2	4.8	4.7	0.2	0.2	0.2	#	3.7	4.1	-6.3
Nebraska	3.2	3.2	0.0	5.7	5.6	0.1	2.6	2.5	0.1	80.4	78.3	376.4

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Table 29. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for children ages 3 through 5 per 100 children served; and ratio changes from one year to the next, by year, certification status and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 children											
Nevada	7.0	4.8	2.2	6.3	4.0	2.3	-0.7	-0.8	0.1	-9.9	-15.9	2.9
New Hampshire	—	—	—	5.0	3.9	1.1	—	—	—	—	—	—
New Jersey	5.4	5.3	0.2	5.6	5.5	0.1	0.2	0.3	-0.1	3.8	5.5	-46.4
New Mexico	5.6	5.2	0.4	5.1	4.8	0.3	-0.5	-0.4	-0.1	-8.8	-7.7	-24.2
New York	6.9	4.4	2.6	9.2	6.1	3.1	2.2	1.7	0.5	32.4	39.8	19.7
North Carolina	4.8	4.5	0.4	5.5	4.6	0.9	0.7	0.2	0.5	13.7	3.6	137.4
North Dakota	5.0	4.4	0.6	5.5	4.9	0.7	0.5	0.5	0.1	10.6	10.7	9.7
Ohio	6.4	6.2	0.2	5.8	5.7	0.1	-0.6	-0.5	-0.1	-9.4	-8.5	-38.8
Oklahoma	10.9	10.9	0.0	5.2	5.1	0.1	-5.7	-5.7	0.1	-52.0	-52.7	186.0
Oregon	2.2	2.1	0.1	2.1	2.0	0.1	-0.1	-0.2	#	-6.5	-8.2	30.4
Pennsylvania	5.3	5.2	0.1	5.9	5.8	0.1	0.7	0.6	0.1	12.6	11.5	101.0
Rhode Island	3.2	3.0	0.2	3.5	3.5	0.0	0.3	0.5	-0.2	9.6	18.4	-100.0
South Carolina	4.0	3.8	0.2	6.2	6.1	0.2	2.3	2.3	#	56.9	61.4	-22.6
South Dakota	3.9	3.5	0.4	4.0	3.8	0.2	0.1	0.3	-0.2	2.1	7.2	-44.3
Tennessee	4.0	3.9	0.1	7.5	7.3	0.2	3.4	3.4	#	85.2	86.7	35.4
Texas	2.3	2.0	0.3	2.6	2.0	0.5	0.3	#	0.3	12.8	-0.3	121.0
Utah	2.7	2.3	0.4	2.5	2.2	0.4	-0.2	-0.1	#	-6.2	-5.7	-6.2
Vermont	7.2	6.6	0.7	7.1	6.6	0.6	-0.1	#	-0.1	-0.7	-0.7	-11.4
Virginia	6.7	6.3	0.4	7.9	7.6	0.3	1.2	1.3	-0.1	17.6	20.2	-23.4
Washington	3.8	3.6	0.2	4.2	4.1	0.1	0.4	0.5	-0.1	10.2	12.5	-41.9
West Virginia	4.0	3.6	0.3	4.2	3.6	0.6	0.2	#	0.2	5.6	0.3	61.8

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Table 29. Ratio of full-time equivalent (FTE) *special education teachers* employed to provide special education services for children ages 3 through 5 per 100 children served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 children											
Wisconsin	4.3	4.1	0.2	4.4	4.3	0.0	#	0.2	-0.2	0.3	5.0	-85.5
Wyoming	2.9	2.3	0.5	2.9	2.1	0.9	0.1	-0.2	0.3	2.3	-10.5	56.7
All states	4.7	4.2	0.6	5.2	4.6	0.6	0.4	0.4	#	9.3	9.6	7.2

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2003 and 2005. Data for 2003 were updated as of July 30, 2005. Data for 2005 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2003 and 2005. Data for 2003 were updated as of July 31, 2004. Data for 2005 were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aTeachers who were fully certified for the position were either personnel who held appropriate state certification or licensure for the position held, or personnel who held positions for which no state requirements existed.

^bRatio for each state was calculated by dividing the number of total FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education services for children ages 3 through 5 in the state by the total number of children ages 3 through 5 served under *IDEA*, Part B, in the state for that year, then multiplying the result by 100. Ratio for "All states" was calculated by dividing the number of total FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education services for children ages 3 through 5 in all states with available data by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all states with available data for that year, then multiplying the result by 100.

^cChange between 2003 and 2005 was calculated for each state and "All states" by subtracting the ratio for 2003 from the ratio for 2005. Due to rounding, it may not be possible to reproduce this change from the values presented in the table.

^dPercent change between 2003 and 2005 was calculated for each state and "All states" by subtracting the ratio for 2003 from the ratio for 2005, dividing the difference by the ratio for 2003, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

— Ratio, ratio change or percent change cannot be calculated because data were not available.

Value was non-zero, but > -0.05 and < 0.05 (greater than -5/100 and less than 5/100 of 1 percent).

- In 2003, there were 4.7 total FTE *special education teachers* (fully certified and not fully certified) employed to provide special education services for children ages 3 through 5 per 100 children for the 49 states (“All states”) for which data were available. In 2005, the same measure for the 50 states (“All states”) for which data were available was 5.2. Given that states employ so few FTE not fully certified *special education teachers*, the ratios for total *special education teachers* primarily reflect the data for fully certified *special education teachers*.
- In 2003, there were 4.2 FTE fully certified *special education teachers* employed to provide special education services for children ages 3 through 5 per 100 children for the 49 states (“All states”) for which data were available. In 2005, the comparable measure for the 50 states (“All states”) with available data was 4.6.
- Several of the 49 states for which fully certified *special education teachers* data were available in both 2003 and 2005 were associated with large percent changes. Decreases in the numbers of these teachers per 100 students are reflected in the percent change decreases of 40 percent or more found for Oklahoma (-52.7 percent), Connecticut (-42.4 percent) and Minnesota (-41.5 percent). Similarly, increases in the numbers of teachers per 100 students are reflected in the percent change increases of more than 40 percent found for Tennessee (86.7 percent), Alaska (84.6 percent), Nebraska (78.3 percent), South Carolina (61.4 percent) and Arizona (47.4 percent). Of the states associated with a large percent change increase, only Arizona had a ratio in 2003 (7.3) that was greater than the ratio for “All states” for which data were available in 2003 (4.2). Of the states noted for a large percent change decrease, only one—Oklahoma—was associated with a ratio in 2003 (10.9) that was greater than the ratio for “All states” that reported data for 2003 (4.2).

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 students ages 6 through 21 served under IDEA, Part B, within each racial/ethnic group in 2006?

How did the percentages change between 2004 and 2006?

Table 30. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	0.6	0.3	43.2	1.3	54.5	0.6	0.4	43.1	1.8	54.0
Alaska	33.3	4.1	5.7	3.9	53.0	34.4	4.3	5.8	4.2	51.3
Arizona	7.9	1.3	6.2	36.6	48.0	7.8	1.4	6.6	38.3	46.0
Arkansas	0.7	0.5	26.7	3.7	68.4	0.8	0.6	26.2	4.9	67.5
California	0.9	5.9	12.3	45.5	35.4	0.9	6.2	11.9	47.3	33.7
Colorado	1.6	1.7	8.3	26.0	62.5	1.7	1.7	8.3	28.2	60.1
Connecticut	0.4	1.3	16.3	17.3	64.7	0.5	1.6	16.2	18.6	63.2
Delaware	0.2	0.8	39.8	7.7	51.5	x	x	39.3	8.6	50.9
District of Columbia	0.1	0.4	90.5	5.8	3.3	x	x	90.7	5.7	3.3
Florida	0.3	0.9	28.4	19.5	50.8	0.3	1.0	27.7	21.0	50.0
Georgia	0.1	1.1	40.5	5.4	52.9	0.1	1.2	40.7	6.7	51.3
Hawaii	0.6	76.3	2.5	3.5	17.1	0.7	77.1	2.6	3.6	15.9
Idaho	2.0	0.8	1.2	13.4	82.7	2.2	0.9	1.4	13.9	81.7
Illinois	0.1	1.4	24.1	14.2	60.2	0.2	1.5	24.0	15.9	58.5
Indiana	0.2	0.4	13.3	3.2	82.9	0.2	0.5	13.3	3.8	82.2
Iowa	0.7	0.9	7.9	4.7	85.9	0.6	0.9	8.7	5.7	84.1
Kansas	1.6	1.0	11.8	9.1	76.6	1.7	1.2	12.0	10.3	74.9

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Table 30. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006 (continued)

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Kentucky	0.2	0.3	12.6	1.1	85.9	0.1	0.3	12.5	1.4	85.6
Louisiana	0.7	0.5	52.5	1.2	45.1	0.8	0.5	48.8	1.3	48.6
Maine	0.7	0.5	1.5	0.7	96.5	1.0	0.8	2.1	1.1	95.0
Maryland	0.4	2.0	41.4	5.9	50.3	0.4	2.2	43.1	7.1	47.3
Massachusetts	0.4	2.1	11.5	14.4	71.5	0.4	2.4	10.8	16.1	70.4
Michigan	1.1	1.3	21.3	3.5	72.9	1.1	1.2	22.4	4.0	71.3
Minnesota	3.4	3.5	11.4	4.9	76.8	3.5	3.7	12.6	5.8	74.5
Mississippi	0.2	0.3	54.3	0.7	44.5	0.2	0.3	53.7	0.9	44.9
Missouri	0.3	0.6	20.9	1.7	76.5	0.4	0.7	21.1	2.0	75.8
Montana	14.7	0.8	1.1	2.6	80.9	15.3	0.8	1.3	2.8	79.9
Nebraska	2.5	1.1	8.7	8.7	79.1	2.5	1.1	8.9	10.2	77.4
Nevada	2.5	3.6	15.9	26.5	51.5	2.4	3.9	15.9	29.7	48.2
New Hampshire	0.4	0.6	1.3	2.2	95.7	0.4	0.7	1.5	2.6	94.8
New Jersey	0.2	2.7	21.5	16.3	59.5	0.2	2.9	21.1	17.3	58.5
New Mexico	12.6	0.6	3.3	53.4	30.1	12.1	0.7	3.3	54.6	29.4
New York	0.6	2.5	23.5	20.7	52.8	0.6	2.6	23.6	21.6	51.6
North Carolina	1.8	0.8	36.4	4.9	56.1	1.7	0.9	35.9	6.4	55.1
North Dakota	10.3	0.6	1.3	2.4	85.4	10.9	0.6	2.2	2.2	84.2
Ohio	0.2	0.5	20.2	2.0	77.1	0.2	0.5	19.8	2.2	77.2
Oklahoma	16.6	1.0	13.6	5.5	63.2	17.7	0.9	13.3	6.6	61.5
Oregon	2.6	2.2	3.9	12.0	79.3	3.1	2.5	4.4	14.6	75.4
Pennsylvania	0.2	0.9	17.3	5.9	75.8	0.2	1.0	17.8	6.6	74.5
Rhode Island	0.8	1.4	7.7	14.6	75.6	0.9	1.4	8.7	17.0	72.0
South Carolina	0.2	0.4	46.9	1.9	50.6	0.2	0.5	45.6	2.6	51.0
South Dakota	17.7	0.8	1.8	2.0	77.6	17.5	0.8	2.3	2.6	76.8
Tennessee	0.1	0.4	28.0	1.7	69.7	0.2	0.5	27.0	2.5	69.8

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Table 30. Percentage^a of students ages 6 through 21 served under IDEA, Part B, by year, race/ethnicity and state: Fall 2004 and fall 2006 (continued)

State	2004					2006				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Texas	0.4	1.1	18.4	40.7	39.4	0.4	1.3	18.8	42.2	37.4
Utah	2.5	2.0	1.8	12.4	81.4	2.4	1.9	1.9	14.3	79.5
Vermont	0.6	0.5	1.2	0.4	97.3	0.4	0.6	1.8	0.7	96.4
Virginia	0.3	2.1	31.5	6.3	59.9	0.3	2.3	32.1	7.2	58.1
Washington	4.0	4.6	7.8	12.7	71.0	4.0	4.7	7.7	14.1	69.5
West Virginia	0.1	0.3	5.3	0.5	93.8	0.1	0.3	5.4	0.6	93.6
Wisconsin	2.3	2.2	15.2	5.3	75.0	2.2	2.2	15.4	6.3	73.9
Wyoming	4.7	0.6	1.5	9.2	83.9	5.0	x	x	10.0	82.6
All states	1.4	2.1	20.8	16.2	59.6	1.4	2.2	20.6	17.3	58.5

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2004 and 2006. Data for 2004 were updated as of July 30, 2005. Data for 2006 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group in the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all the racial/ethnic groups in the state for that year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the racial/ethnic group in all states by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all the racial/ethnic groups in all states for that year, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

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

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, for each racial/ethnic group for “All states” was consistent between 2004 and 2006. The largest changes were a 1.1 percent increase observed for Hispanic students and a 1.1 percent decrease observed for white (not Hispanic) students.
- Marked differences were observed among the states regarding the racial/ethnic distributions of students ages 6 through 21 served under *IDEA*, Part B, in 2006. For example, the District of Columbia and Mississippi reported that 90.7 percent and 53.7 percent, respectively, of the students were black (not Hispanic). Alaska reported that 34.4 percent of the students were American Indian/Alaska Native. Hawaii reported that 77.1 percent of the students were Asian/Pacific Islander. New Mexico (54.6 percent), California (47.3 percent), Texas (42.2 percent) and Arizona (38.3 percent) reported that at least 35 percent of their students were Hispanic.
- The distributions of students ages 6 through 21 served under *IDEA*, Part B, by race/ethnicity in 2004 and 2006 within each state were generally consistent. In fact, only five states (Louisiana, Nevada, Oregon, Rhode Island and Maryland) were associated with a change of 3 percentage points or more between 2004 and 2006 for any particular racial/ethnic group, and no changes of this size were observed for American Indian/Alaska Native or Asian/Pacific Islander students. The notable changes included black (not Hispanic) students who represented a larger percentage of students in Louisiana in 2004 (52.5 percent) than in 2006 (48.8 percent). In Nevada, Hispanic students represented a larger percentage of the students in 2006 (29.7 percent) than in 2004 (26.5 percent). Between 2004 and 2006, the percentage of students who were white (not Hispanic) decreased in Oregon, Rhode Island, Nevada and Maryland. Conversely, in Louisiana the percentage of students who were white (not Hispanic) increased from 2004 to 2006.

How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, under the category of autism in 2006?

How did the percentages change between 2004 and 2006?

Table 31. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of autism, by year and state: Fall 2004 and fall 2006

State	2004 Percent	2006 Percent	Change between 2004 and 2006 ^b	Percent change between 2004 and 2006 ^c
Alabama	1.9	2.7	0.8	44.7
Alaska	2.2	2.9	0.7	31.5
Arizona	2.5	3.6	1.1	42.9
Arkansas	2.1	2.8	0.7	32.7
California	3.7	5.1	1.4	38.4
Colorado	1.5	2.3	0.8	53.9
Connecticut	3.7	5.4	1.7	47.7
Delaware	2.6	3.4	0.7	27.9
District of Columbia	1.6	2.1	0.6	36.5
Florida	1.9	2.5	0.6	31.9
Georgia	2.7	3.9	1.2	45.0
Hawaii	3.5	4.6	1.1	32.1
Idaho	2.8	4.0	1.3	45.3
Illinois	2.4	3.3	0.8	34.6
Indiana	3.6	4.6	1.1	30.0
Iowa	1.8	1.7	-0.1	-7.4
Kansas	2.1	2.7	0.6	31.0
Kentucky	1.8	2.3	0.5	30.0
Louisiana	2.1	2.5	0.4	20.5
Maine	3.0	4.4	1.4	46.5
Maryland	4.1	5.4	1.3	32.5
Massachusetts	3.1	4.0	0.9	28.1
Michigan	3.4	4.5	1.1	33.1
Minnesota	6.1	8.3	2.2	35.9
Mississippi	1.2	1.5	0.3	21.8
Missouri	2.5	3.5	1.0	41.6
Montana	1.5	1.9	0.4	29.7
Nebraska	1.7	2.6	0.9	51.3
Nevada	2.7	3.9	1.2	44.0
New Hampshire	2.4	3.2	0.8	34.7
New Jersey	2.5	3.4	0.8	32.0
New Mexico	0.9	1.5	0.6	60.0
New York	2.8	3.6	0.8	28.1
North Carolina	2.8	3.8	1.0	36.6
North Dakota	1.9	2.7	0.9	46.1

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Table 31. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of autism, by year and state: Fall 2004 and fall 2006 (continued)

State	2004 Percent	2006 Percent	Change between 2004 and 2006 ^b	Percent change between 2004 and 2006 ^c
Ohio	2.6	3.7	1.1	40.2
Oklahoma	1.3	1.8	0.5	37.2
Oregon	6.3	7.9	1.6	25.3
Pennsylvania	2.7	3.7	1.0	35.9
Rhode Island	2.4	3.7	1.3	55.7
South Carolina	1.5	2.1	0.6	40.8
South Dakota	2.5	3.2	0.7	26.4
Tennessee	1.8	2.7	0.8	45.1
Texas	2.6	3.7	1.1	40.6
Utah	2.4	3.7	1.2	50.5
Vermont	2.5	2.6	0.2	7.0
Virginia	2.7	3.8	1.1	39.5
Washington	3.1	4.3	1.2	38.5
West Virginia	1.3	1.8	0.5	37.5
Wisconsin	3.4	4.5	1.0	30.4
Wyoming	1.7	2.5	0.8	44.5
All states	2.7	3.7	1.0	36.0

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2004 and 2006. Data for 2004 were updated as of July 30, 2005. Data for 2006 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

^cPercent change between 2004 and 2006 was calculated for each state and "All states" by subtracting the percentage for 2004 from the percentage for 2006, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

- The percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* for "All states" increased from 2.7 percent in 2004 to 3.7 percent in 2006.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* was greater in 2006 than in 2004 in all states except Iowa, which reported that the students served under the category of *autism* represented a smaller percentage of the students served under *IDEA*, Part B, in 2006 (1.7 percent) than in 2004 (1.8 percent).
- Of the 50 states associated with an increase in the percentage of students served under the category of *autism*, only Vermont was associated with a percent change increase of less than 20 percent (7 percent).

- Particularly large percent change increases (50 percent or more) in the relative number of students ages 6 through 21 served under *IDEA*, Part B, under the category of *autism* were found between 2004 and 2006 in five states. Specifically, the percentage increased in Utah from 2.4 percent to 3.7 percent, in Nebraska from 1.7 percent to 2.6 percent, in Colorado from 1.5 percent to 2.3 percent, in Rhode Island from 2.4 percent to 3.7 percent and in New Mexico from 0.9 percent to 1.5 percent. However, it is important to note that while these percentage increases are quite large, the percentage of students served under *IDEA*, Part B, under the category of *autism* in 2004 for each of these states was smaller than the percentage for “All states” in 2004 (2.7 percent).

Part B Educational Environments

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment in 2006?

Table 32. Percentage^a of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2006

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
Alabama	71.1	22.7	4.8	x	0.9	x	0.0	0.0
Alaska	56.9	31.8	9.8	0.7	0.2	0.2	0.4	0.0
Arizona	50.3	36.9	12.5	0.2	0.0	0.1	0.0	0.0
Arkansas	48.1	37.0	13.6	x	0.7	0.3	x	0.0
California	47.6	20.8	28.0	3.2	0.0	0.1	0.3	0.1
Colorado	61.2	26.6	10.9	0.7	x	x	x	0.0
Connecticut	75.4	17.5	5.8	0.9	x	x	0.0	0.0
Delaware	45.4	31.5	22.2	x	0.0	0.0	x	0.0
District of Columbia	—	—	—	—	—	—	—	—
Florida	56.6	21.6	20.8	0.3	0.0	0.4	0.2	0.1
Georgia	62.1	24.7	12.5	0.1	0.2	0.0	0.2	0.2
Hawaii	12.9	48.3	35.8	2.7	0.0	x	x	x
Idaho	55.9	37.0	6.7	x	0.0	x	x	0.0
Illinois	44.6	28.2	24.0	3.1	0.1	x	x	0.1
Indiana	59.3	25.7	13.5	0.5	0.3	x	x	0.6
Iowa	52.5	40.3	5.8	1.0	x	x	x	x
Kansas	58.1	36.0	x	x	0.0	0.0	0.0	0.0
Kentucky	71.7	17.7	10.0	0.0	0.0	0.6	0.0	0.0
Louisiana	64.8	21.8	13.4	0.0	0.0	0.0	0.0	0.0
Maine	46.4	31.9	16.3	4.2	x	x	0.0	0.0
Maryland	63.7	13.1	19.1	3.9	x	x	0.0	x
Massachusetts	40.6	29.1	27.9	2.1	0.1	x	x	0.1
Michigan	54.2	22.0	20.8	2.5	0.0	0.0	0.0	0.4
Minnesota	63.0	28.1	8.0	0.8	x	x	0.0	0.0
Mississippi	68.7	19.1	12.2	0.0	0.0	0.0	0.0	0.0
Missouri	49.7	33.3	13.2	x	0.0	0.0	0.0	x
Montana	48.2	35.1	14.9	x	x	0.0	1.5	x
Nebraska	64.8	27.2	6.7	0.9	0.0	x	x	0.0
Nevada	54.2	32.5	12.8	0.4	0.0	x	x	x
New Hampshire	62.3	18.9	16.1	x	x	x	0.0	x
New Jersey	38.1	30.1	16.7	3.0	x	0.3	x	11.7
New Mexico	49.5	29.5	19.6	0.8	x	0.3	x	x
New York	48.2	7.1	37.4	5.0	0.1	0.2	0.1	1.9
North Carolina	62.0	22.2	15.2	0.5	0.0	0.2	0.0	0.0

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Table 32. Percentage^a of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2006 (continued)

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
North Dakota	71.3	24.0	x	0.0	x	0.0	0.0	0.0
Ohio	49.8	38.6	10.6	x	x	0.4	0.0	0.3
Oklahoma	47.1	41.2	10.7	0.5	x	x	0.2	x
Oregon	75.4	17.2	7.0	0.3	x	x	0.0	x
Pennsylvania	36.3	43.9	17.3	2.2	x	x	x	0.0
Rhode Island	73.5	—	22.7	0.0	0.0	x	0.0	0.0
South Carolina	—	—	—	—	—	—	—	—
South Dakota	68.9	22.8	5.4	1.7	x	x	x	0.0
Tennessee	58.7	32.4	x	x	0.0	0.0	0.0	0.0
Texas	53.8	34.6	11.0	0.1	0.0	0.4	0.1	0.0
Utah	48.5	37.0	13.3	0.9	x	x	0.3	0.0
Vermont	73.4	x	x	0.0	0.0	0.0	0.0	0.0
Virginia	6.6	25.5	66.6	0.9	0.1	0.3	0.0	0.0
Washington	50.9	41.0	8.1	x	0.0	x	x	x
West Virginia	75.7	19.1	5.2	0.0	0.0	0.0	0.0	0.0
Wisconsin	52.7	36.7	9.7	0.5	0.3	x	x	0.1
Wyoming	46.3	45.2	4.9	2.8	x	x	0.0	0.0
All states	50.8	26.0	20.9	1.8	#	0.2	0.1	0.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

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

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

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

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

— Percentage cannot be calculated because data were not available.

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

- A regular class for some proportion of the day was the educational environment for 90 percent or more of the students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient in 47 of the 49 states that reported data for 2006.
- For the 49 states (“All states”) for which data were available, the percentage of students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient and associated with the *inside the regular class 80% or more of the day* category was 50.8 percent.
- Thirty-one states reported that a majority of students served who were limited English proficient were *inside the regular class 80% or more of the day*. In 14 other states, between 40 and 50 percent of students were associated with the *inside the regular class 80% or more of the day* category. The three remaining states were: Virginia, Hawaii and Pennsylvania.
- In Virginia, the majority of students served who were limited English proficient (66.6 percent) were *inside the regular class less than 40% of the day*. In Hawaii and Pennsylvania, the largest percentage of students (48.3 percent and 43.9 percent, respectively) were *inside the regular class no more than 79% of the day and no less than 40% of the day*.

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, under the category of emotional disturbance by educational environment in 2006?

Table 33. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of emotional disturbance, by educational environment and state: Fall 2006

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
Alabama	63.6	15.2	7.2	3.7	7.6	1.7	1.1	0.0
Alaska	29.5	26.9	21.6	16.4	x	x	3.2	0.0
Arizona	32.5	20.6	30.8	14.2	0.3	0.8	0.7	0.0
Arkansas	30.5	33.0	21.1	7.5	4.1	1.9	1.9	0.0
California	20.5	14.6	40.2	21.4	0.0	1.2	2.0	0.2
Colorado	41.6	22.0	18.2	8.9	5.9	1.1	2.3	0.0
Connecticut	37.5	13.8	19.4	19.1	6.4	0.6	3.0	0.2
Delaware	35.0	14.7	27.1	16.0	2.7	x	2.5	x
District of Columbia	—	—	—	—	—	—	—	—
Florida	33.7	16.4	39.5	4.9	0.2	0.3	4.9	0.2
Georgia	44.2	23.2	23.8	4.9	1.6	0.5	1.8	0.0
Hawaii	19.4	29.3	41.1	4.9	2.6	x	1.5	x
Idaho	41.8	22.9	19.2	10.0	1.7	0.7	3.6	0.0
Illinois	24.9	20.3	23.3	27.9	1.5	0.4	1.7	0.1
Indiana	41.0	20.5	26.4	4.7	3.1	2.3	1.4	0.6
Iowa	54.6	31.0	9.2	2.9	0.7	x	x	1.1
Kansas	43.9	26.6	11.0	12.8	1.4	0.4	3.3	0.6
Kentucky	40.7	20.1	25.2	5.3	2.0	3.9	2.8	0.0
Louisiana	35.6	22.8	32.1	0.0	5.6	2.3	x	x
Maine	38.8	26.2	18.5	12.9	2.7	0.6	x	x
Maryland	31.9	11.5	25.6	28.4	0.9	0.7	0.8	0.1
Massachusetts	26.7	13.8	26.1	29.4	3.1	0.2	0.6	0.1
Michigan	34.9	27.0	25.0	9.4	2.6	0.3	0.4	0.4
Minnesota	51.3	21.4	14.6	11.4	0.8	0.5	0.0	0.0
Mississippi	41.0	23.3	26.4	3.9	4.2	x	x	0.0
Missouri	35.6	27.6	19.3	11.7	x	2.0	3.5	x
Montana	34.2	31.5	24.4	4.2	4.2	x	0.9	x
Nebraska	58.2	18.1	11.6	10.5	0.9	x	x	0.0
Nevada	42.3	23.6	25.1	5.9	x	0.7	2.2	x
New Hampshire	58.0	13.7	9.0	11.6	6.7	x	0.8	x
New Jersey	26.5	18.8	21.2	26.9	0.9	2.2	3.2	0.3
New Mexico	32.5	21.7	35.0	x	5.8	1.7	1.8	x
New York	23.8	10.0	40.2	15.1	6.3	2.8	1.2	0.7
North Carolina	41.5	23.0	26.7	4.2	0.9	3.0	x	x
North Dakota	68.9	17.0	4.9	1.4	5.0	0.6	1.6	0.6
Ohio	28.9	20.1	27.3	16.9	2.6	2.2	1.7	0.3

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Table 33. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of *emotional disturbance*, by educational environment and state: Fall 2006 (continued)

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
Oklahoma	35.0	34.5	24.1	1.7	1.8	1.8	x	x
Oregon	48.7	17.4	23.3	6.9	0.9	0.9	1.8	0.1
Pennsylvania	31.4	27.4	20.3	16.7	2.7	0.5	1.1	0.0
Rhode Island	33.5	12.1	30.2	18.0	5.0	x	x	0.4
South Carolina	—	—	—	—	—	—	—	—
South Dakota	46.5	23.2	17.3	5.0	6.0	x	x	0.0
Tennessee	45.3	20.9	24.5	6.9	0.3	1.8	x	x
Texas	49.0	25.2	19.9	2.4	0.1	1.3	2.1	0.0
Utah	35.4	26.2	29.3	4.1	x	x	2.6	0.0
Vermont	53.3	10.9	14.5	16.4	3.7	x	x	0.4
Virginia	11.9	21.2	47.0	14.6	3.2	2.1	0.0	0.0
Washington	31.1	33.5	26.7	5.1	1.1	0.6	1.8	0.1
West Virginia	49.1	28.8	14.6	0.2	1.5	3.6	2.1	0.0
Wisconsin	46.2	32.2	16.1	2.6	0.5	0.4	1.8	0.2
Wyoming	32.0	31.2	20.8	3.1	9.7	x	2.7	x
All states	35.1	20.8	26.6	12.3	2.1	1.2	1.7	0.2

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

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

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

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

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

— Percentage cannot be calculated because data were not available.

- In 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were *inside the regular class 80% or more of the day* was 35.1 percent. For those *inside the regular class no more than 79% of the day and no less than 40% of the day*, it was 20.8 percent. For those *inside the regular class less than 40% of the day*, it was 26.6 percent. These numbers apply to the 49 states (“All states”) for which data were available.
- Fifteen of the 49 states that reported data in all three categories associated with regular school indicated that regular class for some amount of the school day was the educational environment for more than 90 percent of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance*. An additional 21 states reported that a regular class for some amount of the day was the educational environment for 80 percent to 90 percent of such students.
- A majority of the students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in North Dakota (68.9 percent), Alabama (63.6 percent), Nebraska (58.2 percent), New Hampshire (58 percent), Iowa (54.6 percent), Vermont (53.3 percent) and Minnesota (51.3 percent) were *inside the regular class at least 80% of the day*. In 15 other states, between 40 and 50 percent of students were reported under this category.
- In Virginia (47 percent), Hawaii (41.1 percent), California (40.2 percent) and New York (40.2 percent), between 40 and 50 percent of students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* were *inside the regular class less than 40% of the day*.
- The category representing a *separate school* was identified as the educational environment for at least 20 percent but no more than 30 percent of the students ages 6 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in Massachusetts (29.4 percent), Maryland (28.4 percent), Illinois (27.9 percent), New Jersey (26.9 percent) and California (21.4 percent).

How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, under the category of intellectual disabilities, by educational environment in 2006?

Table 34. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of intellectual disabilities, by educational environment and state: Fall 2006

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
Alabama	40.9	30.9	22.7	4.0	0.9	0.3	0.3	0.1
Alaska	9.4	25.8	63.0	1.3	0.0	x	x	0.0
Arizona	6.6	15.8	72.7	4.1	x	0.7	x	0.0
Arkansas	14.4	46.5	35.0	1.7	1.6	0.4	x	x
California	6.9	11.5	70.1	11.1	0.0	0.3	0.1	0.0
Colorado	19.6	36.5	40.5	1.7	0.9	x	x	0.0
Connecticut	39.9	41.2	7.6	8.2	1.8	0.5	0.6	0.2
Delaware	14.2	25.0	49.6	9.4	0.5	0.5	0.5	0.4
District of Columbia	—	—	—	—	—	—	—	—
Florida	9.8	17.0	66.0	5.3	0.1	0.5	1.1	0.3
Georgia	18.1	24.7	54.9	0.7	0.6	0.4	0.6	0.0
Hawaii	5.6	21.1	72.2	0.5	x	x	x	x
Idaho	16.1	40.1	40.2	2.9	x	x	x	x
Illinois	5.5	21.3	58.6	13.8	0.3	0.2	0.2	0.1
Indiana	20.1	32.2	44.4	1.0	0.7	0.7	0.4	0.5
Iowa	54.6	30.9	9.2	3.0	0.7	0.1	0.3	1.1
Kansas	13.9	45.8	35.4	3.3	0.4	0.2	0.3	0.7
Kentucky	37.4	38.0	22.5	0.8	0.2	0.9	0.2	0.1
Louisiana	19.3	25.2	51.4	0.0	2.2	1.3	0.2	0.4
Maine	10.6	31.7	55.7	x	x	0.0	0.0	0.0
Maryland	10.4	19.1	58.4	11.6	0.1	0.2	0.2	0.1
Massachusetts	15.7	25.6	52.5	5.0	0.9	0.1	0.1	0.1
Michigan	9.1	22.2	52.7	15.2	0.3	0.1	0.1	0.4
Minnesota	10.1	40.3	40.8	8.2	0.2	0.5	0.0	0.0
Mississippi	15.0	23.9	58.1	1.0	1.6	x	x	0.0
Missouri	6.9	37.8	43.1	10.8	0.0	0.6	0.5	0.2
Montana	12.2	34.5	52.1	x	x	x	0.0	0.5
Nebraska	34.6	35.5	25.2	4.0	0.3	x	x	0.0
Nevada	6.3	22.7	66.0	4.6	0.0	x	x	x
New Hampshire	48.5	25.6	18.5	3.8	x	x	0.0	0.0
New Jersey	6.8	20.4	51.2	20.1	0.2	0.7	0.3	0.4
New Mexico	9.2	21.3	65.4	3.7	0.0	x	0.0	x
New York	6.4	12.8	60.1	18.6	0.9	0.2	0.1	0.9
North Carolina	13.4	26.7	55.3	3.3	0.3	0.8	0.1	0.0
North Dakota	20.2	53.1	22.2	1.6	1.6	x	0.0	x

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Table 34. Percentage^a of students ages 6 through 21 served under IDEA, Part B, under the category of *intellectual disabilities*, by educational environment and state: Fall 2006 (continued)

State	Inside the regular class			Separate school ^c	Residential facility ^c	Homebound/hospital ^d	Correctional facility ^e	Parentally placed in private school ^f
	80% or more ^b of the day	40% to 79% ^b of the day	Less than 40% ^b of the day					
Ohio	24.0	47.3	26.5	0.7	0.3	0.4	0.4	0.4
Oklahoma	11.5	46.2	40.1	0.9	0.6	0.5	x	x
Oregon	15.8	25.8	54.9	2.5	0.1	0.3	0.2	0.3
Pennsylvania	10.6	36.7	45.3	6.5	0.5	0.2	0.1	0.0
Rhode Island	21.2	7.8	66.1	3.2	1.2	x	0.0	x
South Carolina	—	—	—	—	—	—	—	—
South Dakota	15.4	54.2	25.8	2.8	x	x	0.0	0.0
Tennessee	42.6	19.4	35.7	1.6	x	0.6	0.0	x
Texas	5.4	25.6	66.4	1.8	0.2	0.4	0.1	0.0
Utah	9.2	22.0	57.1	10.7	0.4	0.3	0.2	0.0
Vermont	45.2	19.6	30.0	3.8	0.7	0.5	x	x
Virginia	30.3	43.6	21.2	2.7	0.8	1.3	0.0	0.0
Washington	5.9	35.2	57.5	1.2	x	x	0.1	x
West Virginia	22.6	46.7	28.2	x	0.4	1.6	0.3	x
Wisconsin	8.2	40.2	47.7	2.8	0.3	0.4	0.3	0.2
Wyoming	5.4	36.4	51.1	2.1	4.0	x	x	0.0
All states	15.9	28.7	48.4	5.6	0.4	0.5	0.3	0.2

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2006. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

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

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

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

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

— Percentage cannot be calculated because data were not available.

- In 2006, the percentage of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* who were *inside the regular class 80% or more of the day* was 15.9 percent. For those *inside the regular class no more than 79% of the day and no less than 40% of the day*, it was 28.7 percent. For those *inside the regular class less than 40% of the day*, it was 48.4 percent. These numbers apply to the 49 states (“All states”) for which data were available.
- Thirty-nine of the 49 states that reported data in all three categories associated with time spent in a regular class indicated that a regular class for some part of the school day was the educational environment for more than 90 percent of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities*. An additional 10 states reported a regular class for some part of the school day as the educational environment for 78 percent to 90 percent of such students.
- In Iowa, the majority (54.6 percent) of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* were *inside the regular class 80% or more of the day*. The next largest percentages of students (between 40 and 50 percent) who were *inside the regular class 80% or more of the day* were reported by New Hampshire (48.5 percent), Vermont (45.2 percent), Tennessee (42.6 percent) and Alabama (40.9 percent).
- The majority of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* in South Dakota (54.2 percent) and North Dakota (53.1 percent) were *inside the regular class no more than 79% of the day and no less than 40% of the day*. Between 40 and 50 percent of such students were associated with the same category for 10 states.
- Twenty-five states reported that a majority of students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* were *inside the regular class less than 40% of the day*. Notably, more than 70 percent of such students were *inside the regular class less than 40% of the day* in Arizona (72.7 percent), Hawaii (72.2 percent) and California (70.1 percent).
- A *separate school* was identified as the education environment for at least 10 percent but no more than 21 percent of the students ages 6 through 21 served under *IDEA*, Part B, under the category of *intellectual disabilities* in eight of the 49 states for which data were available. The eight states were: New Jersey (20.1 percent), New York (18.6 percent), Michigan (15.2 percent), Illinois (13.8 percent), Maryland (11.6 percent), California (11.1 percent), Missouri (10.8 percent) and Utah (10.7 percent).

Part B Exiting

How did the states compare with regard to the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by graduating or dropping out in 2005–06?

How did the percentages change between 2003–04 and 2005–06?

Table 35. Percentage^a 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: 2003–04^b and 2005–06^b

State	2003–04 Percent		2005–06 Percent		Change between 2003–04 and 2005–06 ^c		Percent change between 2003–04 and 2005–06 ^d	
	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f
Alabama	18.1	38.3	24.1	36.3	6.0	-2.0	32.9	-5.1
Alaska	55.8	40.0	44.2	39.6	-11.6	-0.4	-20.8	-1.1
Arizona	53.3	44.5	50.4	46.4	-2.9	1.9	-5.4	4.3
Arkansas	81.4	16.2	78.8	19.3	-2.6	3.1	-3.2	19.0
California	63.1	29.8	59.6	32.5	-3.5	2.6	-5.5	8.9
Colorado	56.5	38.2	66.9	20.6	10.3	-17.6	18.3	-46.0
Connecticut	65.6	30.9	78.2	18.2	12.6	-12.7	19.2	-41.2
Delaware	63.1	29.1	66.6	25.8	3.5	-3.3	5.5	-11.5
District of Columbia	20.5	67.2	—	—	—	—	—	—
Florida	40.6	29.0	41.5	29.0	0.9	-0.1	2.3	-0.2
Georgia	32.5	26.7	30.9	32.1	-1.6	5.5	-4.8	20.5
Hawaii	67.4	17.8	82.7	x	15.3	x	22.8	x
Idaho	65.3	31.7	54.8	31.6	-10.5	-0.1	-16.1	-0.2
Illinois	70.8	26.7	72.5	24.5	1.6	-2.3	2.3	-8.5
Indiana	39.2	49.6	47.2	38.7	8.0	-10.9	20.4	-22.0
Iowa	67.5	28.3	69.4	26.3	1.9	-2.1	2.9	-7.3
Kansas	66.7	31.6	71.6	27.0	4.9	-4.5	7.4	-14.4
Kentucky	57.3	35.6	64.0	27.9	6.7	-7.7	11.7	-21.6
Louisiana	22.9	54.2	27.2	45.4	4.4	-8.8	19.0	-16.2
Maine	64.6	30.9	65.4	29.6	0.8	-1.4	1.3	-4.4
Maryland	60.0	29.3	58.3	29.7	-1.6	0.3	-2.7	1.2

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Table 35. Percentage^a 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: 2003–04^b and 2005–06^b (continued)

State	2003–04 Percent		2005–06 Percent		Change between 2003–04 and 2005–06 ^c		Percent change between 2003–04 and 2005–06 ^d	
	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f
Massachusetts	48.4	47.7	68.0	25.1	19.6	-22.6	40.4	-47.4
Michigan	54.1	39.8	72.9	25.3	18.9	-14.5	34.9	-36.4
Minnesota	70.6	28.9	74.4	25.0	3.9	-3.9	5.5	-13.5
Mississippi	20.8	36.7	24.6	20.8	3.8	-15.9	18.5	-43.4
Missouri	65.5	32.4	69.7	27.6	4.2	-4.7	6.4	-14.6
Montana	62.7	34.3	68.7	30.3	6.0	-4.0	9.5	-11.6
Nebraska	18.3	80.9	74.3	19.3	56.0	-61.6	305.8	-76.1
Nevada	19.1	34.4	20.9	36.1	1.8	1.7	9.6	4.9
New Hampshire	52.0	46.8	51.9	46.5	-0.1	-0.2	-0.1	-0.5
New Jersey	73.8	24.1	74.5	23.7	0.7	-0.5	0.9	-1.9
New Mexico	47.8	27.8	55.7	x	7.8	x	16.4	x
New York	48.4	29.9	47.4	31.2	-0.9	1.3	-1.9	4.4
North Carolina	46.7	40.9	49.7	38.3	3.0	-2.6	6.4	-6.3
North Dakota	68.9	26.8	75.9	21.9	7.0	-4.9	10.2	-18.4
Ohio	82.3	16.8	36.8	11.5	-45.5	-5.3	-55.3	-31.3
Oklahoma	68.0	31.4	69.3	29.9	1.3	-1.5	1.9	-4.8
Oregon	42.5	40.9	44.6	32.9	2.0	-8.0	4.8	-19.6
Pennsylvania	79.1	19.5	89.3	9.5	10.3	-10.0	13.0	-51.3
Rhode Island	72.0	25.3	71.6	25.2	-0.5	-0.1	-0.7	-0.2
South Carolina	24.2	48.1	29.1	44.5	4.9	-3.6	20.4	-7.4
South Dakota	64.8	25.5	67.6	27.3	2.8	1.8	4.3	7.2
Tennessee	29.6	32.7	46.6	20.1	17.0	-12.6	57.5	-38.4
Texas	46.1	16.6	41.7	16.6	-4.5	0.0	-9.7	-0.1
Utah	61.7	33.5	63.2	22.9	1.4	-10.6	2.3	-31.6
Vermont	60.3	38.2	65.9	30.1	5.6	-8.1	9.3	-21.2
Virginia	34.9	26.6	39.5	17.0	4.6	-9.7	13.3	-36.3
Washington	57.3	38.2	—	—	—	—	—	—
West Virginia	62.2	32.1	65.7	29.4	3.5	-2.6	5.7	-8.2

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Table 35. Percentage^a 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: 2003–04^b and 2005–06^b (continued)

State	2003–04 Percent		2005–06 Percent		Change between 2003–04 and 2005–06 ^c		Percent change between 2003–04 and 2005–06 ^d	
	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f	Graduated ^e	Dropped out ^f
Wisconsin	73.6	21.8	74.8	20.4	1.3	-1.5	1.7	-6.7
Wyoming	47.9	48.0	61.7	33.8	13.8	-14.2	28.9	-29.6
All states	54.6	31.0	56.5	26.2	1.9	-4.8	3.5	-15.5

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2003–04 and 2005–06. Data for 2003–04 were updated as of July 30, 2005. Data for 2005–06 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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. Table 35 provides percentages for only two categories of exiters from both special education and school (*graduated with a regular high school diploma* or *dropped out*). For data on all seven categories of exiters, see table 36.

The percentages of students who exited special education and school by graduating or dropping out as required under IDEA and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA, as amended.

^aPercentage for each state was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the exit category (*graduated with a regular high school diploma* or *dropped out*) in the state by the total number of students ages 14 through 21 served under IDEA, Part B, in the five exit-from-both-special education-and-school categories in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, in the exit category (*graduated with a regular high school diploma* or *dropped out*) in all states with available data by the total number of students ages 14 through 21 served under IDEA, Part B, in the five exit-from-both-special education-and-school categories in all states with available data for that year, then multiplying the result by 100. Percentage for “All states” includes suppressed data.

^bFor 2003–04, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, data are from the reporting period between July 1, 2005, and June 30, 2006.

^cChange between 2003–04 and 2005–06 was calculated for each state and “All states” by subtracting the percentage for 2003–04 from the percentage for 2005–06. Due to rounding, it may not be possible to reproduce this change from the values presented in the table.

^dPercent change between 2003–04 and 2005–06 was calculated for each state and “All states” by subtracting the percentage for 2003–04 from the percentage for 2005–06, dividing the difference by the percentage for 2003–04, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

^e*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.

^f*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*. Starting in 2004–05, the category *moved, not known to be continuing*, used in 2003–04 and previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category.

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

— Percentage cannot be calculated because data were not available.

- Between 2003–04 and 2005–06, the percentages of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* increased for 37 states. Double-digit percent change increases were found for 17 states, and for one state there was a triple-digit increase. However, each of the 12 states with a double- or triple-digit percent change increase was associated with a graduation percentage in 2003–04 that was less than the graduation percentage for “All states” (54.6 percent) in 2003–04.
- The percentages of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular diploma* decreased in 12 states. In three of those states, the percent change decreases exceeded 10 percent: Ohio (-55.3 percent), Alaska (-20.8 percent) and Idaho (-16.1 percent). The graduation percentages in 2003–04 for all three of these states were greater than the percentage for “All states” (54.6 percent) in 2003–04. In fact, Ohio was associated with the largest graduation percentage (82.3 percent) in 2003–04. Nevertheless, the graduation percentage for the 49 states (“All states”) reporting data for 2005–06 (56.5 percent) was greater than the graduation percentages for Idaho (54.8 percent), Alaska (44.2 percent) and Ohio (36.8 percent).
- For 38 states, the percentages of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* decreased between 2003–04 and 2005–06. Double-digit percent change decreases were found for 23 states. However, only seven of the states with double-digit percent decreases (Pennsylvania, Connecticut, Virginia, Ohio, North Dakota, Minnesota and Delaware) were associated with dropout percentages in 2003–04 that were less than the dropout percentage for “All states” (31 percent) in 2003–04.
- An increase in the percentages of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* was found for eight states (Georgia, Arkansas, California, South Dakota, Nevada, New York, Arizona and Maryland). However, of these eight states, only Georgia and Arkansas experienced a percent change increase greater than 10 percent (20.5 percent and 19 percent, respectively). In addition, the percentages of students who *dropped out* in 2003–04 for Georgia (26.7 percent) and Arkansas (16.2 percent) were smaller than the percentage for “All states” in 2003–04 (31 percent).

How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2005–06?

Table 36. Percentage^a of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2005–06^b

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing ^c
Alabama	15.4	24.1	23.2	0.8	0.4	6.0	30.1
Alaska	26.7	9.1	24.0	0.3	0.4	16.0	23.5
Arizona	20.2	0.0	18.6	1.0	0.3	6.0	53.9
Arkansas	34.6	0.6	8.5	0.1	0.2	5.3	50.8
California	29.6	2.7	16.1	0.9	0.3	9.8	40.6
Colorado	22.8	1.2	7.0	1.4	1.7	32.9	33.1
Connecticut	51.0	0.2	11.9	1.8	0.3	23.3	11.4
Delaware	31.0	2.9	12.0	x	x	6.3	47.2
District of Columbia	—	—	—	—	—	—	—
Florida	20.2	14.1	14.1	0.0	0.3	6.3	45.0
Georgia	21.8	25.8	22.6	x	x	6.7	22.8
Hawaii	58.4	3.3	x	6.1	x	17.9	11.5
Idaho	26.2	5.0	15.1	1.2	0.3	17.9	34.2
Illinois	48.2	1.0	16.3	0.8	0.2	9.2	24.3
Indiana	27.5	7.1	22.5	0.7	0.4	7.0	34.8
Iowa	49.7	1.9	18.8	0.8	0.3	20.6	7.7
Kansas	40.3	0.0	15.2	0.6	0.2	15.0	28.6
Kentucky	33.8	3.8	14.7	0.3	0.2	9.4	37.8
Louisiana	14.0	13.6	23.2	x	x	19.4	29.3
Maine	31.8	1.6	14.4	0.5	0.3	20.2	31.2
Maryland	33.4	5.3	17.0	1.3	0.3	11.7	31.0
Massachusetts	46.2	3.0	17.1	1.6	0.1	7.0	25.0
Michigan	33.4	0.5	11.6	0.0	0.3	13.2	40.9
Minnesota	54.5	0.0	18.3	0.1	0.3	7.6	19.2
Mississippi	20.6	44.9	17.4	0.4	0.3	5.2	11.1
Missouri	40.9	0.2	16.2	1.1	0.3	9.0	32.3
Montana	44.3	x	19.6	x	x	13.2	22.3
Nebraska	50.0	0.9	13.0	2.8	0.6	21.8	10.9
Nevada	15.5	31.3	26.6	x	x	3.8	22.5
New Hampshire	42.1	0.9	37.8	0.0	0.3	9.2	9.6
New Jersey	48.6	0.0	15.5	1.0	0.2	5.1	29.7
New Mexico	38.5	18.1	x	0.0	x	15.0	15.9
New York	27.3	11.1	18.0	1.0	0.3	8.6	33.8
North Carolina	26.6	5.6	20.5	0.6	0.2	9.8	36.8
North Dakota	47.2	x	13.6	0.7	x	17.4	20.5
Ohio	20.6	25.0	6.5	3.7	0.3	15.4	28.6
Oklahoma	40.5	0.0	17.5	0.2	0.3	4.4	37.1
Oregon	22.8	8.3	16.8	3.0	0.2	13.9	35.1
Pennsylvania	57.7	0.4	6.1	0.1	0.2	4.9	30.5

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Table 36. Percentage^a of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2005–06^b (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 ^c
Rhode Island	36.0	0.3	12.7	1.2	0.2	12.4	37.3
South Carolina	19.0	15.6	29.1	1.4	0.3	8.2	26.5
South Dakota	29.5	0.4	11.9	1.5	0.3	24.2	32.2
Tennessee	22.8	15.6	9.9	0.2	0.5	11.0	40.1
Texas	27.4	27.1	10.9	0.0	0.3	15.5	18.7
Utah	40.0	8.3	14.5	x	x	8.5	28.1
Vermont	37.1	0.8	17.0	0.9	0.5	16.3	27.4
Virginia	23.6	25.4	10.1	0.3	0.4	8.3	31.8
Washington	—	—	—	—	—	—	—
West Virginia	52.8	3.5	23.7	0.1	0.3	7.9	11.7
Wisconsin	57.7	1.9	15.7	1.5	0.4	15.4	7.4
Wyoming	34.0	1.3	18.6	x	x	27.6	17.4
All states	33.0	9.0	15.3	0.8	0.3	10.5	31.1

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

Notes: The U.S. Department of Education collects data on seven categories of exiters: 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.

^aPercentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the exit reason category in the state by the total number of students ages 14 through 21 served under *IDEA*, Part B, in all the exiting categories in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, in the exit reason category in all states with available data by the total number of students ages 14 through 21 served under *IDEA*, Part B, in all the exiting categories in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data.

^bData are from the reporting period between July 1, 2005, and June 30, 2006.

^cThe *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.

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

— Percentage cannot be calculated because data were not available.

- In 2005–06 for the 49 states (“All states”) for which data were available, 33 percent of students ages 14 through 21 who exited special education *graduated with a regular high school diploma*.
- For 25 states, the *graduated with a regular high school diploma* category represented the largest percentage of students who exited special education. For six of these states, a majority of the students were reported to have exited special education for this reason. In addition, in 12 states, between 40 and 50 percent of the students who exited special education were reported to have *graduated with a regular high school diploma*.

- For 13 states, less than 25 percent of the students who exited special education were reported in the *graduated with a regular high school diploma* category. Nine of these 13 states reported the largest percentage of exits in the *moved, known to be continuing* category. Three of the states (Georgia, Mississippi and Nevada) reported the largest percentage of exits in the *received a certificate* category. One of these states, South Carolina, reported the largest percentage of exits in the *dropped out* category (29.1 percent), followed by a slightly smaller percentage of exits in the *moved, known to be continuing* category (26.5 percent).
- The second most common exit reason for students ages 14 through 21 exiting *IDEA*, Part B, in 2005–06 was *moved, known to be continuing* in education. The percentage of students reported to have exited special education in this category by the 49 states (“All states”) for which data were available was 31.1 percent. For 20 states, this category represented the largest percentage of students who exited special education. For two of these 20 states, the majority of students who exited special education were reported in the *moved, known to be continuing* in education category. The two states were Arizona (53.9 percent) and Arkansas (50.8 percent). In addition, in five states, between 40 and 50 percent of students who exited special education were reported in this exit category. The five states were: Delaware (47.2 percent), Florida (45 percent), Michigan (40.9 percent), California (40.6 percent) and Tennessee (40.1 percent).

Part B Personnel

How did the states compare with regard to the following measures in 2005:

1. the ratio of total full-time equivalent (FTE) special education teachers (fully certified and not fully certified) employed to provide special education services for students ages 6 through 21 per 100 students served;
2. the ratio of FTE fully certified special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served; and
3. the ratio of FTE not fully certified special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served?

How did the percentages change between 2003 and 2005?

Table 37. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 students											
Alabama	6.5	6.3	0.2	6.6	6.3	0.3	0.1	#	0.1	1.0	-0.4	43.8
Alaska	6.1	6.0	0.1	6.2	6.2	0.0	0.1	0.2	-0.1	1.0	2.7	-76.1
Arizona	6.0	5.2	0.8	5.9	5.2	0.7	-0.1	#	-0.1	-1.2	0.7	-13.1
Arkansas	6.7	6.2	0.5	6.7	6.1	0.6	#	-0.1	0.1	0.3	-1.3	21.4
California	5.1	4.1	1.0	5.2	4.5	0.7	0.1	0.4	-0.3	2.2	10.3	-32.1
Colorado	6.1	4.9	1.2	6.3	5.2	1.1	0.1	0.3	-0.1	2.2	5.3	-10.1
Connecticut	8.1	8.1	0.0	7.7	7.7	0.0	-0.4	-0.4	0.0	-4.8	-4.8	0.0

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Table 37. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 students											
Delaware	10.5	8.9	1.6	8.6	7.7	0.8	-2.0	-1.2	-0.8	-18.7	-13.3	-48.4
District of Columbia	1.7	1.2	0.5	6.0	4.3	1.7	4.3	3.1	1.2	248.3	261.4	218.6
Florida	5.8	5.3	0.6	6.1	5.8	0.3	0.3	0.5	-0.3	4.7	9.9	-43.8
Georgia	7.6	5.9	1.7	8.1	6.5	1.7	0.6	0.6	#	7.4	9.7	-1.0
Hawaii	10.1	7.8	2.3	10.4	7.5	2.9	0.4	-0.3	0.6	3.7	-3.5	28.2
Idaho	4.4	4.2	0.2	5.1	4.7	0.5	0.7	0.5	0.3	16.6	11.6	111.5
Illinois	8.1	7.8	0.3	8.1	7.8	0.2	#	#	#	-0.3	-0.1	-7.2
Indiana	4.4	3.9	0.5	4.4	3.8	0.6	#	-0.1	0.2	0.1	-3.6	30.0
Iowa	7.7	7.7	0.0	8.5	8.5	0.0	0.8	0.8	0.0	10.5	10.5	0.0
Kansas	6.6	6.3	0.3	6.8	6.3	0.4	0.2	0.1	0.1	2.9	1.5	31.0
Kentucky	7.3	6.1	1.1	7.3	6.6	0.7	0.1	0.5	-0.5	0.7	8.3	-40.5
Louisiana	7.6	5.5	2.1	7.7	6.4	1.3	0.1	0.9	-0.7	1.8	15.5	-35.0
Maine	9.1	8.5	0.6	8.3	7.8	0.5	-0.7	-0.7	-0.1	-8.0	-8.0	-8.6
Maryland	7.7	6.1	1.6	7.5	6.1	1.4	-0.1	0.1	-0.2	-1.6	0.9	-11.1
Massachusetts	7.2	6.6	0.6	7.1	6.5	0.7	-0.1	-0.1	0.1	-1.2	-2.2	10.0
Michigan	6.2	5.6	0.7	6.3	5.5	0.8	0.1	-0.1	0.2	1.4	-1.8	28.2
Minnesota	8.1	7.7	0.4	8.1	7.8	0.3	0.1	0.1	-0.1	0.7	1.9	-20.5
Mississippi	6.5	6.4	0.1	6.3	6.3	0.1	-0.2	-0.1	#	-2.5	-2.2	-26.7
Missouri	7.1	6.5	0.6	7.1	7.0	0.2	#	0.5	-0.5	-0.2	7.5	-77.4
Montana	4.7	4.5	0.2	4.8	4.7	0.1	0.2	0.2	#	3.3	4.0	-18.5
Nebraska	5.5	5.4	0.1	5.7	5.6	0.1	0.2	0.2	#	2.7	3.2	-24.8

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Table 37. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 students											
Nevada	5.4	4.5	0.8	5.8	4.7	1.2	0.5	0.1	0.3	8.4	2.8	38.6
New Hampshire	—	—	—	7.4	6.0	1.4	—	—	—	—	—	—
New Jersey	8.9	8.3	0.6	8.9	8.4	0.5	#	0.1	-0.1	0.1	1.5	-18.5
New Mexico	8.9	8.2	0.8	9.5	9.0	0.5	0.6	0.8	-0.2	6.7	10.2	-32.7
New York	10.6	9.0	1.6	11.3	9.8	1.5	0.7	0.9	-0.2	6.4	9.6	-10.8
North Carolina	6.4	5.3	1.1	6.4	5.6	0.8	#	0.2	-0.3	-0.1	4.7	-24.0
North Dakota	6.1	5.8	0.3	6.7	6.4	0.3	0.6	0.6	#	9.1	9.9	-7.2
Ohio	5.7	5.4	0.3	7.0	6.9	0.1	1.3	1.5	-0.1	22.9	26.8	-50.5
Oklahoma	5.1	5.0	0.1	5.1	5.0	0.1	#	0.1	#	0.8	1.0	-11.5
Oregon	4.7	4.5	0.2	4.9	4.6	0.2	0.2	0.2	#	4.9	4.1	23.4
Pennsylvania	8.1	7.9	0.1	8.0	7.9	0.1	-0.1	-0.1	#	-1.2	-0.7	-32.7
Rhode Island	7.4	7.1	0.3	7.5	7.2	0.3	0.1	0.1	#	1.5	1.5	1.4
South Carolina	5.1	4.8	0.3	5.8	5.5	0.3	0.7	0.7	#	13.1	14.9	-12.4
South Dakota	5.8	5.2	0.6	6.0	5.0	1.0	0.1	-0.3	0.4	2.3	-4.8	65.0
Tennessee	5.4	5.1	0.3	4.9	4.7	0.3	-0.5	-0.4	-0.1	-9.3	-8.1	-26.8
Texas	6.2	5.4	0.9	6.6	4.9	1.7	0.3	-0.5	0.8	5.0	-9.0	90.1
Utah	4.9	4.5	0.3	5.0	4.6	0.4	0.2	0.1	0.1	3.1	1.2	30.7
Vermont	8.4	7.6	0.8	8.3	8.0	0.4	0.0	0.3	-0.4	-0.4	4.5	-49.7
Virginia	8.6	8.0	0.6	8.9	8.4	0.4	0.2	0.4	-0.2	2.9	5.5	-31.6
Washington	5.1	5.0	0.1	4.7	4.6	0.1	-0.3	-0.4	#	-6.9	-8.0	49.9
West Virginia	6.3	5.0	1.3	6.5	5.5	1.0	0.2	0.5	-0.3	3.8	10.7	-22.7

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Table 37. Ratio of full-time equivalent (FTE) special education teachers employed to provide special education services for students ages 6 through 21 per 100 students served; and ratio changes from one year to the next, by year, certification status^a and state: Fall 2003 and fall 2005 (continued)

State	Ratio ^b in 2003			Ratio ^b in 2005			Change between 2003 and 2005 ^c			Percent change between 2003 and 2005 ^d		
	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers	Total FTE special education teachers	FTE fully certified special education teachers	FTE not fully certified special education teachers
	Per 100 students											
Wisconsin	6.7	6.6	0.1	6.8	6.7	0.1	0.2	0.2	#	2.2	2.5	-19.2
Wyoming	6.9	6.3	0.5	7.1	6.5	0.6	0.3	0.2	0.1	4.1	2.6	22.0
All states	6.8	6.1	0.7	7.0	6.3	0.7	0.2	0.3	#	3.4	4.5	-5.5

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2003 and 2005. Data for 2003 were updated as of July 30, 2005. Data for 2005 were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2003 and 2005. Data for 2003 were updated as of July 31, 2004. Data for 2005 were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aTeachers who were fully certified for the position were either personnel who held appropriate state certification or licensure for the position held, or personnel who held positions for which no state requirements existed.

^bRatio for each state was calculated by dividing the number of total FTE special education teachers, FTE fully certified special education teachers, or FTE not fully certified special education teachers employed to provide special education services for students ages 6 through 21 in the state by the total number of students ages 6 through 21 served under IDEA, Part B, in the state for that year, then multiplying the result by 100. Ratio for "All states" was calculated by dividing the number of total FTE special education teachers, FTE fully certified special education teachers, or FTE not fully certified special education teachers employed to provide special education services for students ages 6 through 21 in all states with available data by the total number of students ages 6 through 21 served under IDEA, Part B, in all states with available data for that year, then multiplying the result by 100.

^cChange between 2003 and 2005 was calculated for each state and "All states" by subtracting the ratio for 2003 from the ratio for 2005. Due to rounding, it may not be possible to reproduce this change from the values presented in the table.

^dPercent change between 2003 and 2005 was calculated for each state and "All states" by subtracting the ratio for 2003 from the ratio for 2005, dividing the difference by the ratio for 2003, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the table.

— Ratio, ratio change and percent change cannot be calculated because data were not available.

Value was non-zero, but > -0.05 and < 0.05 (greater than -5/100 and less than 5/100 of 1 percent).

- In 2003, there were 6.8 total FTE *special education teachers* (fully certified and not fully certified) employed to provide special education services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available. In 2005, the same measure for the same 50 states (“All states”) was 7. Given that states employ so few FTE *special education teachers* who are not fully certified, the ratios for total *special education teachers* primarily reflect the data for fully certified *special education teachers*.
- In 2003, there were 4.2 FTE fully certified *special education teachers* employed to provide special education services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available. In 2005, the comparable measure for the same 50 states (“All states”) was 6.3.
- The percent change in the ratios for 2003 and 2005 was 10 percent or more for only 10 of the 50 states for which fully certified *special education teachers* data for both years were available. Percent change increases of 10 percent or more were in the District of Columbia (261.4 percent), Ohio (26.8 percent), Louisiana (15.5 percent), South Carolina (14.9 percent), Idaho (11.6 percent), West Virginia (10.7 percent), Iowa (10.5 percent), California (10.3 percent) and New Mexico (10.2 percent). A percent change decrease of 10 percent or more was in Delaware (-13.3 percent). Of the nine states associated with an increase of 10 percent or more, only New Mexico and Iowa had ratios in 2003 (8.2 percent and 7.7 percent, respectively) that were greater than the ratio for “All states” for which data were available for 2003 (6.1). Furthermore, the large percent change increase found in the District of Columbia involved a ratio in 2003 (1.2) that was particularly small (i.e., one-third as large as the next smallest ratio) and a ratio in 2005 (4.3) that was more comparable to the ratios for the other states. Similarly, the percent change decrease observed for Delaware involved a ratio in 2003 (8.9) that was larger than that for every state for which data were available for 2003 except New York (9) and a ratio in 2005 (7.7) that was smaller than those for 10 other states.
- In 2003, there were 0.7 FTE not fully certified *special education teachers* employed to provide special education services for students ages 6 through 21 per 100 students for the 50 states (“All states”) for which data were available. In 2005, the ratio for the 51 states (“All states”) was also 0.7.

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

Part B Discipline

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting by school personnel for offenses involving drugs or weapons during the 2005–06 school year?

Table 38. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting by school personnel for drug or weapon offenses, by state: School year 2005–06

State	Removed to an interim alternative educational setting ^b by school personnel ^c
Alabama	0.10
Alaska	0.08
Arizona	0.33
Arkansas	0.03
California	0.04
Colorado	0.06
Connecticut	0.01
Delaware	0.08
District of Columbia	—
Florida	0.02
Georgia	0.09
Hawaii	0.00
Idaho	0.09
Illinois	0.17
Indiana	0.37
Iowa	0.02
Kansas	0.17
Kentucky	0.01
Louisiana	0.26
Maine	0.22
Maryland	0.05
Massachusetts	0.03
Michigan	0.11
Minnesota	0.04
Mississippi	0.04
Missouri	0.16
Montana	0.22
Nebraska	0.06
Nevada	0.84

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Table 38. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting by school personnel for drug or weapon offenses, by state: School year 2005–06 (continued)

State	Removed to an interim alternative educational setting ^b by school personnel ^c
New Hampshire	0.00
New Jersey	0.02
New Mexico	1.81
New York	—
North Carolina	0.06
North Dakota	0.04
Ohio	0.62
Oklahoma	0.26
Oregon	0.03
Pennsylvania	0.36
Rhode Island	x
South Carolina	0.23
South Dakota	0.07
Tennessee	0.13
Texas	0.62
Utah	0.79
Vermont	x
Virginia	0.03
Washington	0.39
West Virginia	x
Wisconsin	0.16
Wyoming	0.00
All states	0.19

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2005. Data were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting (IAES) by school personnel for drug or weapon offenses in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an IAES by school personnel for drug or weapon offenses in all states with available data by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.

^bAn appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’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.

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

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

— Percentage cannot be calculated because data were not available.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting by school personnel for drug or weapon offenses in 2005–06 for the 49 states (“All states”) for which data were available was 0.19 percent.
- Differences existed among the states for which data were available on the percentages of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting by school personnel for drug or weapon offenses. For example, the percentages for Hawaii, New Hampshire and Wyoming were 0 percent, while the percentage for New Mexico was 1.81 percent. Percentages of less than 0.05 were found for 13 states in addition to Hawaii, New Hampshire and Wyoming. Conversely, four states in addition to New Mexico reported that at least a half of a percent of children and students were removed to an interim alternative educational setting by school personnel for drug or weapon offenses. The four states were: Nevada (0.84 percent), Utah (0.79 percent), Ohio (0.62 percent) and Texas (0.62 percent).

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out-of-school or expelled for more than 10 days during the 2005–06 school year?

Table 39. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, suspended out-of-school or expelled for more than 10 days during the school year, by state: School year 2005–06

State	Suspended out-of-school or expelled for more than 10 days ^b
Alabama	1.49
Alaska	1.70
Arizona	0.84
Arkansas	0.98
California	0.04
Colorado	0.79
Connecticut	2.81
Delaware	2.15
District of Columbia	—
Florida	2.10
Georgia	0.61
Hawaii	0.96
Idaho	0.16
Illinois	0.86
Indiana	1.18
Iowa	0.71
Kansas	0.94
Kentucky	0.32
Louisiana	1.14
Maine	0.33
Maryland	1.93
Massachusetts	0.91
Michigan	1.43
Minnesota	0.87
Mississippi	0.68
Missouri	2.29
Montana	0.55
Nebraska	1.23
Nevada	1.33
New Hampshire	0.68
New Jersey	0.62
New Mexico	1.05
New York	1.18
North Carolina	2.86
North Dakota	0.10

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Table 39. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, suspended out-of-school or expelled for more than 10 days during the school year, by state: School year 2005–06 (continued)

State	Suspended out-of-school or expelled for more than 10 days ^b
Ohio	0.30
Oklahoma	1.51
Oregon	0.75
Pennsylvania	0.80
Rhode Island	1.59
South Carolina	1.85
South Dakota	0.41
Tennessee	1.07
Texas	1.16
Utah	1.15
Vermont	0.44
Virginia	2.82
Washington	1.39
West Virginia	1.85
Wisconsin	1.57
Wyoming	0.23
All states	1.13

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043 “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2005. Data were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out-of-school or expelled for more than 10 days in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out-of-school or expelled for more than 10 days in all states with available data by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, in all states with available data, then multiplying the result by 100. The percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.

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

— Percentage cannot be calculated because data were not available.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out-of-school or expelled for more than 10 days during 2005–06 for the 50 states (“All states”) for which data were available was 1.13 percent.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out-of-school or expelled for more than 10 days during 2005–06 varied among the 50 states for which data were available. For example, the percentage for California was 0.04 percent, while the percentage for North Carolina was 2.86 percent. In addition to California, eight states reported that less than half of a percent of the students were suspended out-of-school or expelled for more than 10 days: Vermont (0.44 percent), South Dakota (0.41 percent), Maine (0.33 percent), Kentucky (0.32 percent), Ohio (0.3 percent), Wyoming (0.23 percent), Idaho (0.16 percent) and North Dakota (0.1 percent). Conversely, five states in addition to North Carolina reported that at least 2 percent of the students were suspended out-of-school or expelled for more than 10 days. Those states were: Virginia (2.82 percent), Connecticut (2.81 percent), Missouri (2.29 percent), Delaware (2.15 percent) and Florida (2.1 percent).

How did the states compare with regard to the percentage of children and students ages 3 through 21 served under IDEA, Part B, under the category of emotional disturbance who were suspended out-of-school or expelled for more than 10 days during the 2005–06 school year?

Table 40. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days during the school year, by state: School year 2005–06

State	Suspended out-of-school or expelled for more than 10 days ^b
Alabama	x
Alaska	8.99
Arizona	2.58
Arkansas	x
California	0.05
Colorado	2.57
Connecticut	9.06
Delaware	x
District of Columbia	—
Florida	8.08
Georgia	1.74
Hawaii	2.55
Idaho	x
Illinois	3.01
Indiana	4.99
Iowa	0.72
Kansas	3.46
Kentucky	2.39
Louisiana	x
Maine	0.63
Maryland	5.97
Massachusetts	2.38
Michigan	4.32
Minnesota	2.10
Mississippi	x
Missouri	8.86
Montana	x
Nebraska	5.26
Nevada	x
New Hampshire	2.09
New Jersey	2.25
New Mexico	x
New York	4.10
North Carolina	16.43

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Table 40. Percentage^a of children and students ages 3 through 21 served under IDEA, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days during the school year, by state: School year 2005–06 (continued)

State	Suspended out-of-school or expelled for more than 10 days ^b
North Dakota	x
Ohio	0.88
Oklahoma	4.80
Oregon	2.40
Pennsylvania	2.75
Rhode Island	4.96
South Carolina	7.08
South Dakota	1.06
Tennessee	3.92
Texas	3.94
Utah	6.95
Vermont	x
Virginia	9.63
Washington	6.77
West Virginia	9.78
Wisconsin	4.59
Wyoming	0.83
All states	4.10

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2005. Data were updated as of July 17, 2006. For actual data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aPercentage for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days in the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days in all states with available data by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* in all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The percentage numerator is based on data from the entire 2005–06 school year, whereas the percentage denominator is based on point-in-time data from fall 2005.

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

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

— Percentage cannot be calculated because data were not available.

- The percentage of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days during 2005–06 for the 50 states (“All states”) for which data were available was 4.1 percent.
- Among the 39 states for which unsuppressed data were available, there was variation in the percentages of children and students ages 3 through 21 served under *IDEA*, Part B, under the category of *emotional disturbance* who were suspended out-of-school or expelled for more than 10 days during 2005–06. For example, the percentage for California was 0.05 percent, while the percentage for North Carolina was 16.43 percent. In addition to California, four states reported that less than 1 percent of children and students were suspended out-of-school or expelled for more than 10 days: Ohio (0.88 percent), Wyoming (0.83 percent), Iowa (0.72 percent) and Maine (0.63 percent). Conversely, six states in addition to North Carolina reported that at least 8 percent of children and students were suspended out-of-school or expelled for more than 10 days. Those states were: West Virginia (9.78 percent), Virginia (9.63 percent), Connecticut (9.06 percent), Alaska (8.99 percent), Missouri (8.86 percent) and Florida (8.08 percent).

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) of *IDEA* requires the secretary to monitor the implementation of *IDEA* through oversight of state general supervision and through the State Performance Plan (SPP). 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*. The SPP and the associated Annual Performance Reports (APR) (collectively, the SPP/APR) and the Department's annual determinations under section 616(d) are components of CIFMS.

The SPP and APR

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements of *IDEA* and describing how the state will improve its implementation of *IDEA*. The SPP is made up of quantifiable indicators, established by the secretary under section 616(a)(3) of *IDEA*, which measure either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each state education agency under Part B and by each state lead agency under Part C. OSEP reviewed each SPP to ensure compliance with section 616(b) of *IDEA*, which requires that the SPP include measurable and rigorous targets and improvement activities for each indicator.

Every February, pursuant to section 616(b)(2)(C)(ii)(II) of *IDEA*, each state must submit an APR documenting its progress, or slippage, toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific federal fiscal year (FFY). In February 2007, each state submitted its first APR to OSEP for the FFY 2005 reporting period (July 1, 2005, through June 30, 2006). This section examines and summarizes the states' performance during FFY 2005.

Please note that throughout this section, we refer to all jurisdictions that submitted FFY 2005 SPP/APRs as "states," including the 50 states, the District of Columbia, Puerto Rico and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands), all of which reported on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE) submitted SPP/APRs as did the Marshall Islands, Micronesia and Palau. This was in keeping with the policy of the Office of Special Education Programs' Monitoring and State Improvement Planning Division that calls for use of this information in its monitoring efforts.

Indicators

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators and 11 results indicators) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Tables 41 and 42 explain the measure that was in place during the FFY 2005 reporting period for each Part B and Part C indicator and identify whether each indicator is a compliance or a results indicator.

Table 41. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2005

Indicator	Measure	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) who graduated from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.	Results
B2 – Dropout	Percent of youths with IEPs who dropped out of high school compared to the percent of all youths in the state dropping out of high school.	Results
B3 – Assessment	Participation and performance of children in grades 3 through 8 and high school with disabilities on statewide assessments: (a) percent of districts (that had a disability subgroup that met the state’s minimum “n” size) that met the state’s annual yearly progress (AYP) objectives for progress for disability subgroup; (b) participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade-level standards and alternate assessment against alternate achievement standards; and (c) proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (a) percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children ages 3 through 21 with disabilities for greater than 10 days in a school year; and (b) percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children ages 3 through 21 with disabilities by race and ethnicity.	Results

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Table 41. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2005 (continued)

Indicator	Measure	Type of indicator
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs who were (a) removed from regular class less than 21 percent of the day, (b) removed from regular class more than 60 percent of the day, or (c) served in public or private separate schools, residential placements or homebound or hospital placements.	Results
B6 – Preschool LRE	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).	Results
B7 – Preschool Outcomes	Percent of preschool children with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Eligibility Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days (or within state-established timeline).	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who had an IEP developed and implemented by their third birthdays.	Compliance
B13 – Secondary Transition	Percent of youths ages 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet postsecondary goals.	Compliance

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Table 41. Compliance and results indicators for determining the extent to which each state met IDEA, Part B requirements: Federal fiscal year 2005 (continued)

Indicator	Measure	Type of indicator
B14 – Post-school Outcomes	Percent of youths who had IEPs, were no longer in secondary school and who had been competitively employed or enrolled in some type of postsecondary school or both, within one year of leaving high school.	Results
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B16 – Complaint Timelines	Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
B17 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.	Compliance
B18 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B19 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B20 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) that were timely and accurate.	Compliance

Source: U.S. Department of Education, Office of Special Education Programs, “Part B: Comparison of the APR 2005 Questions and Probes and August 4, 2005 State Performance Plan Indicators,” 2005. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/414> (accessed June 15, 2010).

Note: The federal fiscal year 2005 reporting period was from July 1, 2005, through June 30, 2006.

Table 42. Compliance and results indicators for determining the extent to which each state met IDEA, Part C requirements: Federal fiscal year 2005

Indicator	Measure	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or programs for typically developing children.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication); and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the 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 (a) other states with similar eligibility definitions, and (b) national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to (a) other states with similar eligibility definitions; and (b) national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by the child’s third birthday, broken out by sub-indicators, i.e., by percentages of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local education agency, if child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if child was potentially eligible for Part B.	Compliance

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Table 42. Compliance and results indicators for determining the extent to which each state met IDEA, Part C requirements: Federal fiscal year 2005 (continued)

Indicator	Measure	Type of indicator
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected findings of noncompliance as soon as possible but in no case later than one year from identification.	Compliance
C10 – Complaint Timelines	Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
C11 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.	Compliance
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and State Performance Plan and Annual Performance Report) that were timely and accurate.	Compliance

Source: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR Indicator Analyses,” 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/457> (accessed June 15, 2010).

Note: The federal fiscal year 2005 reporting period was from July 1, 2005, through June 30, 2006.

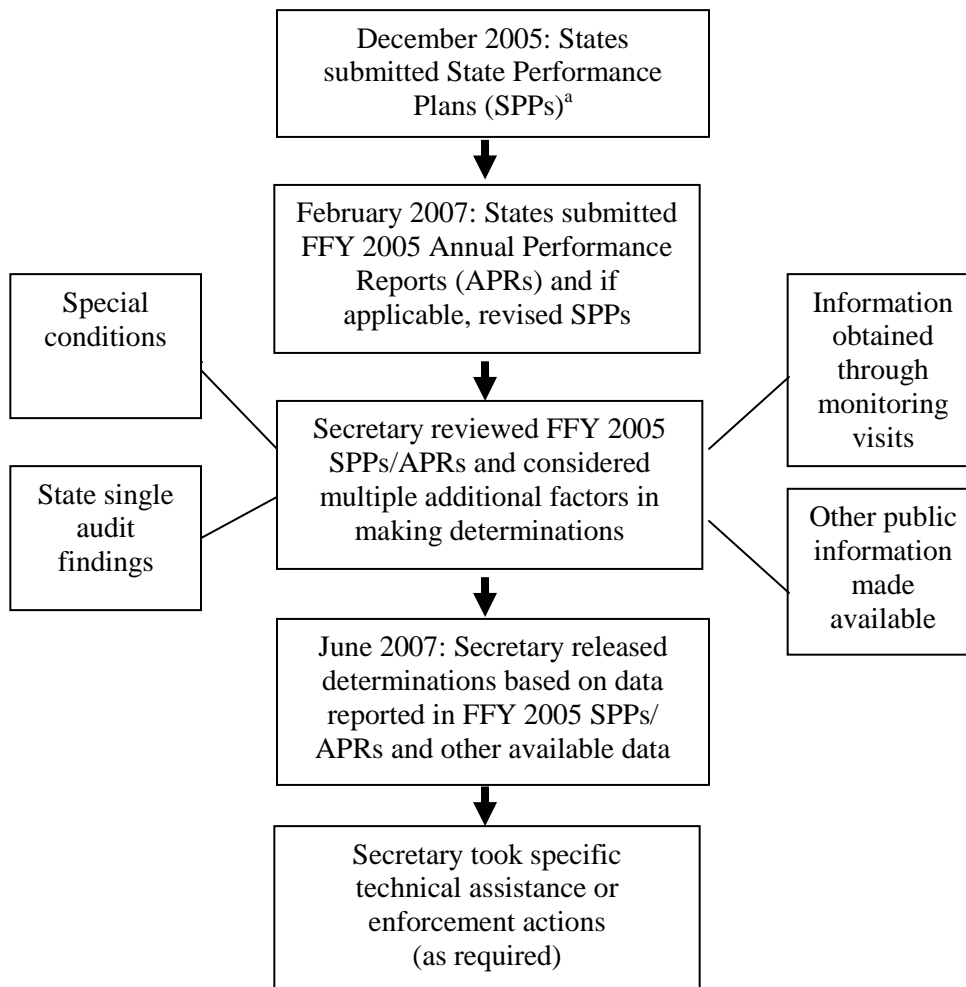
The Determination Process

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

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

Figure 22 presents the key components in the determination process.

Figure 22. Process for determining the extent to which each state met IDEA, Part B and Part C requirements: Federal fiscal year 2005



Source: Information taken from U.S. Department of Education, Office of Special Education Programs, “Department’s Review and §616 Determination Criteria,” 2006. Available at http://www.rrfnetwork.org/images/stories/FRC/spp_mat/2007_April/616%20determinations.doc (accessed June 15, 2010).

^aIn December 2005, each state submitted an SPP that covered a period of six years. Section 616(b)(1)(C) requires each state to review its SPP at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once.

A state’s determination is based on the totality of the state’s data in its SPP/APR and other publicly available information, including any compliance issues. The factors in a state’s FFY 2005 SPP (original or revised) and APR submissions that affected the Department’s determination were (1) whether the state provided valid and reliable FFY 2005 data that reflected the measurement for each compliance or results indicator and, if not, whether the state provided a plan to collect the missing or deficient data; and (2) for each compliance indicator that was not new, whether the state (a) demonstrated compliance or timely corrected noncompliance and (b) in instances where it did not demonstrate compliance, had

nonetheless made progress in ensuring compliance over prior performance in that area. In making the determination, the Department also considered whether the state had other *IDEA* compliance issues that were identified previously through the Department's monitoring, audit or other activities, and the state's progress in resolving those problems.

Enforcement

Section 616(e) of *IDEA* requires under certain circumstances that the secretary take enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, under section 616(e) the secretary must take action when it has been determined that a state: (1) needs assistance for two consecutive years, (2) needs intervention for three 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 education agency's or local education agency's (LEA) eligibility under *IDEA*.

Determination Status

In June 2007, the secretary issued the first determination letters on the implementation of *IDEA* to each state education agency for Part B and to each lead agency for Part C. Table 43 shows that nine states met the requirements for Part B, while 15 states met the requirements for Part C. The remaining states were determined to either need assistance or intervention. No state was determined to be in need of substantial intervention.

Table 43. Number of states determined to have met IDEA, Part B and Part C requirements, by determination status: Federal fiscal year 2005

Determination status	Number of states	
	Part B	Part C
Meets requirements	9	15
Needs assistance	40	26
Needs intervention	11	15
Needs substantial intervention	0	0
Total	60^a	56^b

Source: U.S. Department of Education, Office of Special Education Programs, “U.S. Department of Education Determination Letters on State Implementation of the *IDEA*,” June 2007, amended April 1, 2009. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/416> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006. Based on the states’ 2007 data submissions, the secretary of education made the FFY 2005 determinations, which were released in June 2007.

^aThis total includes the 50 states, District of Columbia, Puerto Rico, Bureau of Indian Education, American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Federated States of Micronesia, Palau and Republic of the Marshall Islands.

^bThis total includes the 50 states, District of Columbia, Puerto Rico, American Samoa, Guam, Northern Mariana Islands and Virgin Islands.

Table 44 shows the results of the determinations by state for Part B; Table 45 shows the results for Part C.

Table 44. States determined to have met IDEA, Part B requirements, by determination status: Federal fiscal year 2005

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

Source: U.S. Department of Education, Office of Special Education Programs, "U.S. Department of Education Determination Letters on State Implementation of the IDEA," June 2007, amended April 1, 2009. Available at <http://spp-apr-calendar.rfnetwork.org/explorer/view/id/416> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006. Based on the states' 2007 data submissions, the secretary of education made the FFY 2005 determinations, which were released in June 2007.

Table 45. States determined to have met IDEA, Part C requirements, by determination status: Federal fiscal year 2005

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

Source: U.S. Department of Education, Office of Special Education Programs, “U.S. Department of Education Determination Letters on State Implementation of the *IDEA*,” June 2007, amended April 1, 2009. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/416> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006. Based on the states’ 2007 data submissions, the secretary of education made the FFY 2005 determinations, which were released in June 2007.

^aAfter an appeal from New York in July 2007, New York’s Part C determination was changed from “needs intervention” to “needs assistance.” Additional information is available at <http://www2.ed.gov/fund/data/report/idea/partcspap/2007/ny-appeal13008.pdf> (accessed June 15, 2010).

Status of Selected Indicators

This section summarizes the results of a 2007 analysis of four compliance indicators included in the states’ FFY 2005 APRs. In the APRs, states reported actual performance data from FFY 2005 and baseline performance data from either FFY 2004 or FFY 2005 on the indicators. The four indicators focus on early childhood transition and general supervision and include Part B Indicators 12 (Early Childhood

Transition) and 15 (General Supervision) and Part C Indicators 8 (Early Childhood Transition) and 9 (General Supervision). These indicators, along with other indicators not included in this section, were used for the 2007 determinations. The two early childhood transition and the two general supervision indicators were chosen for inclusion in this report because their data and the results of their analyses in 2007 were sufficiently complete to show how states performed on related Part B and C indicators. This section summarizes states' actual performances on each indicator, how states' actual performances compare to states' baseline performances and states' explanations for changes in performance.

Early Childhood Transition: Part B Indicator 12

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3, who are found eligible for Part B and who have an individualized education program (IEP) developed and implemented by their third birthdays. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. Table 46 displays the results of a 2007 analysis of FFY 2005 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

Table 46. Number of states, by percentage of children referred to IDEA, Part B by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays: Federal fiscal year 2005

Percentage of children ^a	Number of states
100	6
80 to 99	20
60 to 79	18
40 to 59	2
20 to 39	3
1 to 19	1
Data not provided	6
Total	56

Source: U.S. Department of Education, Office of Special Education Programs, "Part B SPP/APR Indicator Analyses," 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/456> (accessed June 15, 2010).

Note: The federal fiscal year 2005 reporting period was from July 1, 2005, through June 30, 2006.

^a"Percentage of children" measures a state's performance on Part B Indicator 12, for which the target is 100 percent.

For Indicator 12, six states (11 percent) reported full compliance at 100 percent of the target, and 44 states (79 percent) reported percentages below the target of 100 percent compliance. Of the 50 states that reported performance data, 44 states (88 percent) reported percentages of children that were 60 percent of the target or greater.

Table 47 presents the results of a 2007 analysis that compared FFY 2005 actual performance data to FFY 2004 or FFY 2005 baseline performance data on Indicator 12 from the 56 states. The table reveals an upward trend for performance for over half of the states. Thirty states showed improvement from their baseline, while 10 states showed slippage from their baseline. Six states reported their actual performance was the same as their baseline, including two states that reported 100 percent compliance with Indicator 12. Change in performance from baseline could not be determined for 10 states that did not report actual performance data, baseline performance data or both.

Table 47. Number of states, by change in performance status on IDEA, Part B Indicator 12: Federal fiscal year 2005

Change in status ^a	Number of states
Progress	30
Slippage	10
No change	6
FFY 2005 actual and/or FFY 2004 or FFY 2005 baseline performance data not provided	10
Total	56

Source: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR Indicator Analyses,” 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/456> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006.

^a“Change in status” is determined by whether a state’s FFY 2005 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of children referred to *IDEA*, Part B by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays, compared to the same percentage reported by the state in its FFY 2004 or FFY 2005 baseline performance data.

As many states did not include explanations for progress or slippage on Part B Indicator 12 in their APRs as required, it is difficult to summarize the underlying reasons. Nevertheless, some states did cite one or more explanations for progress or slippage in performance. Some of the explanations noted for progress were: increased concentration on referrals for evaluations from Part C that were received less than 60 days before the child’s third birthday, clarification of policies on and enforcement of 90-day conference requirement procedures, provision of focused monitoring and targeted technical assistance to LEAs/school districts most in need of improvement, data verification improvements between Part B and Part C systems, improved capacity of data systems to identify noncompliance, employment of additional

state staff to focus on transition with LEAs/school districts and development and implementation of child find notification procedures. For slippage, some of the explanations provided were: schools' failure to implement IEPs, downward revisions of inflated baselines to obtain accurate baseline data, limited understanding of policies for submitting Part C notification data to Part B, difficulties in sharing data across Part B and Part C data systems, delayed data system refinements, delays in timely evaluations and parental delays that affected timelines.

Early Childhood Transition: Part C Indicator 8

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who receive timely transition planning to support their transition to preschool and other appropriate community services by their third birthdays. Timely transition planning is measured by the following sub-indicators: (a) IFSPs with transition steps and services; (b) notification to LEA, if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator and its three sub-indicators, 8a, 8b and 8c, have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. Table 48 displays the results of a 2007 analysis of FFY 2005 actual performance data on the three sub-indicators from the 56 states for which Indicator 8 applies.

Table 48. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthdays, by sub-indicators of Part C Indicator 8: Federal fiscal year 2005

	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
Percentage of children ^a	Number of states	Number of states	Number of states
100	10	26	4
80 to 99	29	23	33
60 to 79	8	5	11
40 to 59	4	0	3
20 to 39	0	0	2
1 to 19	0	0	0
Data not provided	5	2	3
Total	56	56	56

Source: U.S. Department of Education, Office of Special Education Programs, "Part C SPP/APR Indicator Analyses," 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/457> (accessed June 15, 2010).

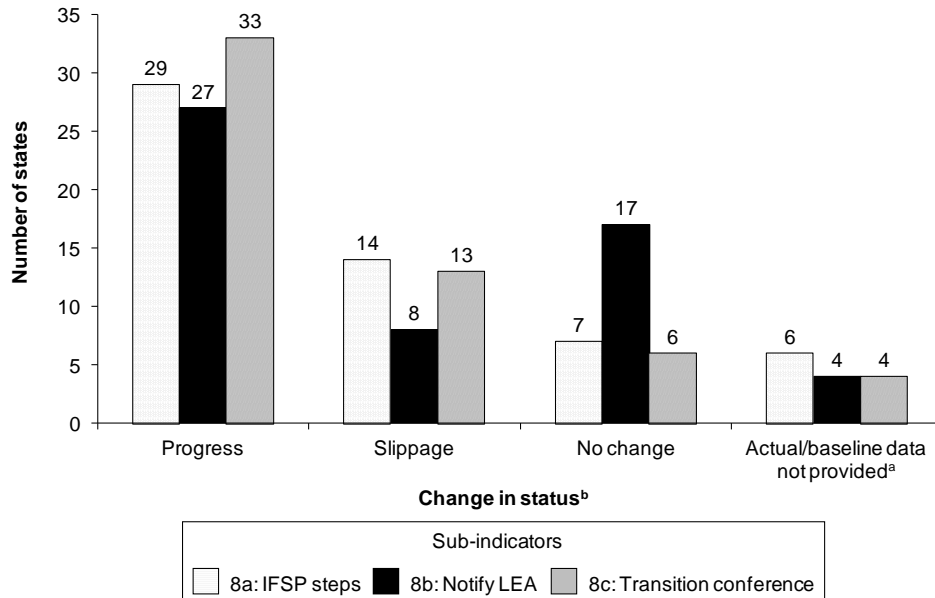
Note: The federal fiscal year 2005 reporting period was from July 1, 2005, through June 30, 2006.

^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.

According to table 48, the majority of states reported not meeting the full compliance target of 100 percent on each of the three sub-indicators. Of the three sub-indicators, more states were in full compliance in their notifications to the LEA (8b) than for either of the other two sub-indicators. For 8b, 26 states (46 percent) met the target of 100 percent compliance, and 28 states (50 percent) did not. This was followed by IFSPs with transition steps and services (8a), with 10 states (18 percent) being in full compliance, while 41 states (73 percent) were not. The sub-indicator regarding the transition conference (8c) appeared to be the most challenging with only four states (7 percent) having met compliance, while 49 states (88 percent) did not. The sub-indicator with the highest number of states (i.e., five states) that did not provide actual performance data was 8a, suggesting that some states were having difficulty collecting the data that demonstrate compliance on IFSPs with transition steps and services.

Figure 23 shows the results of the 2007 analysis that compared FFY 2005 actual performance data to FFY 2004 or FFY 2005 baseline data on the three sub-indicators from the 56 states. Overall, the majority of states with reported data made considerable progress on each of the three sub-indicators, with most progress made on 8c (transition conference). More states reported slippage from baselines for sub-indicators 8a (IFSPs with transition steps and services) and 8c (transition conference) than for sub-indicator 8b (notification to LEA). Nevertheless, for each sub-indicator, at least 20 percent of the states with reported slippage also reported 100 percent compliance in their baseline data. When considering performance change, more than twice as many states reported no change for sub-indicator 8b than for the other sub-indicators. Across all three sub-indicators, most of the states that remained the same in comparison to their baseline data reported 100 percent compliance. For a few states, change in performance from baseline could not be determined because the states did not report actual performance data, baseline data or both.

Figure 23. Number of states, by change in performance status on sub-indicators of IDEA, Part C Indicator 8: Federal fiscal year 2005



Source: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR Indicator Analyses,” 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/457> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006.

^aActual data refers to FFY 2005 actual performance data; baseline data refers to FFY 2004 or FFY 2005 baseline performance data.

^b“Change in status” is determined by whether a state’s FFY 2005 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of children exiting *IDEA*, Part C, who received timely transition planning by their third birthdays, broken out by sub-indicators, i.e., by percentages of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local education agency, if the child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if the child was potentially eligible for Part B, compared to the same percentages reported by the state in its FFY 2004 or FFY 2005 baseline performance data.

Although many states did not include required explanations for progress or slippage on Part C sub-indicators 8a, 8b or 8c in their APRs, some states did provide one or more explanations for progress or slippage in performance on Indicator 8 as a whole. Some of the reasons for states’ progress included: (1) routine or automated notification to LEAs on potentially eligible children, (2) use of focused monitoring, (3) enhancements made to the monitoring system to include training evaluators and program supervisors on the process and expectations for on-site visits, (4) timely correction of noncompliance, (5) improved data systems, (6) improved collaboration with Part B on training and policy review, and (7) clarification of transition conference requirements. Some of the explanations for states’ slippage included: (1) need for clarification on all transition requirements, particularly differentiating between LEA notification and referral; (2) need for specifying the components of transition planning and

emphasizing timeline requirements; (3) difficulty with data capacity, including inability to capture compliance with sub-indicators (e.g., IFSPs with transition steps) and having problems with either data entry or other aspects of the data system; (4) actual performance data for FFY 2005 more accurate or representative of states' Part C program population than states' baseline data; and (5) insufficient personnel due to high staff turnover.

General Supervision: Part B Indicator 15

The state education agency is responsible for ensuring the general supervision of all educational programs for children and students ages 3 through 21 served under *IDEA*, Part B, including all such programs administered by any other state agency or local agency. Part B Indicator 15 measures whether the state's general supervision system (including monitoring, complaints, hearings or other activities) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measure, the number of findings corrected as soon as possible, but in no case later than one year from identification, are divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, the BIE schools, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau and the Republic of the Marshall Islands. Based on the results of a 2007 analysis of FFY 2005 actual performance data on Indicator 15 from 60 states for which this indicator applies, 15 states (25 percent) reported full compliance at 100 percent of the target.

Table 49 presents the results of the 2007 analysis that compared FFY 2005 actual performance data to FFY 2004 or FFY 2005 baseline performance data on Indicator 15 from 60 states. Eight states included in the analysis did not provide clear baseline performance data, clear actual performance data or both. For the analysis, these states (categorized as either "Appeared to show progress" or "Appeared to show slippage" in table 49) had their baselines recalculated from numbers or percentages in their current State Performance Plans (SPPs) or FFY 2005 APRs. In addition, if these states did not provide numerical or percentage data, but they did provide narrative information (e.g., "all noncompliance corrected") that suggested a particular performance status, then the narrative information was used to determine these states' performance statuses.

Table 49. Number of states, by change in performance status on IDEA, Part B Indicator 15: Federal fiscal year 2005

Change in status ^a	Number of states
Showed progress	21
Appeared to show progress	7 ^b
Showed slippage	12
Appeared to show slippage	1 ^b
No change	8
FFY 2005 actual and/or FFY 2004 or FFY2005 baseline performance data not provided	11
Total	60

Source: U.S. Department of Education, Office of Special Education Programs, “Part B SPP/APR Indicator Analyses,” 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/456> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006.

^a“Change in status” is determined by whether a state’s FFY 2005 actual performance data showed or appeared to show an increase (progress) or decrease (slippage) in the percentage of findings of Part B noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2004 or FFY 2005 baseline performance data.

^bThese states did not provide clear baseline performance data, clear actual performance data, or both. Therefore, other relevant information in these states’ SPPs/APRs that suggested specific performance statuses was used to determine (what appeared to be) changes in their status.

Table 49 suggests an upward trend for performance or progress for over half of the states with reported data. Twenty-eight states improved or appeared to improve from their baseline, while 13 states showed or appeared to show slippage from their baseline. Eight states reported their actual performance was the same as their baseline, including seven states that reported 100 percent compliance with Indicator 15. Change in performance from baseline could not be determined for 11 states that did not report actual performance data, baseline performance data or both.

The 2007 analysis of the states’ explanations for changes in performance did not include a review of the Part B Indicator 15 data included in the states’ FFY 2005 APRs. Therefore, a summary of the states’ explanations for progress and slippage on Indicator 15 is not available for inclusion in this report.

General Supervision: Part C Indicator 9

The lead agency is responsible for ensuring the general supervision of all early intervention service programs for infants and toddlers birth through age 2 served under *IDEA*, Part C. Indicator 9 measures whether the lead agency’s general supervision system (including monitoring, complaints, hearings or other activities) identifies and corrects noncompliance as soon as possible but in no case later

than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measure, the number of findings corrected as soon as possible, but in no case later than one year from identification, are divided by the number of findings of noncompliance and then multiplied by 100. The target for this compliance indicator is 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands and the Virgin Islands. In their FFY 2005 actual performance data, six states (11 percent) reported full compliance at 100 percent.

In 2007, the Department analyzed the FFY 2005 actual performance data and compared them to FFY 2004 or FFY 2005 baseline data on Indicator 9 from 56 states. The results of this analysis are presented in table 50. Seventeen states included in the analysis did not provide clear baseline performance data, clear actual performance data or both. For the analysis, these states (categorized as either “Appeared to show progress” or “Appeared to show slippage” in table 50) had their baselines recalculated from numbers or percentages in the states’ current SPPs or FFY 2005 APRs. In addition, if these states did not provide numerical or percentage data, but they did provide narrative information (e.g., “all noncompliance corrected”) that suggested a specific performance status, then the narrative information was used to determine these states’ performance statuses.

Table 50. Number of states, by change in performance status on IDEA, Part C Indicator 9: Federal fiscal year 2005

Change in status ^a	Number of states
Showed progress	9
Appeared to show progress	8 ^b
Showed slippage	4
Appeared to show slippage	9 ^b
No change	6
FFY 2005 actual and/or FFY 2004 or FFY2005 baseline performance data not provided	20
Total	56

Source: U.S. Department of Education, Office of Special Education Programs, “Part C SPP/APR Indicator Analyses,” 2007. Available at <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/457> (accessed June 15, 2010).

Note: The federal fiscal year (FFY) 2005 reporting period was from July 1, 2005, through June 30, 2006.

^a“Change in status” is determined by whether a state’s FFY 2005 actual performance data showed or appeared to show an increase (progress) or decrease (slippage) in the percentage of findings of Part C noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2004 or FFY 2005 baseline performance data.

^bThese states did not provide clear baseline performance data, clear actual performance data, or both. Therefore, other relevant information in these states’ SPPs/APRs that suggested specific performance statuses was used to determine (what appeared to be) changes in their status.

For states that reported data, table 50 suggests that almost half (47 percent) showed or appeared to show progress, and about one-third (36 percent) showed or appeared to show slippage. In particular, 17 states improved from their baseline, while 13 states slipped from their baseline. Of the six states that reported no change between their actual performance data and their baseline data, five of them reported 100 percent compliance with Indicator 9. Change in performance from baseline could not be determined for 20 states that did not report actual performance data, baseline data or both.

The 2007 analysis of the states' explanations for progress or slippage in performance did not include a review of the Part C Indicator 9 data included in the states' FFY 2005 APRs. For this reason, a summary of the states' explanations for changes in performance could not be included in this report.

Section IV

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

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

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* and, in doing so, amended the *Education Sciences Reform Act of 2002*, 20 U.S.C. 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of *IDEA*, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

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

In its second full year of operation, fiscal year (FY) 2007 (Oct. 1, 2006, through Sept. 30, 2007), NCSER conducted grant competitions on several special education research topics. In FY 2007, NCSER reviewed 294 applications (up from 241 in FY 2006) and increased the number of grants it awarded from 28 in FY 2006 to 38 in FY 2007. Projects receiving grant funding varied greatly in scale and covered a range of developmental levels and disabilities. Examples of small-scale projects funded in FY 2007 include (1) developing augmented language interventions for young children with a range of developmental disabilities who encounter significant difficulty acquiring speech and language, (2) developing an interactive educational game to improve language skills of deaf and signing children, and (3) developing an intervention to increase knowledge and skills and improve educational and career outcomes for young women with disabilities in secondary school. Examples of large-scale projects funded in FY 2007 include (1) evaluating the implementation of a school-based positive behavioral support system and determining its impact on the number of students referred for special education services, and (2) developing and validating an assessment based on modified academic achievement standards for students with disabilities that extends seamlessly from general education assessments and is capable of measuring growth within and across elementary and middle school on grade-level content standards.

IES also used a portion of the funds appropriated for research on special education to support activities through the What Works Clearinghouse (WWC) focused on special education and interventions for students with disabilities. IES established the WWC in 2002 to provide educators, policymakers, researchers and the public with a central and trusted source of scientific evidence of what works in education. The WWC collects, screens and identifies studies of effectiveness of educational interventions (programs, products, practices and policies). Topics for WWC reviews are determined each year and may include interventions for students with specific learning disabilities, intellectual disabilities, autism, emotional disturbance and early childhood education interventions for children with disabilities.

Descriptions of projects funded by NCSER grants in FY 2007 under Part E of the *Education Sciences Reform Act of 2002* follow. The descriptions include a project purpose summary that contains information taken from the IES database of funded research grants. The descriptions are organized by the following categories: Assessment for Accountability; Autism Spectrum Disorders; Early Intervention, Early Childhood Special Education and Assessment; Individualized Education Programs and Individualized Family Service Plans; Mathematics and Science Education; Quality of Teachers and Other Service Providers for Students with Disabilities; Reading, Writing and Language Development; Response to Intervention; Secondary and Transition Services; and Serious Behavior Disorders. Additional information on these projects as well as new and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/> (accessed Feb. 3, 2011).

Assessment for Accountability

Award Number: R324A070035

Name of Institution: SRI International

Principal Investigator: Geneva Haertel

Description: *Principled Science Assessment Designs for Students With Disabilities.* The *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act*, and *IDEA* require that students with disabilities be included in state assessments and accountability systems. Recently, researchers have begun to explore whether tests can be designed from the outset to be more accessible and valid for a wider range of students; this approach is termed “universal design.” The researchers on this project will study the use of universal design paired with an approach termed “evidence-centered design” to develop or redesign items that can more accurately evaluate the knowledge and skills of all students on statewide assessments. The academic content focus of this study is middle school science, but if successful the approach can be applied to other topics and age ranges. The researchers’ specific goals are (1) to evaluate the validity of inferences that can be drawn from existing state science assessments for students with and without disabilities, (2) to redesign assessment items to increase the validity for students both with and without disabilities, (3) to conduct empirical studies of the validity of inferences drawn from the scores on the redesigned items, and (4) to develop research-based guidelines that can be used in test development to increase the validity of inferences from science assessment scores for all students.

Amount: \$1,599,939

Period of Performance: 3/1/2007–2/28/2011

Award Number: R324A070188

Name of Institution: University of Oregon

Principal Investigator: Gerald Tindal

Description: *Assessments Aligned With Grade-Level Content Standards and Scaled to Reflect Growth for Students With Disabilities and Persistent Learning Problems.* The *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act*, and *IDEA* require that students with disabilities be included in state assessments and accountability systems. Federal regulations, which became effective on May 9, 2007, gave states new flexibility by allowing them to develop “modified academic achievement standards” that are aligned with grade-level content standards and measure mastery of grade-level content but are less difficult to attain than grade-level achievement standards. Modified academic achievement standards are intended for a small group of students whose disability has prevented them from achieving grade-level proficiency and who likely will not reach grade-level achievement in the same timeframe as other students. For these students with the most significant cognitive disabilities, grade-level assessments are often too difficult, but alternate assessments based on alternate academic achievement standards are often too easy. This project will address the challenges related to modified academic achievement standards by developing and validating an assessment based on modified academic achievement standards that extends from general education assessments and can relate to growth within and across elementary and middle school on grade-level content standards.

Amount: \$1,523,562

Period of Performance: 5/1/2007–4/30/2011

Autism Spectrum Disorders

Award Number: R324B070027

Name of Institution: Rady Children’s Hospital Health Center

Principal Investigator: Aubyn Stahmer

Description: *Translating Pivotal Response Training Into Classroom Environments.* As rates of Autism Spectrum Disorder (ASD) increase, there is growing strain on public schools to provide high-quality, specialized programming for meeting the needs of students with ASD. Very little research has examined the efficacy of any specific techniques for intervening with children with ASD in school settings. The translation of interventions that have been demonstrated to be effective in controlled settings to school settings is needed. To address this need, researchers are modifying an evidence-based intervention, *Pivotal Response Training*, for use in classroom settings and evaluating its effectiveness for improving outcomes for children with ASD. For the *Classroom Pivotal Response Training* intervention, the researchers will adapt the current *Pivotal Response Training* procedures, manual and training process for classroom implementation while preserving the integrity of the program. The purpose of this study is to develop, refine and conduct an initial evaluation to determine whether exposure to the intervention is associated with improvements in the communication, play, academic and social skills of children with ASD.

Amount: \$1,964,143

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070219

Name of Institution: University of North Carolina at Chapel Hill

Principal Investigator: Samuel Odom

Description: *Comparison of Two Comprehensive Treatment Models for Preschool-Aged Children With Autism Spectrum Disorders and Their Families.* Prevalence rates for Autism Spectrum Disorders (ASD) have risen in the last decade. According to the Centers for Disease Control and Prevention, one in 150 children has an ASD. This increase has created pressure on local school systems to provide effective treatment and services for children with such disorders. To date, few studies have been conducted to evaluate the effects of school-based interventions that address the multiple needs of children with ASD.

To address this need, researchers are evaluating two established comprehensive treatment models. The Treatment and Education of Autistic and Communication-Handicapped Children model and the Learning Experiences: Alternative Program for Preschoolers and Parents model are widely used and have been in use for over 25 years. Rigorous evidence of the efficacy of these comprehensive treatment models, however, is limited. The purpose of this study is to compare the immediate and long-term effects of the two comprehensive treatment models to each other and to a typical classroom service model. The researchers are including key outcomes related to the learning and development of young children with autism and to family functioning. Furthermore, the project will address the maintenance and differential treatment effects of each model and the relative cost.

Amount: \$3,019,247

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070056

Name of Institution: University of North Carolina at Chapel Hill

Principal Investigator: Linda Watson

Description: *Social Communication and Symbolic Play Intervention for Preschoolers With Autism.*

Deficits in social-communicative functioning are core diagnostic features of *autism*. Joint attention and symbolic play are theoretically posited to be pivotal skills that constitute the early foundations for social-communicative development. Researchers have found that the quality and quantity of young children's social communicative behaviors are highly predictive of long-term developmental and functional outcomes. Few school-based interventions have been developed and tested that target these two pivotal skills. To address this need, researchers are developing an intervention that targets joint attention and symbolic play in preschool-aged children with autism for use in public schools. The intervention program will have two primary content components (joint attention and symbolic play) and two primary context components (one-to-one intervention and classroom group activities). The purpose of this study is to develop and conduct an initial evaluation of this intervention.

Amount: \$1,213,062

Period of Performance: 7/1/2007–6/30/2011

Early Intervention, Early Childhood Special Education and Assessment

Award Number: R324A070136

Name of Institution: Oregon Research Institute

Principal Investigator: Barbara Gunn

Description: *Developing and Testing an Empirically Based Preschool Language and Literacy*

Curriculum for Children at Risk for Reading Disabilities Using a Components Analysis. Language and early literacy skills acquired in early childhood predict reading ability in elementary school. Many children, particularly those with disabilities or who are at risk for reading and learning disabilities, arrive at preschool with limited language and early literacy experience, which in turn affects their transition to and future success in elementary school. Thus there is a need to provide a foundation for early reading development through preschool literacy programs that provide intensive, targeted instruction and intervention for children with disabilities and who are at risk for reading and learning disabilities. To address this need, researchers are developing and field testing an instructional program for improving language and early literacy skills for preschool children with or at risk for reading and learning disabilities. The program will include whole-class and small-group instruction and independent activities designed to develop children's skills in phonological awareness, alphabetic understanding, vocabulary and comprehension, and oral language. The purpose of this study is to develop, refine and pilot test the intervention components that target these four important skills and to determine the contribution of each component to language and literacy outcomes.

Amount: \$1,325,716

Period of Performance: 3/1/2007–2/28/2010

Award Number: R324A070064

Name of Institution: SRI International

Principal Investigator: Kathleen Hebbeler

Description: *Early Intervention Graduates at Kindergarten: Analyses of Outcomes from the National Early Intervention Longitudinal Study.* The number of infants and toddlers receiving early intervention services under Part C of *IDEA* has more than doubled in the last 15 years. Relatively little is known about the relation between participation in early intervention services under Part C and subsequent child outcomes. The purpose of this project is to take advantage of data from the National Early Intervention Longitudinal Study (NEILS) to investigate whether participation in and characteristics of early intervention services predict child outcomes in kindergarten. The NEILS was established in 1996 by the U.S. Department of Education to collect information on a nationally representative sample of children who receive Part C services. The dataset includes information on children who received early intervention services, which services they received and their status and outcomes on multiple measures at entry to early intervention, when they turn 36 months of age and at entry to kindergarten.

Amount: \$539,828

Period of Performance: 3/1/2007–2/28/2009

Award Number: R324A070212

Name of Institution: Vanderbilt University

Principal Investigator: Mary Louise Hemmeter

Description: *Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities.* Although research has established a positive relationship between young children's social-emotional skills and success in school, large numbers of young children are beginning their school experiences without the emotional, social and behavioral skills necessary for academic success. The purpose of this project is to refine the Teaching Pyramid intervention, a multitiered intervention to address the social emotional development and challenging behavior of young children with or at risk for disabilities. The research team will further develop the intervention and then conduct an initial evaluation of the intervention in public preschool classrooms.

Amount: \$1,835,866

Period of Performance: 3/1/2007–2/28/2011

Award Number: R324A070008

Name of Institution: University of Florida

Principal Investigator: Patricia Snyder

Description: *Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices.* Despite a clear relationship between the quality of teaching practices and improved child outcomes, high-quality, evidence-based practices are not typically used in early childhood special education or early childhood education settings. To improve the quality of instruction, practitioners need access to high-quality professional development programs. To address this need, researchers are developing and conducting an initial evaluation of a professional development program called Tools for Teachers. Tools for Teachers is a multimedia toolkit with corresponding professional development materials. The purpose of this study is to develop and validate Tools for Teachers and to conduct an initial evaluation of whether its use leads to increased implementation of evidence-based practices and improved child outcomes.

Amount: \$1,288,510

Period of Performance: 3/1/2007–2/28/2010

Award Number: R324A070248

Name of Institution: Iowa State University

Principal Investigator: Gayle Luze

Description: *Individual Growth and Development Indicator Comprehensive Assessment Project.*

Assessment tools and techniques used in early intervention settings have primarily focused on diagnosis of disabilities and the child's limitations. These tools and techniques generally are not designed to be progress-monitoring assessments that allow intervention providers to measure the child's incremental (short-term) growth. Assessment tools administered to infants and toddlers that are psychometrically sound, feasible to use and sensitive to change over short periods of time are needed by early intervention providers and program administrators. Such tools are important for monitoring children's development and enabling intervention providers to determine if additional or different intervention strategies are needed to promote development. Investigators are continuing research on a set of progress monitoring measures called the Infant and Toddler Individual Growth and Development Indicators. This battery of assessments measures parent-child interaction and children's communication, motor, social and cognitive skills. Preliminary research on individual subtests has indicated that they have adequate reliability and validity when used independently. The purpose of this study is to investigate the reliability and validity of the Infant and Toddler Individual Growth and Development Indicators when used as an integrated battery of assessments and the practical viability of using all of the subtests with infants and toddlers with disabilities.

Amount: \$1,112,482

Period of Performance: 4/1/2007–3/31/2011

Award Number: R324A070122

Name of Institution: Georgia State University

Principal Investigator: MaryAnn Romski

Description: *Parent-Implemented Language Intervention for Young Children With Developmental*

Disabilities. Proficient language is necessary for young children to communicate their needs. It also facilitates their social interactions. However, many young children with significant developmental disabilities are unable to acquire and use language to interact with their surroundings due to their overwhelming inability to produce or comprehend speech. Severe spoken language impairment, coupled with developmental disabilities, has profound consequences for a child's long-term development and success in school. In order to ameliorate these developmental and educational consequences, young children with language impairment need valid, specialized interventions that specifically address the scope and severity of their needs. To address this problem, researchers are developing a parent-implemented augmented language intervention. The intervention is intended for young children with a range of developmental disabilities who encounter significant difficulty with speech and language. The researchers are also conducting an initial evaluation of whether the intervention improves these children's communication and school outcomes.

Amount: \$1,998,418

Period of Performance: 3/1/2007–2/28/2011

Award Number: R324A070085

Name of Institution: University of Kansas

Principal Investigator: Charles Greenwood

Description: *The Infancy to Preschool Early Literacy Connection: Validation Studies of the Early*

Communication Indicator of Growth and Development. Speech and communication impairments or delays are the most frequently reported reason for need of early intervention services. To enable teachers and other service providers to target instruction to young children's specific needs, valid and sensitive assessments are needed that measure incremental growth in early language skills, accurately predict early literacy development and are easily administered. To address this need, researchers are evaluating a progress monitoring measure of early communication skills called the Early Communication Indicator

(ECI). The ECI is intended to be used with infants and toddlers, including those who have disabilities or developmental delays. The purpose of this study is to assess whether the ECI is sufficiently sensitive for use as a progress monitoring assessment and to determine whether performance on the instrument predicts subsequent and important early literacy outcomes when the children are 4 years old.

Amount: \$1,598,288

Period of Performance: 3/1/2007–2/28/2011

Individualized Education Programs and Individualized Family Service Plans

Award Number: R324B070039

Name of Institution: University of Oregon

Principal Investigators: K. Brigid Flannery and Bonnie Doren

Description: *Building Effective and Meaningful Individualized Education Programs for Secondary-Aged Students.* IDEA includes specific transition requirements for secondary school students with disabilities as part of the individualized education program (IEP) process. Beginning no later than the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP team, the IEP must include appropriate measurable postsecondary goals and the transition services needed to assist the student in reaching those goals. Transition services are defined in IDEA, in part, as a coordinated set of activities for a student with a disability designed to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation. Although there is a growing awareness of the transition-related needs of secondary school students with disabilities, IEP case managers have largely not been trained on how to appropriately address these needs. The purpose of this project is to develop a professional development training program for IEP case managers to improve the meaningfulness, implementation and monitoring of IEPs at the secondary school level.

Amount: \$1,529,867

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070003

Name of Institution: Siskin Children's Institute

Principal Investigator: Robin McWilliam

Description: *TEIDS Plus: Integrating Quality Assurance and Data-Based Decision Making to Enhance IFSP Quality, Implementation and Child and Family Outcomes.* Individualized family service plans (IFSPs) are often poorly written, even though they are compliant with federal and state regulations. They do not provide detailed descriptions of services to be provided, child and family goals, and criteria for determining when a goal has been achieved. Because IFSPs may address federal and state requirements, but still not meet criteria for substantive quality, a need exists for the development of systemic interventions that use effective and practical strategies for increasing the quality and usefulness of these plans. Researchers are addressing this need through developing and evaluating a Web-based quality assurance system, Tennessee Early Intervention Data System Plus. This system will build upon the existing Tennessee data system. It will incorporate components related to statutory requirements and recommended practices for developing and implementing quality IFSPs and improving child and family outcomes. The purpose of this study is to develop and conduct an initial evaluation of whether use of the Tennessee Early Intervention Data System Plus leads to higher quality IFSPs, improved fidelity to IFSP implementation and improved child and family outcomes.

Amount: \$1,750,857

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070033

Name of Institution: Arizona State University

Principal Investigator: M. Jeanne Wilcox

Description: *Development of an IFSP Form and Process to Maximize Learning Opportunities for Young Children With Disabilities.* Adaptations such as adjusting task materials or using assistive technology expose children with disabilities to a wide range of daily living and educational activities and improve developmental and academic outcomes. Although adaptations are frequently used with older children with disabilities, they are not described on individualized family service plans (IFSPs) or widely used with infants and toddlers. Early interventionists, service providers and IFSP development teams need support systems for documenting and increasing the use of adaptations for infants and toddlers with disabilities. The researchers are addressing this need by developing an IFSP form and accompanying Web-based performance support system to help service providers develop and increase use of adaptations for infants and toddlers with disabilities. The purpose of this study is to design, launch and conduct an initial evaluation of the adaptation-based IFSP and support system.

Amount: \$2,271,864

Period of Performance: 7/1/2007–6/30/2011

Mathematics and Science Education

Award Number: R324A070270

Name of Institution: Pennsylvania State University

Principal Investigator: Paul Morgan

Description: *Instructional Effects on Achievement Growth of Children With Learning Difficulties in Mathematics.* Students with disabilities tend to lag behind their peers in mathematics achievement. On the 2007 National Assessment of Educational Progress, 19 percent of students with disabilities in grade 4 and 8 percent of students with disabilities in grade 8 were proficient in mathematics for their grade. To date, relatively little research has been conducted to evaluate the effectiveness of specific interventions for improving mathematics achievement of students with mathematics disabilities or even to identify potentially effective curricula or instructional approaches. One strategy for identifying potentially effective interventions for improving student achievement is to analyze data from large-scale longitudinal research to determine which education practices are associated with better student achievement. This information can then be used to help develop coherent interventions that incorporate those practices that are most likely to contribute to better student outcomes. The purpose of this study is to analyze data from the Early Childhood Longitudinal Study—Kindergarten Cohort in order to identify specific types of mathematics instruction that are associated with better student outcomes for children with, or at risk for, mathematics disabilities.

Amount: \$492,482

Period of Performance: 3/1/2007–2/28/2009

Award Number: R324A070130

Name of Institution: CAST, Inc.

Principal Investigator: Gabrielle Rappolt-Schlichtmann

Description: *The Universally Designed Science Notebook: An Intervention to Support Science Learning for Students With Disabilities.* Students with disabilities tend to lag behind their peers in science achievement. For example, on the 2005 National Assessment of Educational Progress, 13 percent of students with disabilities in grade 4 were proficient in science, and 4 percent were proficient in grade 12. To date, very little rigorous research has been conducted to develop and evaluate science interventions for students with disabilities. This project will develop and conduct an initial evaluation of a universally designed, Web-based science notebook (Universally Designed Notebook) intended to improve the science achievement of students with disabilities, particularly high-incidence disabilities. Students with high-incidence disabilities include those with specific learning disabilities, attention-deficit/hyperactivity

disorders, emotional disturbances or mild cognitive disabilities. The researchers will also develop a teacher training module and a teacher guide to support the classroom use of the Web-based science notebook. The Magnetism and Electricity module from the Full Option Science System, a widely used hands-on elementary school science program, will be the instructional curriculum in which the Web-based science notebook is studied.

Amount: \$1,997,888

Period of Performance: 3/1/2007–2/28/2011

Award Number: R324A070206

Name of Institution: University of Miami

Principal Investigator: Marjorie Montague

Purpose: *Improving Mathematics Performance of At-Risk Students and Students With Learning Disabilities in Urban Middle Schools.* Students with disabilities tend to lag behind their peers in mathematics achievement. On the 2007 National Assessment of Educational Progress, 19 percent of students with disabilities in grade 4 and 8 percent of students with disabilities in grade 8 were at or above the proficient level in mathematics for their grade. A number of interventions have been developed to address the mathematics needs of students with disabilities, but relatively little high-quality research has been conducted to test the efficacy of such interventions. This project will test the efficacy of *Solve It!*, an intervention designed to teach students with learning disabilities how to understand, analyze, solve and evaluate mathematical problems by developing the processes and strategies that effective problem solvers use. The participants in the study were middle school teachers and students in the Miami-Dade County Public Schools. A cluster randomized design was used and outcomes included tests of mathematics achievement, problem solving and self-efficacy for learning.

Amount: \$2,085,120

Period of Performance: 6/1/2007–5/31/2010

Reading, Writing and Language Development

Award Number: R324A070223

Name of Institution: State University of New York at Albany

Principal Investigator: Lynn Gelzheiser

Description: *Extending the Interactive Strategies Approach to Older Struggling Readers.* The ability to read is critical to success in American schools. As struggling readers progress through school, their educational problems become more complicated because they are expected to acquire knowledge in all academic subject areas through independent reading. Older struggling readers fall increasingly below their peers in academic achievement and may become disengaged and unmotivated. The purpose of this project is to develop and test a new approach to intervention with older struggling readers in grades 4 and 7 that incorporates both reading and writing skills. Developing an approach to teaching reading and writing to older struggling readers is complicated because it must address students' deficits in knowledge, vocabulary and comprehension as well as their problems with lower level skills, such as single-word reading. Reading interventions for older struggling readers typically do not integrate instruction on lower level skills (such as phonological skills and single-word reading) with higher level skills (such as deficits in knowledge, vocabulary and comprehension). This research team proposed to develop the Interactive Strategies Approach to integrate lower level and higher level skills to better meet the needs of older struggling readers.

Amount: \$1,494,478

Period of Performance: 7/15/2007–7/14/2010

Award Number: R324A070144

Name of Institution: Georgia State University

Principal Investigator: Paul Alberto

Description: *Integrated Literacy for Students With Moderate and Severe Disabilities.* Despite significant interest and investment in literacy and reading research over the last decade, little is known about effective literacy interventions for students with moderate to severe intellectual disability. Providing effective instruction for this population of students is challenging because of their diverse skill levels in developmental (e.g., verbal and non-verbal) and academic (e.g., emerging literacy and advanced literacy) domains. To address this need, researchers are developing and conducting an initial evaluation of an integrated literacy curriculum for students with moderate to severe intellectual disabilities. The curriculum contains three components: visual literacy instruction, sight-word instruction and phonics instruction. The curriculum will span emerging (e.g., object identification) to advanced literacy skills (e.g., phonologically decoding connected environmental text) and will enable the identification of appropriate entry points for literacy instruction for a wide range of students varying in age and initial skill level.

Amount: \$1,556,035

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324A070196

Name of Institution: Georgia Institute of Technology

Principal Investigator: Thad Starner

Description: *CopyCat: Learning Through Signing.* A majority of deaf children of hearing parents remain significantly delayed in language development throughout their lives when compared to hearing children or deaf children of deaf parents. Due to these delays in language development, deaf children of hearing parents are at considerable risk for poor educational outcomes. The development and evaluation of effective interventions that will promote the development of language skills in deaf children of hearing parents are needed. To address this need, researchers are developing and conducting an initial evaluation of an interactive educational game called *CopyCat*, which was designed to enhance the language skills of deaf and signing children of hearing parents. Using gesture recognition technology, the program will respond to children's signing and provide language models for children. The program is intended to supplement the regular curriculum in the classroom by providing additional language exposure and practice for improving language skills.

Amount: \$1,491,965

Period of Performance: 3/1/2007–2/28/2010

Response to Intervention

Award Number: R324B070098

Name of Institution: University of California, Riverside

Principal Investigator: Rollanda O'Connor

Description: *Precision in Response to Intervention Models: Variations of Measurement, Instruction, Student Language and Age.* English language learners are often inappropriately referred for special education services due to poor English language skills and poor reading skills. Response to intervention models for reading instruction have been developed to address this concern. These models hold significant promise for providing high-quality instruction to all students, identifying students with disabilities early and reliably and reducing the number of students inappropriately referred to special education. Although research on short-term effects of response to intervention models has shown improved reading achievement, teachers and administrators need models that have proven long-term effects on disability incidence and identification in subsequent grades and that can be used for students who are English language learners. For this project, researchers are developing and investigating the long-term effects of two response-to-intervention models. The two models will be implemented in kindergarten

through fourth grade in elementary schools that serve a significant portion of children from economically disadvantaged or culturally and linguistically diverse backgrounds or both. The models are a standard treatment variation (Complete Package Intervention) and a problem-solving variation (Tier 2 Targeted Intervention). The purpose of this study is to investigate the potential long-term effects of these two models on reading achievement and special education identification. Additionally, researchers will examine the relationship between the onset of implementation and student outcomes (i.e., whether outcomes are better if children entered the model in kindergarten as compared to first grade).

Amount: \$1,990,072

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070164

Name of Institution: University of Texas at Austin

Principal Investigator: Diane Bryant

Description: *Validating a Response to Intervention Multitiered Model for Primary Grade Students With Mathematics Difficulties.* If children do not master basic math skills in early elementary school, they will be unable to move on to more advanced mathematics skills necessary for success in school and life. Intensive mathematics interventions implemented in early elementary school have the potential for preventing mathematics difficulties and improving long-term mathematics outcomes for all students, particularly for students with mathematics disabilities. Researchers are developing and validating two interventions to be used in a Response to Intervention mathematics model in early elementary school. The first intervention Early Mathematics Boosters Stage 2 is intended for use with students with mathematics difficulties who are struggling with classroom-wide mathematics instruction. The second intervention Early Mathematics Boosters Stage 3 is intended for use with students with severe mathematics disabilities.

Amount: \$2,000,000

Period of Performance: 7/1/2007–6/30/2011

Secondary and Transition Services

Award Number: R324B070034

Name of Institution: Board of Regents, University of Nebraska

Principal Investigators: Mike Epstein and Alexandra Trout

Description: *On the Way Home: A Family-Centered Academic Reintegration Intervention Model.* Adolescents with disabilities sometimes require out-of-home care for behavior or academic problems. When adolescents re-enter home and school settings, students typically need supports in multiple settings to make a successful transition. On the Way Home: A Family-Centered Academic Reintegration Intervention Model is being developed to address this need. This project has three primary aims: (1) to identify the child, family and teacher/administrator training and implementation needs necessary for the successful implementation of the intervention model with adolescents with high-incidence disabilities reintegrating into the home and school setting following a stay in out-of-home care; (2) to conduct a preliminary field study to evaluate the feasibility of the integrated three-pronged intervention; and (3) to conduct an initial evaluation of the model on the outcomes of adolescents with high-incidence disabilities reintegrating into the home and school settings following a stay in out-of-home care.

Amount: \$1,443,284

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070176

Name of Institution: University of Missouri-Columbia

Principal Investigator: Gail Fitzgerald

Description: *Electronic Performance Support Systems as Assistive Technologies to Improve Outcomes for Secondary Students.* IDEA requires that students with disabilities have access to the general education curriculum. Although students with learning disabilities and students with emotional and behavioral disorders generally spend at least 40 percent of their day in the regular classroom, they have been described as “actively inefficient” learners, which means they use simpler, less effective strategies for learning. Adaptive devices and assistive technology devices that emphasize self-regulation and learning strategies may provide students with learning disabilities and emotional and behavioral disorders with the support they need to learn well in regular education classrooms. The purpose of this project is to conduct an initial evaluation of the potential efficacy of the use of Strategy Tools Support System, an electronic performance support system designed to help secondary school students with disabilities improve their ability to learn on their own in the context of regular education classes.

Amount: \$840,150

Period of Performance: 1/1/2008–12/31/2009

Award Number: R324B070038

Name of Institution: University of Oregon

Principal Investigators: Lauren Lindstrom and Bonnie Doren

Description: *Project: PATHS (Postschool Achievement Through Higher Skills).* In 2004, the average yearly earnings for females with a high school diploma were 27 percent less than the average earnings of their male peers. This “gender gap” in earnings is even wider for young women with disabilities. Women with disabilities who are living independently are significantly more likely than men to be supporting themselves on less than \$5,000 per year. Furthermore, one in eight women with disabilities also has a child to support. Failure to understand and address the career preparation needs of young women with disabilities may severely limit their postschool opportunities and outcomes. To address this challenge, this research team proposes to develop, revise and test the Postschool Achievement Through Higher Skills curriculum intervention that is intended to increase knowledge and skills and improve education and career outcomes for young women with disabilities.

Amount: \$1,878,803

Period of Performance: 9/1/2007–8/30/2011

Award Number: R324B070159

Name of Institution: University of Kansas

Principal Investigator: Michael Wehmeyer

Description: *Determining the Efficacy of the Self-Determined Learning Model of Instruction to Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities.* There is an emerging literature base in special education that indicates self-determination is a valued and important outcome for students with disabilities, but that too many students with cognitive disabilities experience limited self-determination. The fact that many students with disabilities have low levels of self-determination is a problem because research shows that students with high levels of self-determination achieve more positive outcomes. The Self-Determined Learning Model of Instruction was developed to promote self-determination and access to the general education curriculum and to support the unique needs of students with disabilities to achieve academic and transition-related goals, such as obtaining post-school employment. The purpose of this study is to conduct an initial evaluation of the potential efficacy of the Self-Determined Learning Model of Instruction for secondary school students with cognitive disabilities.

Amount: \$900,490

Period of Performance: 7/1/2007–6/30/2009

Serious Behavior Disorders

Award Number: R324A070118

Name of Institution: Johns Hopkins University

Principal Investigator: Philip Leaf

Description: *Testing the Impact of PBIS Plus.* Safe and orderly school environments are important for student achievement. Many students may be referred for special education services and exhibit behavioral problems in school because of a chaotic school environment or a classroom teacher who is not able to create a safe and orderly classroom environment. The schoolwide Positive Behavioral Interventions and Supports (PBIS) program holds promise for enhancing the school climate and reducing student behavior problems. The purpose of this study is to determine whether implementation of PBIS Plus in elementary schools will result in improved outcomes for students beyond those achieved by the standard model.

Amount: \$2,849,197

Period of Performance: 5/1/2007–4/30/2011

Award Number: R324A070199

Name of Institution: Pennsylvania State University

Principal Investigator: Linda Mason

Description: *Writing Instruction for Adolescents With Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse.* Proficiency in reading and writing is essential for academic success. On the 2002 National Assessment of Educational Progress, 32 percent of eighth-graders without disabilities attending public schools were writing at the proficient or advanced levels. For students with disabilities, only 4 percent of eighth-graders were writing at the proficient or advanced levels. To address the need for more appropriate writing interventions for students with disabilities, researchers propose to develop Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse. The purpose of this project is to conduct an initial evaluation of writing strategy and fluency instruction on the written expression and writing fluency performance of seventh- and eighth-grade students with behavior disorders in regular education and alternative settings who are struggling with writing.

Amount: \$1,795,462

Period of Performance: 6/1/2007–5/31/2011

Award Number: R324A070157

Name of Institution: University of Oregon

Principal Investigator: K. Brigid Flannery

Description: *Systematic Analysis and Model Development for High School Positive Behavior Support.* High schools face tremendous challenges in their attempts to provide students with the academic and social skills needed to succeed as adults. In a survey of middle and high school teachers, 70 percent of teachers reported that disruptive behavior was a serious problem in their schools, and almost four in 10 teachers reported that they spent more time managing disruptive behavior than they did teaching. One promising model of behavior support—schoolwide positive behavior support—has been used in elementary and middle schools, but use in high schools has not been widespread. This research team will develop a model to guide implementation of schoolwide positive behavior support in high schools. In addition, the team will conduct an initial evaluation of the model to assess potential impact on students' academic and behavior outcomes.

Amount: \$1,985,519

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324A070226

Name of Institution: University of Oregon

Principal Investigator: Robert Horner

Description: *Enhancing Data-Based Decision-Making in Schools.* Schoolwide positive behavior support is a frequently used systems-level intervention that involves school teams to actively engage in assessment, decision-making and implementation of behavior supports. These teams use data to identify rates and patterns of problem behavior. The data are expected to influence decisions by the team about what interventions to implement. Using data effectively and efficiently, however, can be a difficult task. Although an increasing number of education data-management systems are being adopted by districts across the country, little information is available about which features of these systems will be of greatest value for improving data-based decision-making. One such data-management system available to schools implementing schoolwide positive behavior support is the Schoolwide Information System. Learning more about how school teams use this information system provides an opportunity to better understand the role that data may play in influencing team decisions and the impact on student outcomes. To that end, the researchers will use current models of decision theory to build and validate a direct observation instrument—the Decision Observation, Recording, and Analysis Tool—for assessing the decision-making skills of schoolwide positive behavior support teams. In addition, the researchers will examine whether the use of the Schoolwide Information System improves the quality of decision-making by school teams. Finally, the researchers will investigate the impact of team decisions on student outcomes (e.g., office discipline referrals, reading scores).

Amount: \$1,689,910

Period of Performance: 3/1/2007–2/28/2011

Award Number: R324A070181

Name of Institution: University of Kansas

Principal Investigator: Debra Kamps

Description: *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for Functional Behavior Assessment (CW: FIT).* General estimates of the number of school-aged children with documented emotional and behavioral disorders range from 14 percent to 26 percent of the general population. Although advances have been made in developing interventions for reducing problem behavior, there is still a need to determine the efficacy of behavioral interventions in schools. Behavioral interventions based on an understanding of “why” a student displays problem behavior (i.e., the function or cause) have shown promising results for addressing a wide range of problem behaviors. Although these function-based interventions have often been used with individual students, research has demonstrated the feasibility of developing a group or classwide intervention based on these principles. Results of a pilot test showed promising results for one classwide intervention—Class-wide Function-based Intervention Teams—but the efficacy of the intervention has not been tested. To that end, the researchers will implement and examine the efficacy of the intervention with elementary school students with or at risk of serious behavior disorders in general and special education settings. This behavioral intervention is designed to teach appropriate behavior skills (e.g., how to appropriately gain the teacher’s attention) and reinforce the use of those skills through a game format. The intervention package also includes individual intervention procedures for students who do not successfully respond to the classwide intervention.

Amount: \$2,998,625

Period of Performance: 5/1/2007–4/30/2011

Award Number: R324A070183

Name of Institution: University of Washington

Principal Investigator: Gregory Benner

Description: *Think Time Efficacy Study.* This project is conducting a randomized efficacy study of the Think Time Strategy, a prevention-oriented behavioral intervention for elementary school children who exhibit disruptive behavior. Think Time has been developed and pilot tested with elementary school-age children who exhibit disruptive behavior and has been recognized as a promising intervention program. However, the efficacy of this program has not been tested.

Amount: \$1,430,137

Period of Performance: 3/1/2007–2/28/2010

Award Number: R324A070255

Name of Institution: University of Oregon

Principal Investigator: Jane Squires

Description: *Project SEAM: Preventing Behavior Disorders and Improving Social-Emotional Competence for Infants and Toddlers with Disabilities.* Estimates suggest that between 10 percent to 25 percent of all young children display social, emotional and behavior problems, many of which are severe enough to warrant a mental health diagnosis (e.g., attachment disorder, attention deficit hyperactivity disorder). Children who display early signs of behavior problems typically do not “grow out” of them, and such problems are likely to continue or worsen without intervention to improve behavior. However, there are few high-quality assessment tools available to help child care workers or parents accurately identify behavioral strengths and problem areas in young children. In addition, available instruments often do not assist in planning high-quality appropriate intervention goals or allow for monitoring of a child’s emotional and behavioral progress. To address this need, researchers are developing the Social-Emotional Assessment Measure for assessing and monitoring social-emotional and behavioral development in infants and toddlers (i.e., birth to 3 years) with disabilities. The instrument is designed to assist in the prevention and early identification of social-emotional difficulties, as well as provide information about optimizing positive parent-child interactions in the first years of life.

Amount: \$1,385,742

Period of Performance: 8/1/2007–7/31/2011

Teacher Quality

Award Number: R324B070018

Name of Institution: Florida State University

Principal Investigators: Tim Sass and Li Feng

Description: *The Effects of Teacher Preparation and Professional Development on Special Education Teacher Quality.* Teacher quality has a profound impact on student achievement and educational attainment, but research has produced few definitive findings on how best to prepare high-quality teachers. The researchers on this project will analyze data from the Florida Education Data Warehouse to evaluate the potential impact of pre-service and in-service teacher training experiences on academic achievement, high school graduation and postsecondary education and employment outcomes for students with disabilities. This analysis is made possible by the remarkable comprehensiveness of this data warehouse, which contains individual-level longitudinal data for the universe of public school students and teachers in Florida from 1995 forward, including approximately 400,000 special education students each year. The researchers will study the potential effects of both the quantity and content of teacher preparation courses as well as the number, content and timing of in-service professional development courses. The findings of this project may suggest best practices for preparing teachers for students with disabilities. By identifying those characteristics of in-service professional development training that are associated with better outcomes for students with disabilities, the researchers are laying the groundwork

for creating professional development programs that are more likely to improve the quality of instruction and student outcomes.

Amount: \$640,044

Period of Performance: 8/1/2007–7/31/2010

Award Number: R324B070192

Name of Institution: University of Florida

Principal Investigator: Mary Brownell

Description: *The Influence of Collaborative Professional Development Groups & Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers.* The literacy struggles of students with learning disabilities are well documented as persistent and significant. For example, the 2007 National Assessment of Educational Progress found that only 13 percent of fourth-grade students with disabilities were proficient in reading, while in eighth grade this proficiency rate fell to 7 percent. In large part, the literacy problems of students with learning disabilities are due to a lack of high-quality, research-based reading instruction and generally poor teaching practices. Research has found that special education reading instruction tends to mirror the whole-group, undifferentiated reading instruction found in regular education without the explicit, individualized reading instruction needed by students with learning disabilities. This project will develop and conduct a preliminary evaluation of a professional development model to improve special education teachers' reading instruction for students in the upper elementary school grades, with the ultimate goal of improving student achievement. The model will consist of a training institute and literacy learning cohorts that incorporate a group approach to professional development combined with follow-up coaching designed to help special education teachers improve word study and fluency instruction.

Amount: \$2,049,920

Period of Performance: 7/1/2007–6/30/2011

Award Number: R324B070045

Name of Institution: University of Illinois at Chicago

Principal Investigators: Marie Tejero Hughes and Michelle Parker-Katz

Description: *Collaborative Teacher Network.* Responsibility for teaching students with disabilities is shared by regular and special educators. Most students with disabilities are educated in regular school buildings, and approximately half are educated in regular classrooms for most of the school day. However, few regular education teachers feel fully prepared to teach students with disabilities, and special education teachers may not be fully prepared to teach academic content to the level of state achievement standards. The purpose of this project is to develop and conduct an initial evaluation of a professional development program designed to enhance middle school special education teachers' instruction in content area classes to improve the reading and content area achievement of students with disabilities. This program is based on collaboration between regular and special education teachers, and it focuses on evidence-based content reading strategies designed to enhance students' access to the general education curriculum.

Amount: \$1,207,516

Period of Performance: 7/1/2007–6/30/2010

Award Number: R324B070302

Name of Institution: University of Kansas

Principal Investigator: Jim Knight

Description: *Improving Instruction Through Implementation of the Partnership Instructional Coaching Model.* The *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act* establishes a goal for all students to meet or exceed a state's standards for proficiency in reading or language arts and mathematics by the 2013–14 academic year. States hold schools and districts accountable for making adequate yearly progress toward state standards for proficiency in reading or

language arts and mathematics for all students and subgroups, and the performance of students with disabilities is often cited as a particular challenge for schools in meeting a state's annual proficiency targets. Research has identified a number of teaching practices that may accelerate academic progress for students with disabilities, but professional development research has lagged behind in identifying methods for facilitating teachers' professional learning so they can adopt research-based practices on a widespread and ongoing basis. The researchers on this project will develop and evaluate a teacher training model called the Partnership Instructional Coaching Model for improving instruction and achievement for students with disabilities. This model will incorporate a number of practices that have been demonstrated to promote professional learning in teachers, such as (1) one-to-one non-evaluative partnership relationships between a coach and teacher; (2) empirically proven teaching practices; (3) modeling by coaches in teachers' classrooms; (4) observation of teachers by coaches in teachers' classrooms; (5) collaborative discussions about teaching practices, model lessons and teachers' lessons; and (6) ongoing support (modeling, observation, collaborative discussion) until teachers' use of new practices is fluent and habitual.

Amount: \$1,919,577

Period of Performance: 7/1/2007–6/30/2011

Section V

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

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

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to carry out studies and evaluations under sections 664(a), (b) and (c) of *IDEA*. This section of the annual report describes studies mandated by sections 664(a) and 664(c) of the law; the next (Section VI) is about the national assessment of *IDEA* as required by section 664(b).

As specified in section 664(a), IES funds, either directly or through grants, contracts or cooperative agreements awarded to eligible entities on a competitive basis, activities that assess the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities, and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies on ensuring accountability for students who are held to alternate achievement standards. In particular, IES is responsible for carrying out a national study or studies that examine (1) the criteria that states use to determine eligibility for alternate assessments and the number and type of children who take those assessments and are held accountable to alternate achievement standards; (2) the validity and reliability of alternate assessment instruments and procedures; (3) the alignment of alternate assessments and alternate achievement standards to state academic content standards in reading, mathematics and science; and (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

The National Center for Special Education Research (NCSER) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under section 664(a), (b) and (c) of *IDEA*. The

following studies and evaluations, authorized by sections 664(a) and (c) of *IDEA* and supported by IES, were ongoing during fiscal year 2007 (Oct. 1, 2006, through Sept. 30, 2007):

Contract Number: ED-01-CO-0003

Contractor: SRI International

Principal Investigator: Mary Wagner

Description: *National Longitudinal Transition Study-2 (NLTS2)*. This study is intended to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. NLTS2 involves a nationally representative sample of 11,276 students who were 13 to 16 years old and receiving special education services in December 2000. These students were followed into 2010 in an effort to understand their educational, vocational, social and personal experiences as they transition from adolescence to early adulthood. For additional information on NLTS2, see Page 7 and Pages 70-75 of this report.

Amount: \$23,573,453

Period of Performance: 1/2/2001–6/30/2011

Contract Number: ED-04-CO-0059/0005

Contractor: Westat

Principal Investigator: Elaine Carlson

Description: *Pre-Elementary Education Longitudinal Study (PEELS)*. This study examines the preschool and early elementary school experiences of a nationally representative sample of 3,104 children with disabilities and the outcomes they achieved. It focuses on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences and their academic and adaptive skills (as shown in their academic achievement, social development and participation in the classroom and community). For more information on PEELS, see Pages 6-7 and Pages 35-40 of this report.

Amount: \$14,198,843

Period of Performance: 9/30/2004–9/28/2011

Contract Number: ED-04-CO-0140

Contractor: Westat

Principal Investigator: William Frey

Description: *A Study of States' Monitoring and Improvement Practices Under the Individuals with Disabilities Education Act*. This study described the nature and extent of the various monitoring activities implemented by states for Parts B and C of *IDEA*. Data on 20 states' monitoring systems were collected during two site visits that took place in school years 2004–05 and 2006–07. The study addressed the contextual factors that may affect states' monitoring systems, states' approaches to monitoring and how states' monitoring systems and processes mapped onto a framework developed for the study. The final report from this study is available at <http://ies.ed.gov/ncser/pubs/20113001/> (accessed Feb. 3, 2011).

Amount: \$4,078,275

Period of Performance: 9/30/2004–9/29/2010

Contract Number: ED-04-CO-0040/0004

Contractor: SRI International

Principal Investigator: Jose Blackorby

Description: *National Study on Alternate Assessments*. This study was a congressionally mandated study of alternate assessments based on alternate achievement standards. The project developed state and national profiles on the implementation of alternate assessments and conducted surveys to explore the

implementation processes at state and local levels. Reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 3, 2011).

Amount: \$4,410,960

Period of Performance: 9/27/2005–4/30/2010

Section VI

Extent and Progress of the Assessment of National Activities

Extent and Progress of the Assessment of National Activities

Section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, requires the Institute of Education Sciences (IES) to carry out a “national assessment” of activities supported with federal funds under *IDEA*. IES is carrying out this national assessment to determine the effectiveness of *IDEA* in achieving the law’s purpose and to collect information on how to implement *IDEA* more effectively. Information generated through this national assessment is intended to help federal policymakers and state and local administrators implement the law more effectively and help federal policymakers shape future legislation regarding infants, toddlers, preschoolers, children and youths with disabilities. The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following five studies related to the national assessment during fiscal year 2007 (Oct. 1, 2006, through Sept. 30, 2007):

Contract Number: ED-04-CO-0059/0018

Contractor: Westat

Principal Investigator: Thomas Fiore

Description: *Design Task for an Evaluation of the Personnel Preparation to Improve Services and Results for Children with Disabilities Program.* This project developed design options for an evaluation of the implementation, outcomes and impacts of the Personnel Preparation to Improve Services and Results for Children with Disabilities Program authorized under Part D of *IDEA*. The project reviewed grantee information and key studies and obtained guidance from an expert panel to inform the design of the evaluation. The design task was completed in spring 2007. The 2007 final unpublished report, *Design Task for Evaluation of the Personnel Preparation Program to Improve Services and Results for Children with Disabilities: Evaluation Design Report*, is available from NCEE upon request.

Amount: \$324,474

Period of Performance: 9/21/2006–4/20/2007

Contract Number: ED-04-CO-0059/0017

Contractor: Westat

Principal Investigator: Thomas Fiore

Description: *Design of the National Assessment of Progress Under the Individuals With Disabilities Education Improvement Act.* This design study was initiated based on advice from early intervention, special education and evaluation experts to develop key research questions and approaches to address the goals set forth in section 664(b) of *IDEA* for the national assessment. The design study translated the topics identified in *IDEA* into specific research questions across various studies of the national assessment. These research questions focused on the developmental and academic outcomes for children with disabilities, identification for early intervention and special education, early intervention and special education services and personnel. As part of the design study, existing sources of national data on special education were reviewed to identify sources that could be useful in answering the research questions, and studies were recommended that could yield new data to answer the remaining questions. The 2007 final unpublished report, *Design of the National Assessment of Progress Under the Individuals with Disabilities Education Improvement Act: Final Report of Design Options*, is available from NCEE upon request.

Amount: \$597,399

Period of Performance: 9/29/2006–7/28/2007

Contract Number: ED-04-CO-0040/0007

Contractor: SRI International

Principal Investigator: Jose Blackorby

Description: *Patterns in the Identification of and Outcomes for Children and Youth With Disabilities.*

This study used existing data collected by the U.S. Department of Education and other federal agencies to provide a national description of identification patterns across time and comparisons of the outcomes for children and youths with disabilities with outcomes of samples that included their peers without disabilities. The study found that across age groups there was an increase from 1997 to 2005 in the percentages of children either newly identified or continuing to receive early intervention and special education services. Children identified for services under *IDEA*, while demonstrating growth over time in their performance, had lower skill levels than their same-age peers not identified for *IDEA* services or in the general population across several outcomes. The outcomes included developmental skills appropriate for young children, reading and math skills as indicated by National Assessment of Educational Progress scores and academic skills needed by older school-age youths for school completion. The final report from this study is available at <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20104005> (accessed Feb. 8, 2011).

Amount: \$967,769

Period of Performance: 8/7/2007–2/6/2010

Contract Number: ED-04-CO-0015/0009

Contractor: Abt Associates

Principal Investigator: Alan Werner

Description: *IDEA National Assessment Implementation Study.* This study was designed to provide a

representative, national picture of state and local implementation of early intervention and special education policies and practices supported under *IDEA*, with a focus on implementation of the new provisions added to *IDEA* in 2004. Topics for the study included the provision of services for young children with disabilities, coordinated early intervening services and response to intervention, developmental and academic standards for children with disabilities, qualified personnel, promoting parent participation, and dispute resolution. Data collection during 2009 included surveys of state administrators of programs for infants and toddlers with disabilities, preschool-age children with disabilities and school-age children receiving special education services, as well as a survey from a nationally representative sample of school district special education administrators. The final report from the study is available at <http://ies.ed.gov/ncee/pubs/20114026/index.asp> (accessed Aug. 24, 2011).

Amount: \$2,271,022

Period of Performance: 9/6/2007–8/31/2011

Contract Number: ED-04-CO-0059/0022

Contractor: Westat

Principal Investigator: Thomas Fiore

Description: *Evaluation of the IDEA Personnel Development Program.* This descriptive study included two evaluation components, each focusing on different funding recipients for the *IDEA* Subpart 2 Part D, Personnel Development Program. The first component was evaluating the national centers that are funded under this grant program and that are designed to provide a variety of national capacity-building and scientifically based products and services to a range of audiences, including researchers, trainers and education services providers. The national centers were evaluated by a panel of experts who rated the quality of products and services provided. The second component was evaluating higher education institutions' special education personnel preparation programs funded through this grant program. In

addition to examining a number of funded program outcomes (e.g., number of students enrolled in courses, number of students who exited courses of study without completing them, students' entrance test standards and exit certification test performance), the second evaluation component convened an expert panel to rate the quality of a sample of additions or modifications to courses of study during the period of each grant. To determine how funded special education personnel preparation programs compare to nonfunded programs, the second component surveyed applicants from FY 2006 and FY 2007 who were not funded in those years. The final report from the study will be announced at <http://ies.ed.gov/ncee> (accessed Aug. 24, 2011).

Amount: \$2,804,871

Period of Performance: 9/18/2007–9/16/2011

Appendix A

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

Table A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2006

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Alabama	2,468	1.37	8,026	4.43	80,987	8.04	32,342	6.24
Alaska	595	1.96	1,987	6.80	15,773	9.81	5,382	6.45
Arizona	5,299	1.81	14,040	4.97	112,614	8.19	38,168	5.64
Arkansas	3,217	2.75	11,689	10.29	56,444	9.24	22,257	7.17
California	34,343	2.11	67,052	4.24	605,685	7.15	225,663	5.20
Colorado	3,951	1.92	10,939	5.39	72,620	7.19	25,796	5.05
Connecticut	4,018	3.41	6,833	5.34	62,294	8.15	25,396	6.45
Delaware	908	2.66	2,213	6.56	17,153	9.26	6,299	6.49
District of Columbia	308	1.40	754	3.84	10,359	9.11	3,626	5.48
Florida	11,468	1.68	33,644	5.08	364,645	10.25	137,047	7.48
Georgia	5,357	1.26	20,410	4.85	176,400	8.30	59,823	5.58
Hawaii	3,970	7.48	2,459	4.83	18,640	7.13	7,836	5.78
Idaho	1,919	2.77	3,889	5.93	24,550	7.18	8,388	4.85
Illinois	16,613	3.11	37,152	6.96	289,611	10.05	108,889	7.39
Indiana	9,547	3.66	19,364	7.52	159,679	11.29	57,523	7.96
Iowa	2,932	2.52	6,199	5.46	65,195	9.84	26,876	7.61
Kansas	3,117	2.66	9,524	8.27	56,307	8.94	20,517	6.26
Kentucky	3,786	2.26	21,007	12.84	88,347	10.01	27,649	6.19
Louisiana	2,325	1.27	10,503	5.87	78,919	7.98	27,239	5.28
Maine	1,023	2.42	4,145	9.80	31,419	11.88	11,994	8.46
Maryland	6,717	3.03	11,590	5.26	95,149	7.75	36,355	5.70
Massachusetts	14,878	6.41	15,813	6.73	150,146	11.09	57,289	7.97
Michigan	8,836	2.32	24,268	6.22	217,673	9.55	82,829	7.01
Minnesota	3,578	1.70	13,989	6.90	103,935	9.13	40,440	6.80
Mississippi	1,546	1.21	8,430	6.79	59,160	8.66	21,485	6.08
Missouri	3,216	1.37	15,415	6.75	125,991	9.90	47,062	7.16
Montana	679	1.94	1,941	5.67	16,616	8.27	6,329	5.91
Nebraska	1,354	1.74	4,886	6.58	39,947	9.98	13,659	6.49
Nevada	1,520	1.36	5,669	5.29	42,561	8.12	14,835	5.96
New Hampshire	1,588	3.64	2,905	6.42	28,494	10.15	11,733	7.90
New Jersey	9,310	2.80	19,782	5.87	230,327	12.39	86,263	9.23
New Mexico	3,077	3.58	6,300	7.50	41,617	9.15	16,552	7.04
New York	30,988	4.21	60,156	8.24	391,773	9.36	153,969	6.94
North Carolina	7,500	2.03	20,433	5.60	172,018	9.02	61,043	6.24
North Dakota	757	3.11	1,567	6.92	12,258	8.44	4,554	5.51
Ohio	11,696	2.64	23,455	5.28	245,678	9.77	101,257	7.81
Oklahoma	3,043	1.97	7,625	5.09	88,235	11.13	33,417	8.19
Oregon	2,482	1.80	8,311	5.95	69,521	9.08	24,729	6.33
Pennsylvania	14,957	3.43	27,599	6.32	265,199	9.99	108,616	7.62
Rhode Island	1,646	4.39	2,982	8.12	27,261	11.53	10,770	8.18
South Carolina	3,381	1.98	13,864	8.17	93,489	9.88	34,581	6.95
South Dakota	1,006	2.97	2,684	8.57	15,140	8.56	4,732	5.05
Tennessee	4,014	1.67	11,967	5.04	108,296	8.53	40,671	6.33
Texas	23,232	1.99	39,351	3.46	454,951	8.19	177,320	6.38
Utah	2,767	1.84	7,597	5.26	53,569	8.10	16,900	5.15

MORE STATES ON NEXT PAGE

Continued on next page

Table A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2006 (continued)

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served ^a	Number served	Percentage of the population served ^b	Number served	Percentage of the population served ^c	Number served	Percentage of the population served ^d
Vermont	679	3.45	1,602	8.10	12,408	9.39	5,206	7.06
Virginia	4,619	1.49	16,968	5.66	153,826	9.46	61,197	7.21
Washington	4,412	1.79	13,174	5.38	109,805	8.02	38,398	5.48
West Virginia	2,786	4.41	6,013	9.61	43,041	12.03	15,910	8.41
Wisconsin	5,494	2.61	15,591	7.51	112,935	9.29	45,349	7.05
Wyoming	926	4.55	2,645	13.52	11,300	10.12	3,878	6.51
50 states and DC	299,848	2.43	706,401	5.81	5,979,960	9.07	2,256,038	6.64
BIE schools ^e	†	†	234 ^f	†	6,684	†	2,593	†
American Samoa	70	—	78 ^g	—	1,068	—	308	—
Guam	155	—	152 ^g	—	2,228	—	1,113	—
Northern Mariana Islands	58	—	76 ^g	—	698	—	261	—
Puerto Rico	4,262	2.85	7,314	4.65	89,815	9.50	28,829	6.09
Virgin Islands	117	—	129 ^g	—	1,437	—	737	—
U.S. and outlying areas	304,510	—	714,384	—	6,081,890	—	2,289,879	—

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 2006. Data were updated as of July 15, 2007. For actual Part C data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

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

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

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

^dPercentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the estimated resident population ages 14 through 21, then multiplying the result by 100.

^eThe Bureau of Indian Education (BIE) receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of the Interior on the number of children contacted and served under *IDEA*, Part C. The BIE receives *IDEA*, Part B, funds under a set-aside process to serve only school-age children who were 5 years old before Dec. 31 of the school year in which they were enrolled in kindergarten. Children/students served through the BIE are included in the population estimates of the individual states in which they reside.

^fAlthough BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report preschool-aged children who are enrolled in kindergarten in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

^gThe four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report preschool-aged children who are enrolled in kindergarten in elementary schools and who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

— Not available.

† Not applicable.

Appendix B

Developmental Delay Data for Students Ages 6 Through 9 Served Under IDEA, Part B

Developmental Delay Data for Students Ages 6 Through 9 Served Under IDEA, Part B

IDEA allows states flexibility in the use of the *developmental delay* category. Per statute, use of the category is optional. Only children ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social, emotional or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although federal law does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information related to students ages 6 through 9 reported in the *developmental delay* category and excludes information presented in previous annual reports to Congress on states with different practices in reporting children with *developmental delay*. In this report, Appendix B presents information on the number of states that reported data on students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*; percentage of population data on students ages 6 through 9 served; child count data on students ages 6 through 9 classified with *developmental delay*; and information on the relative likelihood of being served under *IDEA*, Part B, for *developmental delay* by race/ethnicity.

Table B-1. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay*, by year: Fall 1997 through fall 2006

Year	Number of states ^a	Percentage of the population served ^b
1997	6	0.14
1998	11	0.46
1999	19	0.50
2000	25	0.56
2001	29	0.60
2002	30	0.85
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33 ^c	1.18

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 1997–2006. Data for the referenced year were updated as of July of the year following the referenced year. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states, DC, BIE schools and PR that reported students under the category of *developmental delay*.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 1997 through 2000 were accessed January through November 2004 from <http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN1997.txt> through [STCH-ICEN2000.txt](http://www.census.gov/popest/archives/EST90INTERCENSAL/STCH-Intercensal/STCH-ICEN2000.txt). Population data estimates for 2001 through 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the states (including BIE schools), DC and PR that reported students under the category of *developmental delay*. Students served through the BIE are included in the population estimates of the individual states in which they reside.

^aThese are states reporting a non-zero count for students ages 6 through 9 served under the category of *developmental delay* and with available estimated resident population data. For the purpose of this table, number of states may include states, DC, BIE schools and PR. States’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age.

^bPercentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. Percentages of the population ages 6 through 9 in this table cannot be compared with percentages of the population ages 6 through 21 reported in table 10.

^cStates that reported students under the category of *developmental delay* in 2006 were: Alabama, Alaska, BIE schools, Connecticut, District of Columbia, Georgia, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Puerto Rico, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington and Wisconsin.

Table B-2. Number of students ages 6 through 9 served under IDEA, Part B, under the category of developmental delay, percentage of the population served (risk index), comparison risk index and risk ratio for students ages 6 through 9 served under IDEA, Part B, under the category of developmental delay, by race/ethnicity: Fall 2006

Race/ethnicity	Child count for 30 states, DC and BIE schools, ages 6 through 9	Population for 30 states and DC, ages 6 through 9	Risk index ^a (%)	Risk index for all other racial/ethnic groups combined ^b (%)	Risk ratio ^c
American Indian/Alaska Native	3,088	87,238	3.54	1.19	2.98
Asian/Pacific Islander	2,229	224,879	0.99	1.22	0.81
Black (not Hispanic)	18,785	1,237,345	1.52	1.15	1.32
Hispanic	8,230	607,319	1.36	1.20	1.13
White (not Hispanic)	51,422	4,728,175	1.09	1.50	0.73
Total	83,754	6,884,956	1.22	†	†

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 30 states, DC and BIE schools that reported a non-zero count for students ages 6 through 9 served under the category of *developmental delay* and with available estimated resident population data.

U.S. Department of Commerce, U.S. Census Bureau. Population data estimates for 2006 were accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_alldata6.csv. For actual Census data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>. These data are for the 30 states (including BIE schools) and DC that reported a non-zero count for students ages 6 through 9 served under the category of *developmental delay* and with available estimated resident population data. Students served through the BIE are included in the population estimates of the individual states in which they reside.

Notes: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Data for PR are excluded from this table as resident population data are not available by race/ethnicity.

^aPercentage of the population served may be referred to as the risk index. It was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* and racial/ethnic group by the estimated resident population ages 6 through 9 in the racial/ethnic group in the 30 states (including BIE schools) and DC that reported students under the category of *developmental delay* (see table B-1, footnote c), then multiplying the result by 100. Risk indexes for students ages 6 through 9 in this table cannot be compared with risk indexes for students ages 6 through 21 reported in table 12.

^bRisk index for all other racial/ethnic groups combined (i.e., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay* and all of the other racial/ethnic groups by the estimated resident population ages 6 through 9 in all of the other racial/ethnic groups in the 30 states (including BIE schools) and DC that reported students under the category of *developmental delay*, then multiplying the result by 100. Comparison risk indexes for students ages 6 through 9 in this table cannot be compared with comparison risk indexes for students ages 6 through 21 reported in table 12.

^cRisk ratio compares the proportion of a particular racial/ethnic group served under *IDEA*, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Risk ratios for students ages 6 through 9 in this table cannot be compared with risk ratios for students ages 6 through 21 reported in table 13.

† Not applicable.

Appendix C

Differences in State Reporting of *IDEA*, Part B, Disabilities

Differences in State Reporting of *IDEA*, Part B, Disabilities

Table C-1 summarizes how eight states reported children and students ages 3 through 21 served under *IDEA*, Part B, with *other health impairments* and *multiple disabilities* in different disability categories for child count and educational environments data collections in 2006 and for exiting and discipline data collections in 2005–06. In particular, one state reported children and students with *other health impairments* in the *orthopedic impairments* category, while seven states reported children and students with *multiple disabilities* in the primary disability category listed on their individualized education program (IEP).

Table C-1. States that reported children and students with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections: Fall 2006; and exiting and discipline data collections: 2005–06^a

State ^b	IDEA disability categories	
	Other health impairments	Multiple disabilities
Colorado	O	
Delaware		P
Florida		P
Georgia		P
North Dakota		P
Oregon		P
West Virginia		P
Wisconsin		P

O = Children and students with *other health impairments* reported in the *orthopedic impairments* category.
 P = Children and students with *multiple disabilities* reported in the primary disability category identified on their IEP.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2006. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2005–06. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days,” 2005–06. Data were updated as of July 15, 2007. For actual Part B data used, go to <https://www.ideadata.org/Archive/ARCArchive.asp>.

^aFor 2005–06, states’ exiting data are from the reporting period between July 1, 2005, and June 30, 2006, while states’ discipline data are from the entire 2005–06 school year.

^bStates report data according to state law. States do not uniformly categorize children and students with disabilities according to *IDEA* disability categories as defined for purposes of child count, educational environments, exiting and discipline data collections.



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