

**U.S. Department of Education**



**45th Annual Report to Congress on the  
Implementation of the  
Individuals with Disabilities Education Act, 2023**

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45th Annual Report to Congress on the  
Implementation of the  
Individuals with Disabilities Education Act, 2023

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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March 2024

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## Preface

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

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

The *45th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2023*<sup>1</sup> describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for children with disabilities under IDEA, Part B, and early intervention services to infants and toddlers with disabilities and their families under IDEA, Part C; (2) ensuring that the rights of these children with disabilities and their parents are protected; (3) assisting States and localities in providing IDEA services to all children with disabilities; and (4) assessing the effectiveness of efforts to provide IDEA services to children with disabilities. The report focuses on children with disabilities being served under IDEA, Part B and Part C, nationally and at the State level. Part B of IDEA provides funds to States to assist them in making FAPE available to eligible children with disabilities, ages 3 through 21, who are in need of special education and related services, whereas Part C of IDEA provides funds to States to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all eligible children with disabilities, from birth through age 2, and their families.<sup>2</sup> Throughout this report, children with disabilities who

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<sup>1</sup> The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current data in this report were collected from July 2020 through December 2021. These data have been available to the public prior to their presentation in this report. Subsequent references to this report and previously published annual reports will be abbreviated as the “XX Annual Report to Congress, Year” and will not include “on the Implementation of the Individuals with Disabilities Education Act.”

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

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

This *45th Annual Report to Congress, 2023* follows the *44th Annual Report to Congress, 2022* in sequence and format, and it continues to focus on IDEA results and accountability. Similar to the *44th Annual Report to Congress, 2022*, the *45th Annual Report to Congress, 2023* contains the following six major sections that address the annual report requirements contained in Section 664(d) of IDEA. The sections are (1) a summary and analysis of IDEA Section 618 data at the national level<sup>3</sup>; (2) a summary and analysis of IDEA Section 618 data at the State level; (3) a summary and analysis of the U.S. Department of Education’s (Department) findings and determinations regarding the extent to which States are meeting the requirements of IDEA, Part B and Part C; (4) a summary of special education research conducted under Part E of the Education Sciences Reform Act of 2002; (5) a summary of national special education studies and evaluations conducted under Section 664(a) and (c) of IDEA; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of IDEA and improving its implementation.

The content of this report differs from that of the *44th Annual Report to Congress, 2022* in several ways. The most recent data presented in this report represent the following applicable reporting periods: fall 2021, school year 2020–21, or a 12-month reporting period during 2020–21. Where data are presented for a 10-year period, the oldest data are associated with fall 2012. The *45th Annual Report to Congress, 2023* also reflects changes in reporting for the Part B assessment, child count and educational environments, and personnel data collections as well as changes to the determination process (see *Changes Related to Assessment, Child Count, and Personnel Data Collections* on p. 5).

Finally, on March 13, 2020, the President of the United States declared a national emergency due to the coronavirus disease 2019 (COVID-19) public health pandemic. On May 11, 2023, the COVID-19 national emergency ended. The COVID-19 pandemic challenged educators, early intervention service

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<sup>3</sup> Section 618 data consist of (1) the number of infants and toddlers served under IDEA, Part C; the settings in which they receive program services; information on the transition at age 3 out of Part C; and dispute resolution information under IDEA Part C; and (2) the number of children and students served under IDEA, Part B; the environments in which they receive education; their participation in and performance on State assessments (not available for school year 2019–20); information on their exiting special education services; the personnel employed to provide educational services to them; disciplinary actions that affect them; and dispute resolution information under IDEA, Part B; and information related to local maintenance of effort reduction and coordinated early intervening services.

providers, and related services providers as they worked to meet the needs of children with disabilities in accordance with IDEA.<sup>4</sup> While this report acknowledges that there were challenges presented by COVID-19, and some data in this report were collected during the COVID-19 national emergency, the purpose of the *45th Annual Report to Congress, 2023* is to describe our nation’s progress implementing IDEA. It does not explore or explain the effects of any particular factor, including the COVID-19 pandemic, on such progress. The Department has published resources and policy documents related to the COVID-19 pandemic and its impact on special education and related services that States and local school districts provided under IDEA.<sup>5,6,7</sup>

A summary of each of the six sections and three appendices that make up the *45th Annual Report to Congress, 2023* follows.

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

Section I contains national data pertinent to Part B and Part C of IDEA. It contains four subsections. The four subsections focus on infants and toddlers birth through age 2 served under IDEA, Part C; children ages 3 through 5 (early childhood) served under IDEA, Part B; students ages 5 (school age) through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. The exhibits provide information about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their exits from Part B and Part C programs; disciplinary removals for Part B; and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for these children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia (DC), the Commonwealth of Puerto Rico (Puerto Rico or PR herein), and the four outlying areas of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands (the Northern Mariana Islands herein), and the Virgin Islands of the United States (U.S. Virgin Islands herein). In addition, the exhibits that concern special education and related services provided under IDEA, Part B, include data for schools operated or funded by the Bureau of Indian Education (BIE) (referred to as Bureau of Indian Education schools or BIE

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<sup>4</sup> See OSERS letter to states and local partners, August 24, 2021 (<https://sites.ed.gov/idea/files/rts-idea-08-24-2021.pdf>).

<sup>5</sup> See, for example, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, U.S. Department of Education, June 2021 (<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>).

<sup>6</sup> See, for example, *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*, U.S. Department of Education, August 2021 (<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>).

<sup>7</sup> See, for example, OSEP Fast Facts: IDEA Section 618 Data Collected on Children With Disabilities Served Under IDEA During the Time of the COVID-19 Pandemic, U.S. Department of Education, July 2023 (<https://sites.ed.gov/idea/osep-fast-facts-highlights-idea-data-during-covid19-pandemic>).

schools herein) within the U.S. Department of the Interior, and the three freely associated states: the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

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

Section II contains State-level data regarding Part B and Part C of IDEA. This section is organized into four subsections that focus on infants and toddlers birth through age 2 served under IDEA, Part C; children ages 3 through 5 (early childhood) served under IDEA, Part B; students ages 5 (school age) through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. Each subsection addresses questions about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their exits from Part B and Part C programs; disciplinary removals for Part B; and their legal disputes. The characteristics of the personnel employed to provide special education and related services for these children and students are also addressed. The data presented in exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia, Bureau of Indian Education schools, and Puerto Rico.

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

Sections 616(d) and 642 of IDEA require the Secretary to make an annual determination about the extent to which each State's IDEA Part B and Part C programs are meeting the requirements of IDEA. To fulfill this requirement, the Secretary considers the State performance plan (SPP)/annual performance report (APR) of each State. Based on the information provided by the State in the SPP/APR, information obtained through monitoring reviews, and any other public information made available, the Secretary determines if the State meets the requirements and purposes of IDEA, needs assistance in implementing IDEA requirements, needs intervention in implementing IDEA requirements, or needs substantial intervention in implementing IDEA requirements. In June 2022, the Department issued determination letters on implementation of IDEA for the IDEA Federal fiscal year (FFY) 2020 SPP/APR reporting period (for data reported for the period July 1, 2020, through June 30, 2021) to 60 State educational agencies (SEAs) for Part B and to 56 State lead agencies for Part C. Section III presents the results of the determinations.

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

When Congress reauthorized IDEA in December 2004, it amended the Education Sciences Reform Act of 2002 (P.L. 107-279) by adding a new Part E to that Act. The new Part E established the

National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). NCSER began operation on July 1, 2005. As specified in Section 175(b) of the Education Sciences Reform Act of 2002, NCSER’s mission is to—

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

Section IV of this report describes the research projects funded by grants NCSER awarded during the Department’s FFY 2022 (October 1, 2021, through September 30, 2022) under Part E of the Education Sciences Reform Act of 2002.

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

In the December 2004 reauthorization of IDEA, Congress required the Secretary to delegate to the Director of IES responsibility to carry out studies and evaluations under Section 664(a), (b), (c), and (e) of IDEA. As specified in Section 664(a) of IDEA, IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of IDEA, including the effectiveness of State and local efforts to provide (1) FAPE to children and students with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Section V of this report describes the studies and evaluations authorized by Section 664(a) and (e) of IDEA and supported by IES during FFY 2022 (October 1, 2021, through September 30, 2022).

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

Under Section 664(b) of IDEA (as amended in 2004), the Secretary is responsible for carrying out a “national assessment” of activities supported by Federal funds under IDEA. As delegated by the Secretary, IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purpose; (2) provide timely information to the President, Congress, the States, local educational agencies (LEAs), and the public on how to implement IDEA more effectively; and (3) provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of IDEA more effectively. The national assessment is designed to address specific

research questions that focus on (1) the implementation and impact of programs assisted under IDEA in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Section VI describes studies supported in FFY 2022 (October 1, 2021, through September 30, 2022) that contribute to the national assessment.

## **Appendix A. Infants, Toddlers, Children, and Students Served Under the Individuals with Disabilities Education Act (IDEA), by Age Group and State**

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under IDEA, Part C, in 2021 in each State, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the children ages 3 through 5 and students ages 6 through 21 served under IDEA, Part B, in 2021 in each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). It also presents the number of infants and toddlers birth through age 2 and children and students ages 3 through 5 (early childhood) and 5 (school age) through 21 served under IDEA in each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states, by race/ethnicity.

## **Appendix B. *Developmental Delay* Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B**

Appendix B presents information about the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of *developmental delay*.<sup>8</sup> Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 States, the District of Columbia, and Puerto Rico represented by the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2012 through 2021. Exhibit B-3 identifies whether each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states reported any children ages 3 through 5 (early childhood) or any students ages 5 (school age) through 9 under the *developmental delay* category in 2021.

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<sup>8</sup> This descriptor and other IDEA Section 618 data descriptors in this report are italicized within exhibits, text, and notes to clarify that the reference is to a grouping of data.

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

Appendix C presents State-level information on the number of students who received coordinated early intervening services (CEIS) and the number and percentage of LEAs, including educational service agencies (ESAs), that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to being identified with significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS. In addition, State-level data are presented on the number and percentage of LEAs, including ESAs, that met the IDEA, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2) and had an increase in IDEA, Part B, Section 611 allocations and took the *maintenance of effort (MOE) reduction* (or *MOE reduction*) pursuant to IDEA Section 613(a)(2)(C) in school year 2020–21.

## Key Findings at the National Level

The *45th Annual Report to Congress, 2023* presents data collected from States. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of IDEA [Individuals with Disabilities Education Act] Section 618 Data at the National Level,” follow. For further information regarding the key findings below, the reader is advised to review the exhibit cited and its additional associated text.

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

- In 2021, there were 406,000 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 403,567 were served in the 50 States and the District of Columbia. This number represented 3.7 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia. (Exhibit 1)
- In 2012 and 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019. In 2020, the percentage decreased to 3.2 percent and then increased back to 3.7 percent in 2021. From 2012 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, decreased from 4.7 percent to 4.6 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 6.2 percent in 2019. The percentage decreased to 5.3 percent in 2020 and then increased to a high of 6.4 percent in 2021. The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, increased from 2.6 percent to 2.7 percent from 2012 through 2013. It remained 2.7 percent in 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019. In 2020, the percentage decreased to 3 percent and then increased to 3.2 percent in 2021. From 2012 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, was 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent and then decreased to 1.1 percent in 2020. In 2021, the percentage increased to 1.3 percent. (Exhibit 2)
- In 2021, Native Hawaiian or Other Pacific Islander infants and toddlers, Hispanic/Latino infants and toddlers, and White infants and toddlers had risk ratios of 1.3, 1.1, and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. In 2021, Black or African American infants and toddlers, infants and toddlers associated with two or more races, American Indian or Alaska Native infants and toddlers, and Asian infants and toddlers had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. (Exhibit 3)



- During 2020–21, cumulative child count data reveal Native Hawaiian or Other Pacific Islander infants and toddlers and White infants and toddlers had risk ratios of 1.2 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. Cumulative child count data reveal Black or African American infants and toddlers, infants and toddlers associated with two or more races, American Indian or Alaska Native infants and toddlers, and Asian infants and toddlers had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. Cumulative child count data reveal Hispanic/Latino infants and toddlers were associated with a risk ratio of 1, indicating that they were as likely to be served under IDEA, Part C, as the infants and toddlers in all other racial/ethnic groups combined. (Exhibit 4)
- In 2021, of the 406,000 infants and toddlers served under Part C, 91.7 percent received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 4.7 percent of those served under Part C. Consequently, 96.5 percent of infants and toddlers served under IDEA, Part C, in 2021 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*. (Exhibit 5)
- In 2021, *home* was the primary early intervention service setting for at least 90.7 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native infants and toddlers (6.4 percent), while the smallest percentage served in this setting was associated with Asian infants and toddlers (4.2 percent). (Exhibit 6)
- Of the Part C exiting categories in 2020–21, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 119,201 of 373,043, or 32 percent, of infants and toddlers. An additional 4.1 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *Part B eligibility not determined* was the second most prevalent exiting category, as it accounted for 18.1 percent of the infants and toddlers. *Withdrawal by parent (or guardian) and no longer eligible for Part C prior to reaching age 3* accounted for 15.7 percent and 8.9 percent, respectively. (Exhibit 7)
- In 2020–21, 119,201, or 51.7 percent, of the 230,421 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 6.7 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. Eligibility for Part B was not determined for 29.3 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3. The remaining 12.3 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (6.2 percent) and those who exited with no referrals (6.1 percent). (Exhibit 8)
- During 2020–21, a total of 56 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. A report was issued for 37 (66.1 percent) of the complaints, while 18 (32.1 percent) of the complaints were withdrawn or dismissed. There was one (1.8 percent) complaint pending by the end of the period. (Exhibit 9)

- A total of 25 *due process complaints* were received during 2020–21 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. For 14 (56.0 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For nine (36.0 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. A hearing was pending as of the end of the reporting period for two complaints (8.0 percent). (Exhibit 10)
- During 2020–21, a total of 66 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. A mediation was conducted before the end of the reporting period for 46 (69.7 percent) of the *mediation requests* received. None of these mediation cases were related to a *due process complaint*. There were 19 (28.8 percent) *mediation requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. One (1.5 percent) *mediation request* was pending at the end of the reporting period. (Exhibit 11)

### **Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B**

- In 2021, there were 741,510 children ages 3 through 5 served under Part B in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 731,897 were served in 50 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 6.2 percent of the resident population ages 3 through 5. (Exhibit 12<sup>9</sup>)
- In 2021, the most prevalent disability category of children ages 3 through 5 (early childhood) served under IDEA, Part B, was *developmental delay* (specifically, 216,727 of 467,163 children, or 46.4 percent). The next most common disability category was *speech or language impairment* (34.0 percent), followed by *autism* (13.0 percent). The children ages 3 through 5 (early childhood) represented by the category “Other disabilities combined” accounted for the remaining 6.6 percent of children served under IDEA, Part B. (Exhibit 13)
- In 2021, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander children, White children, and children associated with two or more races ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.2, 1.2, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined. Black or African American children, Hispanic/Latino children, and Asian children ages 3 through 5 (early childhood), were associated with risk ratios less than 1 (i.e., 0.9, 0.9, and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined. (Exhibit 14)
- In 2021, a total of 267,825, or 56.8 percent, of the 471,377 children ages 3 through 5 (early childhood) served under IDEA, Part B, attended a *regular early childhood program* for some amount of their time in school. *Children attending a regular early childhood program at least*

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<sup>9</sup> Note that calculating results for children ages 3 through 5 is an approach that differs from the approach in Exhibits 13–14, which calculate exhibit results for children ages 3 through 5 (early childhood). The phrasing “ages 3 through 5” indicates data is inclusive of children ages 3 through 5 regardless of kindergarten status, whereas “ages 3 through 5 (early childhood)” denotes that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments.

*10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for 36.1 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category. Attendance in a *separate class* accounted for 28.6 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational environment category. Collectively, attendance in a *separate school, residential facility, and home* (which are represented by the term “Other environments”) accounted for 6 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B. The educational environment category for the remaining students, representing 8.6 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location*. (Exhibit 15)

- In 2021, in each racial/ethnic group, except for Asian children, more than 50 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B spent a portion of time in a *regular early childhood program*. *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, except for Asian and Native Hawaiian or Other Pacific Islander, this educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* ranged from 29.4 percent to 40.8 percent. *Separate class* was the most prevalent educational environment category for Asian children and Native Hawaiian or Other Pacific Islander children. This category accounted for 41 percent of Asian children, 35.1 percent of Black or African American children, 33.5 percent of Hispanic/Latino children, 32.3 percent of Native Hawaiian or Other Pacific Islander children, 31.7 percent of children associated with two or more races, and 23.3 percent of White children. (Exhibit 16)
- In 2020, a total of 34,771, or 94.4 percent, of the 36,833 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were fully certified. (Exhibit 17)
- In 2020, a total of 47,559, or 92.7 percent, of the 51,280 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were qualified. (Exhibit 18)

### **Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B**

- In 2021, a total of 6,611,306 students ages 6 through 21 were served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,524,630 were served in 50 States, the District of Columbia, and Bureau of Indian

Education schools. This number represented 9.6 percent of the resident population ages 6 through 21. (Exhibit 19<sup>10</sup>)

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2012 was 8.4 percent. In 2013, it increased to 8.5 percent and continued to increase gradually to 9.7 percent in 2019, before decreasing to 9.6 percent in 2021. In 2012, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.7 percent. It increased each year thereafter, reaching a high of 12.7 percent in 2019, before decreasing to 12.4 percent in 2020, where it remained in 2021. The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent in 2012 and 2013. The percentage then increased from 11 percent in 2014 to 12.4 percent in 2020 and then decreased to 12 percent in 2021. The percentage of the population ages 18 through 21 served under IDEA, Part B, was 2 percent in each year from 2012 through 2021. (Exhibit 20)
- In 2021, the most prevalent disability category of students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,351,863, or 34.5 percent, of the 6,815,457 students ages 5 (school age) through 21 served under IDEA, Part B). The next most common disability category was *other health impairment* (18.1 percent), followed by *speech or language impairment* (16.6 percent), *autism* (12.2 percent), *intellectual disability* (6.1 percent), and *emotional disturbance* (4.8 percent). Students ages 5 (school age) through 21 in “Other disabilities combined” accounted for the remaining 7.8 percent of students ages 5 (school age) through 21 served under IDEA, Part B. (Exhibit 21)
- Between 2012 and 2019, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disability*. The next most common disability categories were *speech or language impairment* and *other health impairment*. Similarly, in 2020 and 2021, the most prevalent disability category for students ages 5 (school age) through 21 served under IDEA, Part B, as a percentage of all resident students in that age range, was *specific learning disability* (3.3 percent and 3.2 percent, respectively). In both years, the next most common disability category was *speech or language impairment* (1.7 percent), followed by *other health impairment* (1.6 percent). (Exhibit 22)
- Between 2012 and 2019, the percentage of the resident populations ages 6 through 11 and 6 through 21 served under IDEA, Part B, that was reported under the category of *autism* increased gradually from 0.9 percent to 1.5 percent and 0.7 percent to 1.1 percent, respectively. Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *autism* increased from 1.4 percent to 1.5 percent and 1.1 percent to 1.2 percent, respectively. Between 2012 and 2021, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *autism* both increased. Specifically, the percentages of these two age groups that were reported under the category of *autism* were 79.7 percent and 83.5 percent larger in 2021 than in 2012, respectively. (Exhibit 23)
- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *other health impairment* was 46.2 percent larger in 2019 than in 2012. From 2012 through 2019, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment*

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<sup>10</sup> Note that calculating results for children ages 6 through 21 is an approach that differs from Exhibits 21–28, which calculate exhibit results for students ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments.

increased gradually from 1.1 percent to 1.6 percent. Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* remained the same at 1.5 percent and 1.6 percent, respectively. The percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 46.7 percent and 33.1 percent larger in 2021 than in 2012, respectively. (Exhibit 24)

- The percentage of the resident population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3 percent in 2012 to 3.6 percent in 2019. The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3.4 percent in 2012 to 3.6 percent in 2019. Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *specific learning disability* remained the same at 2.8 percent and 3.2 percent, respectively. The percentage of the population ages 12 through 17 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 4.2 percent larger in 2021 than in 2012. The percentage of the population ages 18 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 19.2 percent smaller in 2021 than in 2012. (Exhibit 25)
- In 2021, for all disabilities, American Indian or Alaska Native students, Native Hawaiian or Other Pacific Islander students, Black or African American students, Hispanic/Latino students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.5, 1.4, 1.3, 1.1, and 1.1, respectively, were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. In 2021, for all disabilities, Asian students and White students ages 5 (school age) through 21, with risk ratios of 0.5 and 0.8, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. (Exhibit 26)
- In 2021, with a risk ratio of 3.4, American Indian or Alaska Native students ages 5 (school age) through 21 were more than three times more likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for *orthopedic impairment* (1.0 percent) and *autism* (0.9 percent). Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability category of *autism* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and for *orthopedic impairment*, 1.1 for *hearing impairment*, and less than 1 for each of the other disability categories. With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.8), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.2), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.9), *hearing impairment* (0.9), *orthopedic impairment* (0.9), and *speech or language impairment* (0.9). With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under

IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.2), *specific learning disability* (1.4), and *speech or language impairment* (1.2). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and less than 1 for all other disability categories. Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *hearing impairment* (2.4) and *multiple disabilities* (2.1) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category, compared to all other racial/ethnic groups combined, except for *emotional disturbance* (0.9) and *speech or language impairment* (1.0). With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness*, *emotional disturbance*, and *visual impairment* and less than 1 for all other disability categories. With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *deaf-blindness* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.6), *other health impairment* (1.3), and *speech or language impairment* (1.1). The risk ratio for students ages 5 (school age) through 21 associated with two or more races was equal to 1 for *hearing impairment*, *multiple disabilities*, *orthopedic impairment*, *specific learning disability*, *traumatic brain injury*, and *visual impairment* and less than 1 for *intellectual disability*. (Exhibit 27)

- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2021, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 39.9 percent of American Indian or Alaska Native students, 19.3 percent of Asian students, 36.1 percent of Black or African American students, 40.7 percent of Hispanic/Latino students, 45.4 percent of Native Hawaiian or Other Pacific Islander students, 31 percent of White students, and 30.7 percent of students associated with two or more races. *Autism* was the most prevalent disability category for Asian students (29.3 percent). *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.7 percent), Native Hawaiian or Other Pacific Islander students (11.3 percent), and students associated with two or more races (18.5 percent). *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (15.5 percent), Asian students (23.8 percent), Hispanic/Latino students (18.8 percent), and White students (19.2 percent). (Exhibit 28)
- In 2021, a total of 6,553,058, or 95.2 percent, of the 6,881,439 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day. The majority (66.7 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*. Also, 16 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.5 percent were educated *inside the regular class less than 40% of the day*. Additionally, 4.8 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments.” (Exhibit 29)

- From 2012 through 2018, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 61.5 percent to 64 percent. From 2019 through 2021, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 64.8 percent to 66.7 percent. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 19.5 percent in 2012 to 17.9 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 17.4 percent in 2019 to 16 percent in 2021. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 13.8 percent in 2012 to 13.1 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 12.8 percent in 2019 to 12.5 percent in 2021. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” was 5.2 percent in 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage then dropped steadily to 5 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated in “Other environments” was 4.9 percent in 2019 and decreased in 2020 to 4.8 percent and remained there in 2021. (Exhibit 30)
- In 2021, more than 8 in 10 students (88.3 percent) reported under the category of *speech or language impairment* were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 students (18.7 percent) reported under the category of *intellectual disability* were educated *inside the regular class 80% or more of the day*. Similarly, less than 2 in 10 students (15.3 percent) reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*. In 2021, almost one-half (47.2 percent) of students reported under the category of *intellectual disability* and 43.5 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*. In 2021, larger percentages of students reported under the categories of *deaf-blindness* (26.7 percent) and *multiple disabilities* (23.2 percent) were educated in “Other environments” compared to students reported under other disability categories. (Exhibit 31)
- In 2021, for each racial/ethnic group, the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups, ranging from 58.1 percent to 69.7 percent. The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 14.9 and 22.5 percent of the students within each racial/ethnic group. Less than 20 percent of the students within each racial/ethnic group, except for Asian students (22.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group. (Exhibit 32)
- In school year 2020–21, between 67.8 and 75.9 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Between 24.1 and 32.2 percent did not participate. (Exhibit 33)

- In school year 2020–21, between 65.2 and 75.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Between 24.6 and 34.8 percent did not participate. (Exhibit 34)
- In school year 2020–21, between 33.8 and 40.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 22.2 and 35.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in math. All students in each of grades 3 through 8 and high school who participated in an alternate assessment in math in school year 2020–21 took an *alternate assessment based on alternate achievement standards*. Between 5.8 and 6.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in math. (Exhibit 35)
- In school year 2020–21, between 33.6 and 40.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 21.7 and 35.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in reading. All students in each of grades 3 through 8 and high school who participated in an alternate assessment in reading in school year 2020–21 took an *alternate assessment based on alternate achievement standards*. Between 5.9 and 7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in reading. (Exhibit 36)
- For school year 2020–21, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, Bureau of Indian Education schools, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 43 and 46 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 5.7 percent to 18.8 percent. Non-suppressed data were available for between 48 and 50 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 32.5 percent to 38.2 percent. (Exhibit 37)
- For school year 2020–21, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 43 and 47 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 10.8 percent to 16.6 percent. Non-suppressed data were available for between 46 and 48 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 35.3 percent to 40.5 percent. (Exhibit 38)



- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2020–21 (specifically, 331,824 of the 627,530 students, or 52.9 percent). This was followed by *moved, known to be continuing* in education (21.6 percent) and *dropped out* (10.3 percent). (Exhibit 39)
- In 2020–21, a total of 75.4 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 14.7 percent *dropped out*. The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 63.9 percent in 2011–12 to 75.4 percent in 2020–21. From 2011–12 through 2020–21, the percentage of students who exited special education and school by having *dropped out* decreased from 20.5 percent to 14.7 percent. (Exhibit 40)
- In comparison to school year 2011–12, the percentage graduating with a regular high school diploma in 2020–21 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The percentage graduating with a regular high school diploma increased by at least 7 percentage points for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. From 2011–12 through 2014–15, the disability category with the largest percentage graduating with a regular high school diploma was *visual impairment*. From 2015–16 through 2020–21, the disability category of *speech or language impairment* was associated with the largest percentage graduating with a regular high school diploma. The students reported under the category of *intellectual disability* had the smallest percentages graduating with a regular high school diploma from 2011–12 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest percentages graduating with a regular high school diploma from 2017–18 through 2020–21. (Exhibit 41)
- The dropout percentage was lower in school year 2020–21 than in 2011–12 for students who exited IDEA, Part B, and school in all disability categories except for *visual impairment*, which experienced an increase of 0.2 percent. The dropout percentage decreases were less than 11 percentage points in each disability category that experienced a percentage decrease. In each year from 2011–12 through 2020–21, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other disability category. (Exhibit 42)
- In 2020, a total of 410,316, or 92.2 percent, of the 444,901 full-time equivalent (FTE) *special education teachers* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were fully certified. (Exhibit 43)
- In 2020, a total of 476,214, or 92.9 percent, of the 512,755 FTE *special education paraprofessionals* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were qualified. (Exhibit 44)

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

- In 2020, a total of 97.5 percent of all full-time equivalent (FTE) personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, were fully certified. In 10 of the 11 related services personnel categories, 95.7 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 91.5 percent. (Exhibit 45)

- During the 2020–21 school year, 2,630 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP [individualized education program] team) for drugs, weapons, or serious bodily injury*. Given that 6,914,648 children and students ages 3 through 21 were served under Part B in 2020, in the States for which data were available, this type of action occurred with 4 children and students for every 10,000 children and students who were served under Part B in 2020. A total of 184 children and students ages 3 through 21 served under IDEA, Part B, or less than 5 for every 100,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2020–21. There were 7,991 children and students ages 3 through 21 served under IDEA, Part B, or 11 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2020–21. There were 5,545 children and students ages 3 through 21 served under IDEA, Part B, or 8 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2020–21. (Exhibit 46)
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 15 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 6 or less per 10,000 children and students served. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2020, no more than two children and students were removed by a hearing officer for likely injury during school year 2020–21. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 55 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 22 or less per 10,000 children and students served. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 29 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 15 or less per 10,000 children and students served. (Exhibit 47)
- During 2020–21, a total of 4,186 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. A report was issued for 2,814 (67.2 percent) of the complaints, while 1,273 (30.4 percent) of the complaints were withdrawn or dismissed. A total of 99 (2.4 percent) of the complaints that were received during the 2020–21 reporting period were pending or unresolved by the end of the period. (Exhibit 48)
- A total of 23,567 *due process complaints* were received during 2020–21 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 9,790 (41.5 percent) of the *due process complaints* received during the 2020–21 reporting period, a resolution was achieved without a hearing. For 1,293 (5.5 percent) of the *due process complaints* received, a hearing was conducted and a written decision was issued. For 12,484 (53.0 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period. (Exhibit 49)

- During 2020–21, a total of 8,725 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 2,720 (31.2 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,076 (23.8 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 477 requests (5.5 percent), a mediation session was still pending as of the end of the 2020–21 reporting period. The remaining 3,452 *mediation requests* (39.6 percent) were withdrawn or otherwise not held by the end of the reporting period. (Exhibit 50)
- A total of 62,683, or 0.9 percent, of the 7,352,816 children and students ages 3 through 21 served under Part B in 2021 by the 50 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services (CEIS) in school year(s) 2018–19, 2019–20, or 2020–21 prior to being served under Part B. (Exhibit 51)



## Data Sources Used in This Report

This *45th Annual Report to Congress, 2023* contains data from the U.S. Department of Education's (Department) *Defats* Data Warehouse (EDW), as well as publicly available documents from the Office of Special Education Programs (OSEP). Other data sources used in this report include the Department's Institute of Education Sciences (IES) and the U.S. Census Bureau. Brief descriptions of these data sources follow. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided in this report was accessed in fall 2022. This access date refers to the time when the data were originally gathered from the source for preparing the exhibits or summaries that appear herein.

### **EDFacts Data Warehouse**

#### *Data Collections*

The text and exhibits contained in the *45th Annual Report to Congress, 2023* were developed primarily from data in the Department's EDW. EDW is a repository for performance data collected across offices in the Department. It contains all of the data States are required to collect and report under Section 618 of the Individuals with Disabilities Education Act (IDEA). The State-submitted data that are in EDW are obtained each year through data collections approved by the Office of Management and Budget (OMB). Each data collection concerns a distinct domain of information. The data collections for the data that are primarily featured in this report concern—

- The number of infants and toddlers served under Part C of IDEA and the number of children and students served under Part B of IDEA on the State-designated data collection date;
- The settings in which Part C program services and environments in which Part B education services are received on the State-designated data collection date;
- The cumulative number of infants and toddlers served under Part C of IDEA during the State-designated 12-month reporting period;
- The Part C exiting categories of infants and toddlers and Part B exiting categories of students;
- Part B and Part C legal disputes and their resolution status;
- Participation in and performance on State assessments in math and reading by students served under Part B;
- The personnel employed to provide special education and related services for children and students under Part B; and
- Disciplinary actions for Part B program participants.

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

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

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Point-in-time child count and program settings	State-designated date between October 1, 2021, and December 1, 2021	April 6, 2022
	Cumulative child count	Cumulative for State-designated 12-month reporting period, 2020–21	April 6, 2022
	Exiting	Cumulative for State-designated 12-month reporting period, 2020–21	November 3, 2021
	Dispute resolution	Cumulative for July 1, 2020–June 30, 2021	November 3, 2021
Part B	Child count and educational environments	State-designated date between October 1, 2021, and December 1, 2021	April 6, 2022
	Assessment	State-designated testing date for school year 2020–21	December 15, 2021
	Exiting	Cumulative for July 1, 2020–June 30, 2021	November 3, 2021
	Personnel	State-designated date between October 1, 2020, and December 1, 2020	November 3, 2021
	Discipline	Cumulative for school year 2020–21	November 3, 2021
	Dispute resolution	Cumulative for July 1, 2020–June 30, 2021	November 3, 2021
	MOE reduction and CEIS	Federal fiscal years (FFYs) 2019 and 2020 and school year 2020–21	May 4, 2022

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

environments data, 5-year-olds are categorized by their kindergarten status (see Changes Related to Assessment, Child Count, and Personnel Data Collections on p. 5).

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

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

Most of the Part B and Part C data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. An exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, children ages 3 through 5 (early childhood), students ages 5 (school age) through 21, students ages 6 through 21, students ages 3 through 21, or students ages 14 through 21. The titles of exhibits identify the group(s) represented by the data. In addition, the titles of exhibits are worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits that contain data collected by States at a particular point in time (e.g., the point-in-time Part C child count and program settings) have titles that refer to the fall of the particular year or span of years represented by the data. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting, cumulative Part C child count) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2020–21).

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

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

The most recent data examined in the *45th Annual Report to Congress, 2023* were submitted directly by all States to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about States, districts, and schools.

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

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (e.g., fall 2021, school year or reporting year 2020–21). However, some exhibits present data for multiple years. The following chart shows when the data files for each reporting period were prepared. Data presented for the most current reporting period were accessed from files prepared as of fall 2022. Data presented for the other reporting periods were accessed from files prepared as of the specific time periods listed. Data for previous time periods, not shown in the chart, were derived from files that were prepared at different points in time but in no instance less than one year after the date of the original submission by the State to ensure that the State had a chance to update the data, if necessary.



Reporting period	File preparation period
Fall 2021 and school year or reporting year 2020–21	Fall 2022
Fall 2020 and school year or reporting year 2019–20	Fall 2021
Fall 2019 and school year or reporting year 2018–19	Fall 2020
Fall 2018 and school year or reporting year 2017–18	Fall 2019
Fall 2017 and school year or reporting year 2016–17	Fall 2018
Fall 2016 and school year or reporting year 2015–16	Fall 2017
Fall 2015 and school year or reporting year 2014–15	Fall 2016
Fall 2014 and school year or reporting year 2013–14	Fall 2015
Fall 2013 and school year or reporting year 2012–13	Fall 2014

The use of files with updated data allowed for the possibility of detecting and correcting problematic data that may not have had a notable impact on the statistics for the nation as a whole but might have incorrectly distinguished a State. The source notes for the exhibits in this report indicate when each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which the file was created and, if appropriate, the dates on which the data were revised and updated. This approach ensures that the data presented in the report are available and the source notes present the necessary information about the data as succinctly as possible. Definitions provided in the exhibit notes align with the data terms and definitions in the file specifications for the relevant data collections and may differ from regulations currently in effect. Additional data, tables, and data documentation related to the Part B and Part C data collections are also available at <http://www2.ed.gov/programs/osepidea/618-data/index.html>.

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

*Changes Related to Assessment, Child Count, and Personnel Data Collections*

A key difference from the *44th Annual Report to Congress, 2022* to the *45th Annual Report to Congress, 2023* is that the *44th Annual Report to Congress, 2022* does not include data from the school year (SY) 2019–20 Part B assessment data collection because the Department did not require States to

report assessment data for SY 2019–20 due to the COVID-19 pandemic.<sup>1</sup> However, the Department did require States to report assessment data for SY 2020–21. Therefore, the *45th Annual Report to Congress, 2023* includes assessment exhibits.

Another key difference from the *44th Annual Report to Congress, 2022* to the *45th Annual Report to Congress, 2023* relates to changes in how States were required to report child count and educational environments data. Prior to production of the *43rd Annual Report to Congress, 2021*, States reported Part B child count and educational environments data by age, with States reporting children ages 3 through 5 as receiving special education and related services in early childhood environments and students ages 6 through 21 as receiving special education and related services in school-age environments. In FFY 2019, the Department announced a change to this data collection that would disaggregate 5-year-olds by their “kindergarten status.” Beginning with the data presented in the *43rd Annual Report to Congress, 2021*, States had the option to report 5-year-old kindergartners as receiving special education and related services under IDEA, Part B, either in early childhood educational environments (previously ages 3–5) or in school-age educational environments (previously ages 6–21). By the *44th Annual Report to Congress, 2022*, and continuing in the *45th Annual Report to Congress, 2023*, for the Part B child count and educational environments data, the Department required that all States report children age 5 and not in kindergarten as receiving special education and related services in early childhood environments and children age 5 and in kindergarten as receiving special education and related services in school-age educational environments.

Reflecting this change, beginning in the *44th Annual Report to Congress, 2022*, and continuing in the *45th Annual Report to Congress, 2023*, the reports use the phrase “(early childhood)” in exhibit titles to denote that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving special education and related services in early childhood educational environments. The reports use the phrase “(school age)” in exhibit titles to denote that the data include students ages 5 through 21, where 5-year-olds are in kindergarten and receiving special education and related services in school-age environments. The exhibit notes present any special considerations for these data, if such considerations apply.

Additionally, as a result of this shift in data collection for 5-year-olds, starting with the *44th Annual Report to Congress, 2022*, and continuing in the *45th Annual Report to Congress, 2023*, Exhibits 23–25 present data inclusive of the 5-year-old school-age populations as two new trend lines

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<sup>1</sup> State Requests for Waivers of ESEA Provisions for SSA-Administered Programs (<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-state-plans-assessment-waivers/>).

beginning in 2020. The new trend lines are represented by diamond data markers for ages 5 (school age) through 11 and square data markers for ages 5 (school age) through 21. In those exhibits, the trend lines for ages 6 through 11 and ages 6 through 21 ended in 2019.

Finally, where Part B personnel data are analyzed in conjunction with Part B child count and educational environments data, the changes to child count and educational environments in FFY 2019 and FFY 2020 affected these reports as well. The *44th Annual Report to Congress, 2022* presents State-level Part B personnel data from 2019. During this data collection period, States had the option to report 5-year-olds by their “kindergarten status,” and the *44th Annual Report to Congress, 2022* presented personnel data accordingly. The *45th Annual Report to Congress, 2023* presents State-level Part B personnel data from 2020. During this data collection period, the Department required that all States report 5-year-olds by their “kindergarten status,” and the *45th Annual Report to Congress, 2023* presents personnel data consistent with the new “(early childhood)” and “(school age)” categorization.

### **Institute of Education Sciences**

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

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

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each State and county. These estimates exclude (1) residents of the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, as well as the freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands; (2) members of the Armed Forces on active duty stationed outside the United

States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates are produced by age, sex, race, and Hispanic origin. The State population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

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

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

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

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

## **Section I**

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



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

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

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

the Bureau of Indian Education (BIE),<sup>2</sup> for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

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

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

### Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 2012 through fall 2021

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 States and DC	Percentage <sup>a</sup> of resident population birth through age 2 served under Part C in the 50 States and DC
	In the 50 States, DC, PR, and the four outlying areas	In the 50 States and DC		
2012	333,982	329,859	11,904,557	2.8
2013	339,071	335,023	11,886,860	2.8
2014	350,581	346,394	11,868,245	2.9
2015	357,715	354,081	11,913,185	3.0
2016	372,896	369,672	11,957,307	3.1
2017	388,694	386,155	11,936,322	3.2
2018	409,315	406,582	11,752,545	3.5
2019	427,234	424,318	11,534,695	3.7
2020	363,387	361,462	11,361,919	3.2
2021	406,000	403,567	11,034,857	3.7

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2012–21. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21*. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

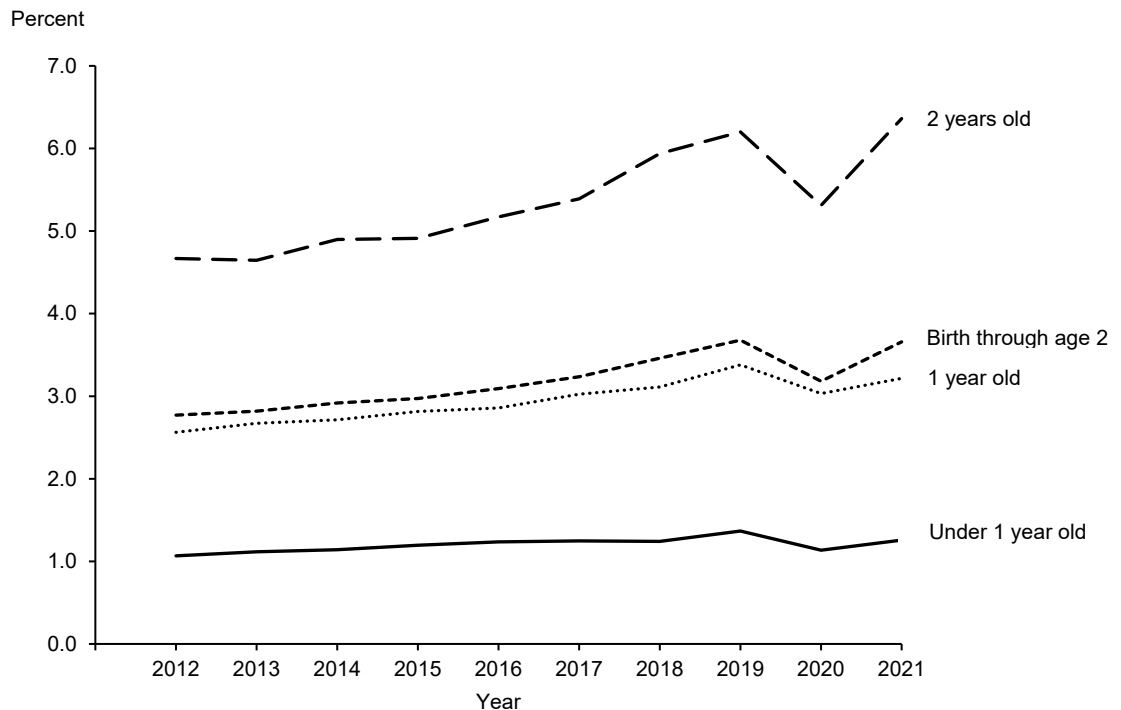
<sup>2</sup> The Bureau of Indian Education receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years (or biennially) under IDEA Section 643(b)(5) on the number of children contacted and served under IDEA, Part C, and reports annually under 34 C.F.R. § 303.731(e)(3)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



- In 2021, there were 406,000 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 403,567 were served in the 50 States and the District of Columbia. This number represented 3.7 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia.
- In 2012, the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in the 50 States, the District of Columbia, Puerto Rico, and the four outlying areas was 333,982. Compared to the number of infants and toddlers served in 2012, the additional 72,018 infants and toddlers served in 2021 represents an increase of 21.6 percent.
- In 2012 and 2013, 2.8 percent of the population of infants and toddlers birth through age 2 in the 50 States and the District of Columbia were served under Part C. Between 2014 and 2019, the percentage of infants and toddlers served increased to 3.7 percent and then decreased to 3.2 percent in 2020. The percentage then increased to 3.7 percent in 2021.

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

**Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2012 through fall 2021**



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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2012–21. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21.*

- In 2012 and 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019. In 2020, the percentage decreased to 3.2 percent and then increased back to 3.7 percent in 2021.
- From 2012 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, decreased from 4.7 percent to 4.6 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 6.2 percent in 2019. The percentage decreased to 5.3 percent in 2020 and then increased to a high of 6.4 percent in 2021.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, increased from 2.6 percent to 2.7 percent from 2012 through 2013. It remained 2.7 percent in 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019. In 2020, the percentage decreased to 3 percent and then increased to 3.2 percent in 2021.
- From 2012 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, was 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent and then decreased to 1.1 percent in 2020. In 2021, the percentage increased to 1.3 percent.

These data are for the 50 States and DC. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2021**

Race/ethnicity	Child count <sup>a</sup> in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	403,565	11,034,857	3.7	†	†
American Indian or Alaska Native	2,376	83,408	2.8	3.7	0.8
Asian	18,123	602,850	3.0	3.7	0.8
Black or African American	51,118	1,544,810	3.3	3.7	0.9
Hispanic/Latino	110,149	2,886,428	3.8	3.6	1.1
Native Hawaiian or Other Pacific Islander	1,184	25,233	4.7	3.7	1.3
White	201,624	5,313,600	3.8	3.5	1.1
Two or more races	18,991	578,528	3.3	3.7	0.9

† Not applicable.

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) on the State-designated data collection date. Data on race/ethnicity were suppressed for 208 infants and toddlers served under Part C in four States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2012 to July 1, 2021, 2021*. These data are for the 50 States and DC. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, Native Hawaiian or Other Pacific Islander infants and toddlers, Hispanic/Latino infants and toddlers, and White infants and toddlers had risk ratios of 1.3, 1.1, and 1.1 respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

- In 2021, Black or African American infants and toddlers, infants and toddlers associated with two or more races, American Indian or Alaska Native infants and toddlers, and Asian infants and toddlers had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

**Exhibit 4. Cumulative number of infants and toddlers birth through age 2 served under IDEA, Part C, in 12-month reporting period and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: 12-month reporting period, 2020–21**

Race/ethnicity	Cumulative child count <sup>a</sup> in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	765,937	11,034,857	6.9	†	†
American Indian or Alaska Native	4,768	83,408	5.7	7.0	0.8
Asian	33,087	602,850	5.5	7.0	0.8
Black or African American	95,983	1,544,810	6.2	7.1	0.9
Hispanic/Latino	206,628	2,886,428	7.2	6.9	1.0
Native Hawaiian or Other Pacific Islander	2,112	25,233	8.4	6.9	1.2
White	388,531	5,313,600	7.3	6.6	1.1
Two or more races	34,827	578,528	6.0	7.0	0.9

† Not applicable.

<sup>a</sup>Cumulative child count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) during the 12-month reporting period. Data on race/ethnicity were suppressed for 134 infants and toddlers served under Part C in four States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2012 to July 1, 2021, 2021*. These data are for the 50 States and DC. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

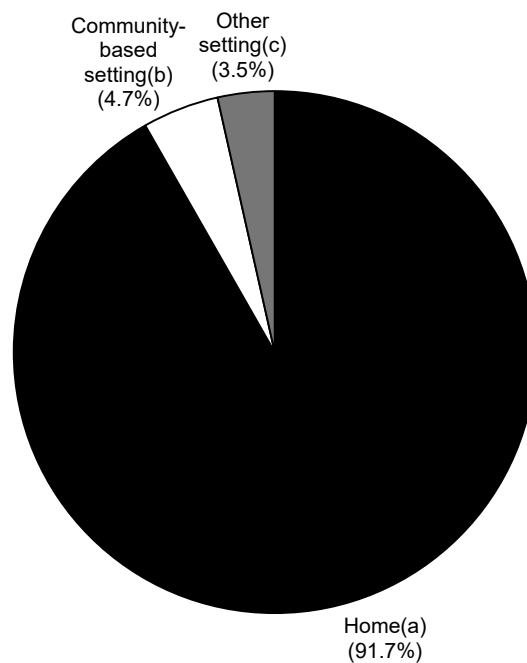
- During 2020–21, cumulative child count data reveal Native Hawaiian or Other Pacific Islander infants and toddlers and White infants and toddlers had risk ratios of 1.2 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal Black or African American infants and toddlers, infants and toddlers associated with two or more races, American Indian or Alaska Native infants and toddlers, and Asian infants and toddlers had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal Hispanic/Latino infants and toddlers were associated with a risk ratio of 1, indicating that they were as likely to be served under IDEA, Part C, as the infants and toddlers in all other racial/ethnic groups combined.

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

Part C of IDEA mandates that early intervention services be provided, to the maximum extent appropriate, in settings that are considered natural environments, which could be an infant's or toddler's home or community settings where typically developing children are present (see 34 C.F.R. §§ 303.12, 303.26, and 303.126). A multidisciplinary team, including the child's parent(s), determines the primary service setting that is included on the infant's or toddler's individualized family service plan (IFSP).

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

**Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2021**



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

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

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

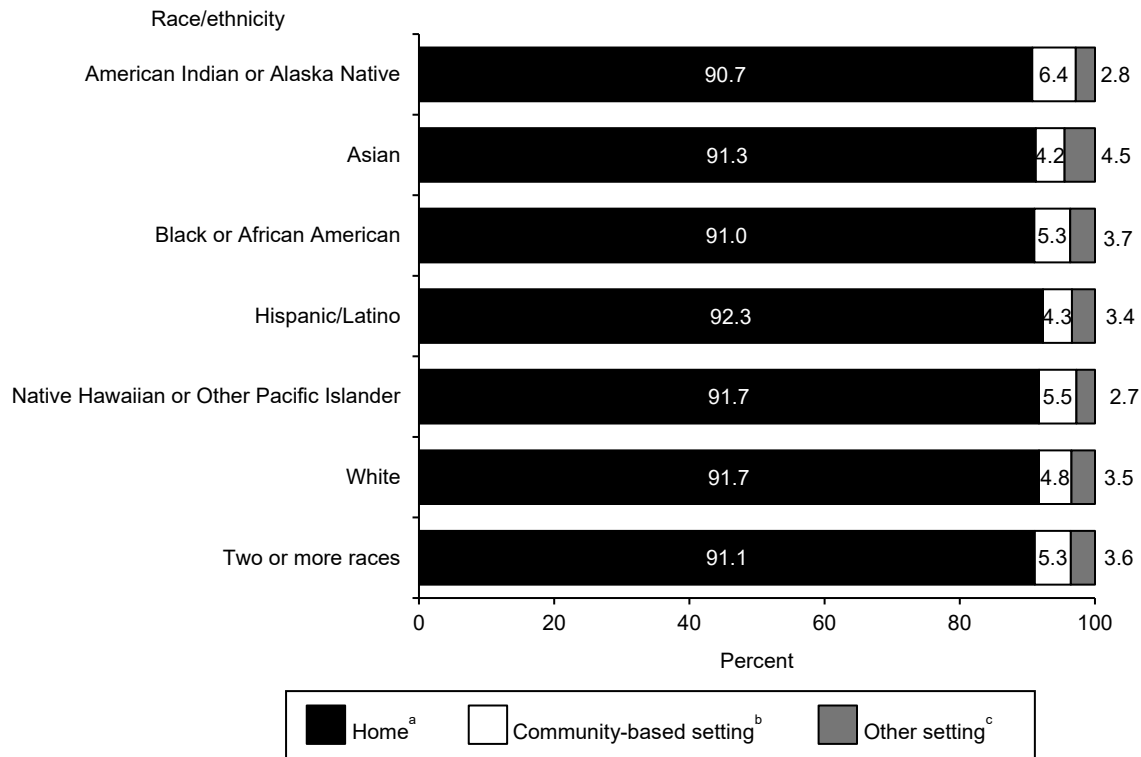
NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the primary service setting on the State-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the primary service settings on the State-designated data collection date (406,000), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

- In 2021, of the 406,000 infants and toddlers served under Part C, 91.7 percent received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 4.7 percent of those served under Part C. Consequently, 96.5 percent of infants and toddlers served under IDEA, Part C, in 2021 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, in primary early intervention services settings differ by racial/ethnic groups?

**Exhibit 6. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2021**



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

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

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

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

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

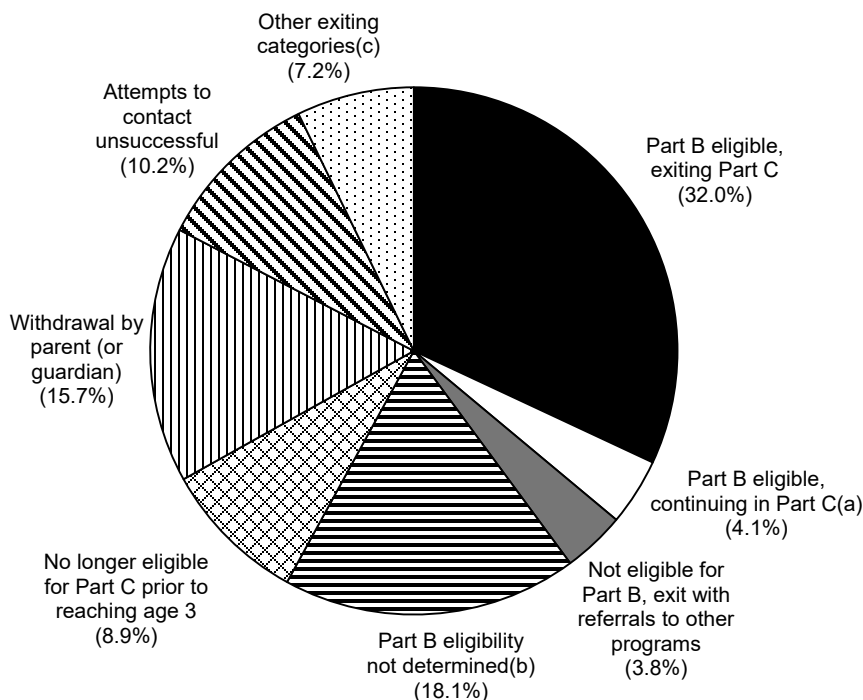
- In 2021, home was the primary early intervention service setting for at least 90.7 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a community-based setting was associated with American Indian or Alaska Native infants and toddlers (6.4 percent), while the smallest percentage served in this setting was associated with Asian infants and toddlers (4.2 percent).



## Part C Exiting

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

**Exhibit 7. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by exiting category: 2020–21**



(a)The *Part B eligible, continuing in Part C* category is only used by States whose application for IDEA, Part C, funds includes a policy under which parents of infants and toddlers with disabilities who were eligible for services under IDEA Section 619 and previously received services under Part C may continue to receive early intervention services under Part C beyond age 3. In 2020–21, five States used this category: Connecticut, the District of Columbia, Maryland, Nebraska, and New York. All other States did not report infants and toddlers in this category.

(b)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

(c)“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (3.8 percent); *moved out of state* (3.2 percent); and *deceased* (0.2 percent).

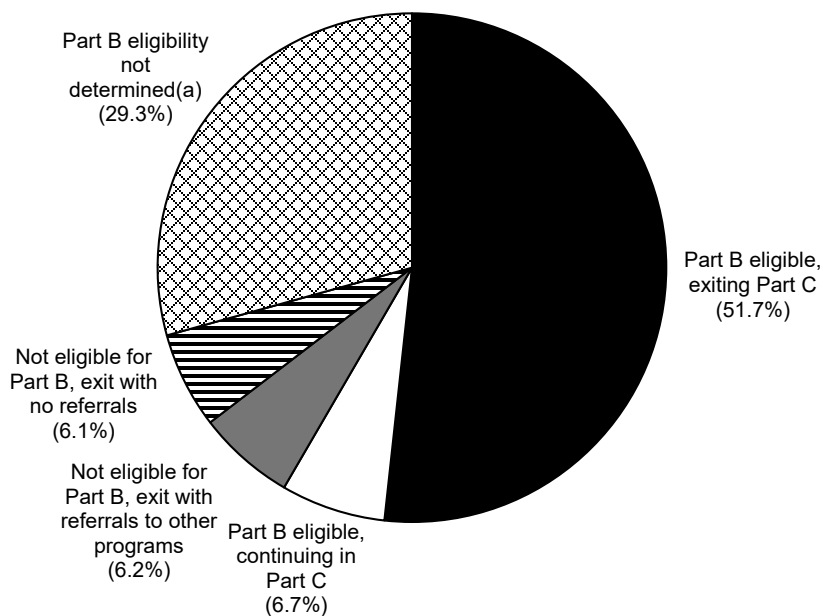
NOTE: The U.S. Department of Education collects Part C data on 10 exiting categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 exiting categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under Section 619 (Preschool Grants program) of IDEA. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the exiting categories (373,043), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2020–21. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting categories in 2020–21, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 119,201 of 373,043, or 32 percent, of infants and toddlers. An additional 4.1 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- *Part B eligibility not determined* was the second most prevalent exiting category, as it accounted for 18.1 percent of the infants and toddlers.
- *Withdrawal by parent (or guardian) and no longer eligible for Part C prior to reaching age 3* accounted for 15.7 percent and 8.9 percent, respectively.

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

**Exhibit 8. Percentage of infants and toddlers served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2020–21**



(a)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exiting categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 exiting categories are mutually exclusive. For data on all 10 categories, see Exhibit 7. Part B eligibility status refers to eligibility for Part B preschool services under Section 619 (Preschool Grants program) of IDEA. Percentage was calculated by dividing the number of infants and toddlers served under IDEA, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of infants and toddlers served under IDEA, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories (230,421), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2020–21. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, 119,201, or 51.7 percent, of the 230,421 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 6.7 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- Eligibility for Part B was not determined for 29.3 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3.
- The remaining 12.3 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (6.2 percent) and those who exited with no referrals (6.1 percent).

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

To protect the interests of infants and toddlers served under IDEA, Part C, and their families, IDEA requires public agencies to implement a formal set of procedural safeguards for infants and toddlers served under IDEA, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part C requirement by a local early intervention service provider or the State lead agency. A second option available to parents and public agencies is a *due process complaint*. By filing a *due process complaint*, a parent may request a due process hearing<sup>3</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child’s family. Mediation is a third option available through which parents and early intervention service providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of IDEA, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants’ ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as States have the authority to define an “infant or toddler with a disability” to include individuals under 3 years of age and individuals 3 years of age and older (see IDEA,

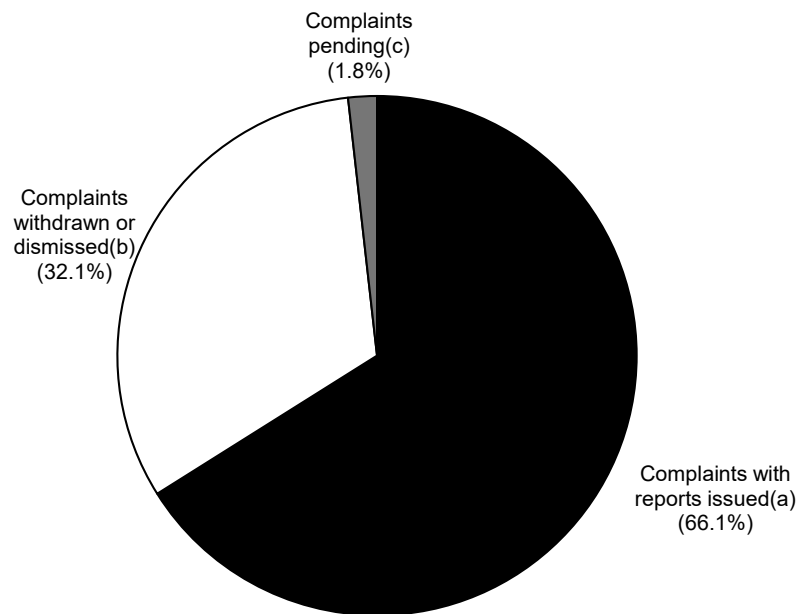
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<sup>3</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to, children referred to IDEA, Part C.

Section 632(5)(B) and 34 C.F.R. § 303.21(c)) and serve them under Part C until the beginning of the school year following their third or fourth birthday or until the child is eligible to enter kindergarten (see IDEA, Section 635(c) and 34 C.F.R. § 303.211). The Part C legal disputes and resolution data represent all complaints associated with these three State-level dispute resolution mechanisms under Part C during the 12 months during which the data were collected.

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

**Exhibit 9. Percentage of *written, signed complaints* for infants and toddlers birth through age 2 served under IDEA, Part C, by complaint status: 2020–21**



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

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

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

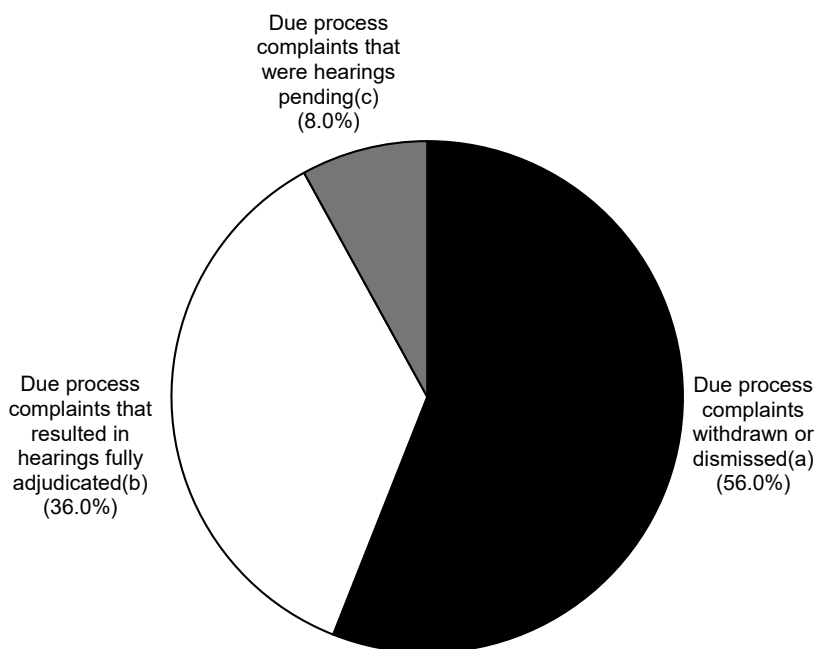
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of IDEA or 34 C.F.R. § 303, including cases in which some required content is absent from the document. Twenty-six States reported one or more *written, signed complaints*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 56 *written, signed complaints*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2020–21, a total of 56 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- A report was issued for 37 (66.1 percent) of the complaints, while 18 (32.1 percent) of the complaints were withdrawn or dismissed. There was one (1.8 percent) complaint pending by the end of the period.

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

**Exhibit 10. Percentage of *due process complaints* for infants and toddlers birth through age 2 served under IDEA, Part C, by complaint status: 2020–21**



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

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

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

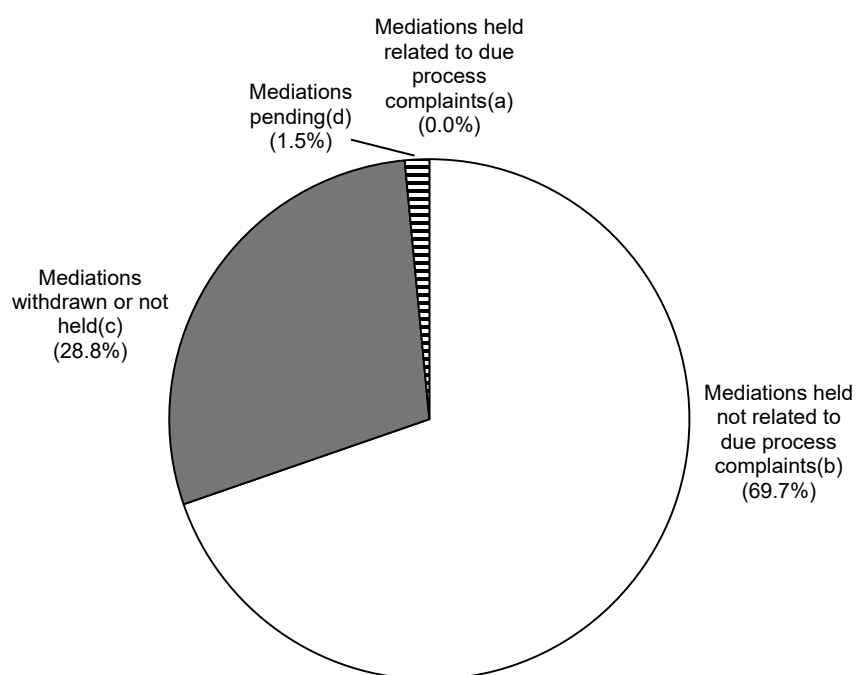
NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or State lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. Ten States reported one or more *due process complaints*. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Percentage was based on a total of 25 *due process complaints*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 25 *due process complaints* were received during 2020–21 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- For 14 (56.0 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For nine (36.0 percent) of the *due process complaints* received, a hearing was conducted and a written decision was issued. A hearing was pending as of the end of the reporting period for two complaints (8.0 percent).

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

**Exhibit 11. Percentage of *mediation requests* for infants and toddlers birth through age 2 served under IDEA, Part C, by request status: 2020–21**



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

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

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

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

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Seven States reported one or more *mediation requests*.

Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 66 *mediation requests*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2020–21, a total of 66 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- A mediation was conducted before the end of the reporting period for 46 (69.7 percent) of the *mediation requests* received. None of these mediation cases were related to a *due process complaint*. There were 19 (28.8 percent) *mediation requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. One (1.5 percent) *mediation request* was pending at the end of the reporting period.

## **Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B**

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

IDEA, Part B, has four primary purposes:

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

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education schools or BIE schools herein); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>4,5</sup> As there are some exceptions, such as the exhibits that present Part B data with data about the residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. In this section, there are occasional references to “special education services.” This term is intended to be synonymous with services provided under IDEA, Part B.

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<sup>4</sup> Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

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



## Numbers and Percentages of Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

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

### Exhibit 12. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served, by year: Fall 2012 through fall 2021

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 States and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 3 through 5 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states <sup>a</sup>	In the 50 States, DC, and BIE schools		
2012	750,131	736,195	12,203,162	6.0
2013	745,336	729,703	12,078,921	6.0
2014	753,697	736,170	12,013,496	6.1
2015	763,685	746,765	12,012,254	6.2
2016	759,801	744,414	11,718,379	6.4
2017	773,595	760,614	11,584,830	6.6
2018	815,010	802,726	11,863,022	6.8
2019	806,319	793,542	11,865,749	6.7
2020	750,313	739,739	11,993,709	6.2
2021	741,510	731,897	11,832,634	6.2

<sup>a</sup>In 2013, data were not available for the Federated States of Micronesia.

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

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

NOTE: Exhibit results were calculated for children ages 3 through 5. This approach differs from other exhibits in this section (Exhibits 13–14), which calculate exhibit results for children ages 3 through 5 (early childhood). The phrasing “(early childhood)” denotes that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments.

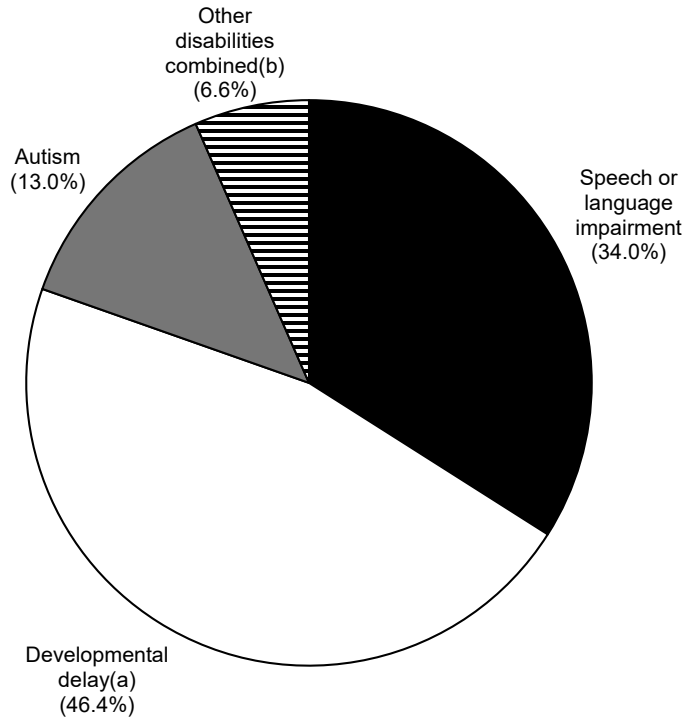
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. For 2013, data for BIE schools were not available. For 2012 and 2013, data for Wyoming were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for children age 5 (school age) in Louisiana were not available. For 2021, data for children ages 3 through 5 (early childhood) in BIE schools and Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. For 2012 and 2013, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, there were 741,510 children ages 3 through 5 served under Part B in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 731,897 were served in the 50 States, the District of Columbia, and Bureau of Indian Education schools. This latter number represented 6.2 percent of the resident population ages 3 through 5.

- In 2012, the number of children ages 3 through 5 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, and the four outlying areas was 750,131. In 2021, there were 8,621 fewer children served than in 2012, a decrease of 1.1 percent.
- In 2012, the percentage of the resident population ages 3 through 5 served under IDEA, Part B, in the jurisdictions for which data were available was 6 percent and it increased to a high of 6.8 percent in 2018. In 2019, the percentage decreased to 6.7 percent and then to 6.2 percent in 2020, where it remained in 2021.

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

**Exhibit 13. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by disability category: Fall 2021**



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

(b) "Other disabilities combined" includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.1 percent), *hearing impairment* (1.1 percent), *intellectual disability* (1.1 percent), *multiple disabilities* (0.8 percent), *orthopedic impairment* (0.5 percent), *other health impairment* (2.4 percent), *specific learning disability* (0.1 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (0.3 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the disability category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B (467,163), then multiplying the result by 100.

- In 2021, the most prevalent disability category of children ages 3 through 5 (early childhood) served under IDEA, Part B, was *developmental delay* (specifically, 216,727 of 467,163 children, or 46.4 percent). The next most common disability category was *speech or language impairment* (34.0 percent), followed by *autism* (13.0 percent).
- The children ages 3 through 5 (early childhood) served under IDEA, Part B, represented by the category “Other disabilities combined” accounted for the remaining 6.6 percent of children served.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for BIE schools and Louisiana were not available. These data are for 49 States, DC, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 14. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these children, by race/ethnicity: Fall 2021**

Race/ethnicity	Child count <sup>a</sup> in the 50 States, DC, and BIE schools	Resident population ages 3 through 5 in the 50 States and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	464,240	11,653,880	4.0	†	†
American Indian or Alaska Native	4,375	90,098	4.9	4.0	1.2
Asian	19,232	681,552	2.8	4.1	0.7
Black or African American	57,214	1,572,151	3.6	4.0	0.9
Hispanic/Latino	114,799	3,040,651	3.8	4.1	0.9
Native Hawaiian or Other Pacific Islander	1,346	27,286	4.9	4.0	1.2
White	241,845	5,647,568	4.3	3.7	1.2
Two or more races	25,428	594,574	4.3	4.0	1.1

† Not applicable.

<sup>a</sup>Child count is the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 245 children served under Part B in 11 States; the total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>These data are for 49 States, DC, and BIE schools. Children served through BIE schools are included in the population estimates of the individual States in which they reside. For 2021, the resident population ages 3 through 5 in Louisiana was excluded because child count data for children ages 3 through 5 (early childhood) were not available for 2021.

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

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

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for BIE schools and Louisiana were not available. These data are for 49 States and DC. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2012 to July 1, 2021, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, American Indian or Alaska Native children, Native Hawaiian or Other Pacific Islander children, White children, and children associated with two or more races ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.2, 1.2, 1.2, and 1.1, respectively). This indicates that

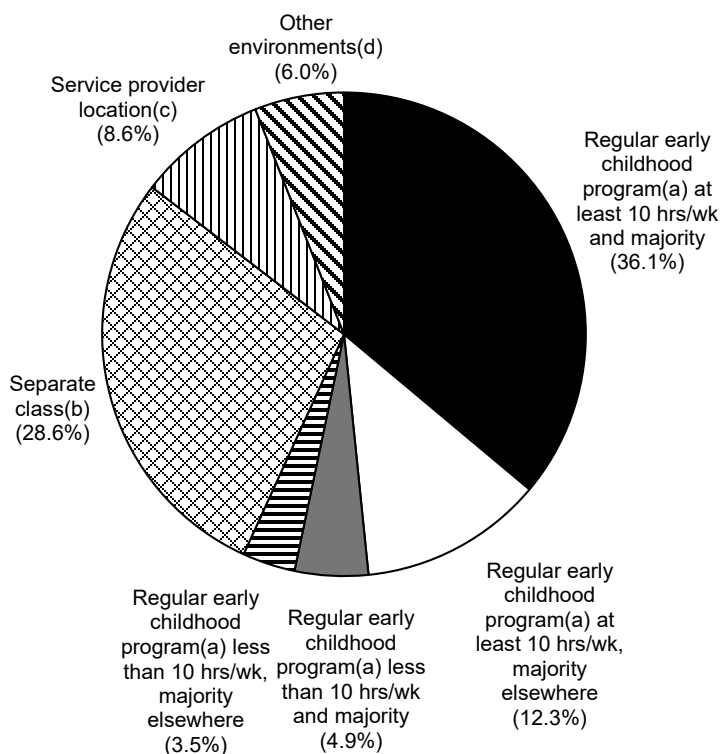
the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined.

- Black or African American children, Hispanic/Latino children, and Asian children ages 3 through 5 (early childhood) were associated with risk ratios less than 1 (i.e., 0.9, 0.9, and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined.

### Educational Environments for Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

*In what educational environments were children ages 3 through 5 (early childhood) served under IDEA, Part B?*

**Exhibit 15. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment: Fall 2021**



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

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

(c) *Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including a *regular early childhood program* or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education

- In 2021, a total of 267,825, or 56.8 percent, of the 471,377 children ages 3 through 5 (early childhood) served under IDEA, Part B, attended a *regular early childhood program* for some amount of their time in school.
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for 36.1 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category.
- Attendance in a *separate class* accounted for 28.6 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational environment category.
- Collectively, attendance in a *separate school, residential facility, and home* (which are represented by the term “Other environments”) accounted for 6 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B.
- The educational environment category for the remaining students, representing 8.6 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location*.

and related services in the *home*. An example is a situation in which a child receives only speech instruction, and the instruction is provided in a clinician’s office.

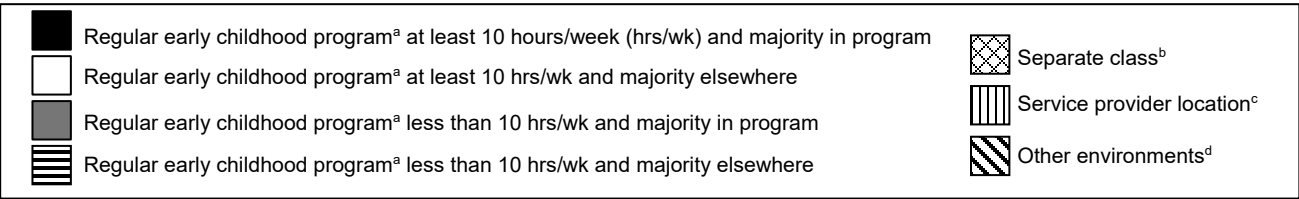
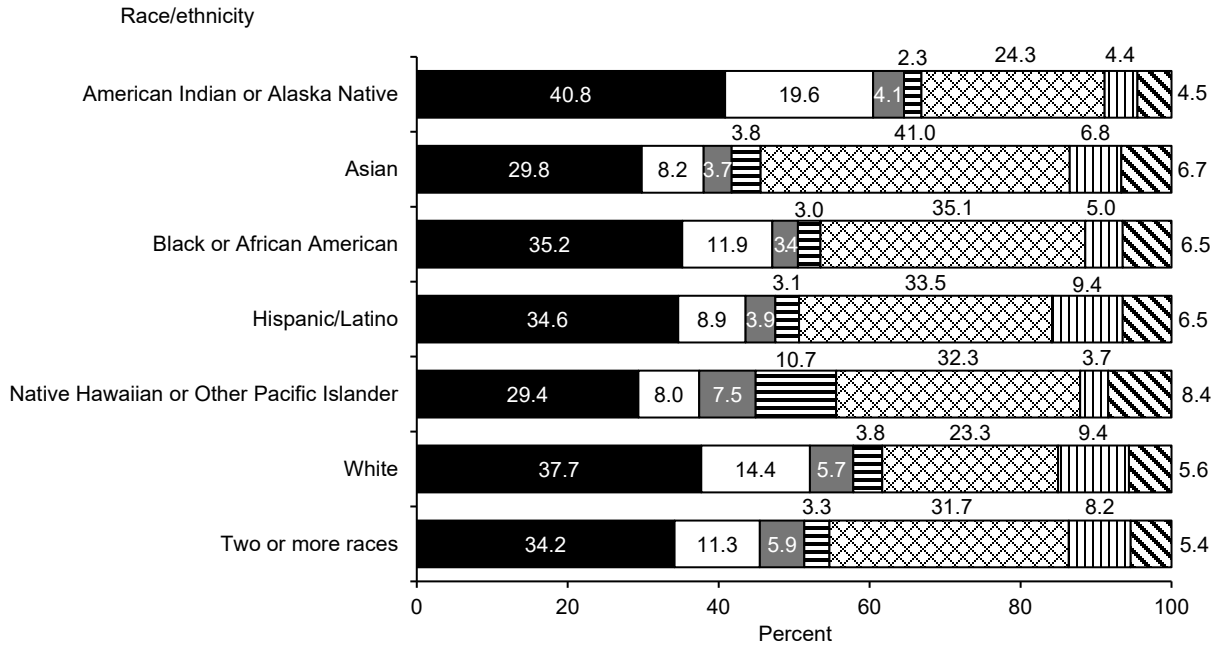
(d) “Other environments” consists of *separate school* (2.4 percent), *residential facility* (less than 0.05 percent), and *home* (3.6 percent).

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B (471,377), in the educational environment category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for BIE schools and Louisiana were not available. These data are for 49 States, DC, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 16. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2021**



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

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

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

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

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

SOURCE: U.S. Department of Education, ED Facts Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for BIE schools and Louisiana were not available. These data are for 49 States, DC, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, in each racial/ethnic group, except for Asian children, more than 50 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, spent a portion of time in a *regular early childhood program*.
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, except for Asian children and Native Hawaiian or Other Pacific Islander children, this educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* ranged from 29.4 percent to 40.8 percent.
- *Separate class* was the most prevalent educational environment category for Asian children and Native Hawaiian or Other Pacific Islander children. This category accounted for 41 percent of Asian children, 35.1 percent of Black or African American children, 33.5 percent of Hispanic/Latino children, 32.3 percent of Native Hawaiian or Other Pacific Islander children, 31.7 percent of children associated with two or more races, and 23.3 percent of White children.



## Special Education Teachers and Paraprofessionals Employed to Serve Children Ages 3 Through 5 (Early Childhood) Under IDEA, Part B

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

### Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B: Fall 2020

Year	Total number FTE employed	Number FTE fully certified <sup>a</sup>	Percentage <sup>b</sup> FTE fully certified
2020	36,833	34,771	94.4

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor's degree.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 34,771, or 94.4 percent, of the 36,833 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were fully certified.

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

**Exhibit 18. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B: Fall 2020**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2020	51,280	47,559	92.7

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 47,559, or 92.7 percent, of the 51,280 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were qualified.

## Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B

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

In 1997, the Act was reauthorized with several major revisions (IDEA Amendments of 1997; P.L. 105-17). The reauthorization allowed States the option of using the *developmental delay* category<sup>6</sup> for children and students ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education or BIE schools herein); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>7</sup> As there are some exceptions, such as the exhibits that present Part B data with data about residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. There are occasional references to “special education services” in this section, and this term is synonymous with services provided under IDEA, Part B.

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

<sup>7</sup> The four outlying areas and the three freely associated states do not receive funds under IDEA, Part B, Section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

## Numbers and Percentages of Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B

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

### Exhibit 19. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 2012 through fall 2021

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 States and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 6 through 21 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states <sup>a</sup>	In the 50 States, DC, and BIE schools		
2012	5,823,844	5,699,640	67,543,992	8.4
2013	5,847,624	5,734,393	67,272,586	8.5
2014	5,944,241	5,825,505	67,039,493	8.7
2015	6,050,725	5,936,518	67,020,481	8.9
2016	6,048,882	5,937,838	65,620,036	9.0
2017	6,130,637	6,030,548	65,254,124	9.2
2018	6,315,228	6,217,412	65,540,598	9.5
2019	6,472,061	6,374,498	65,386,761	9.7
2020	6,464,088	6,370,821	65,569,297	9.7
2021	6,611,306	6,524,630	67,957,902	9.6

<sup>a</sup>In 2013, data were not available for the Federated States of Micronesia.

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

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

NOTE: Exhibit results were calculated for children ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 21–28), which calculate exhibit results for students ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments.

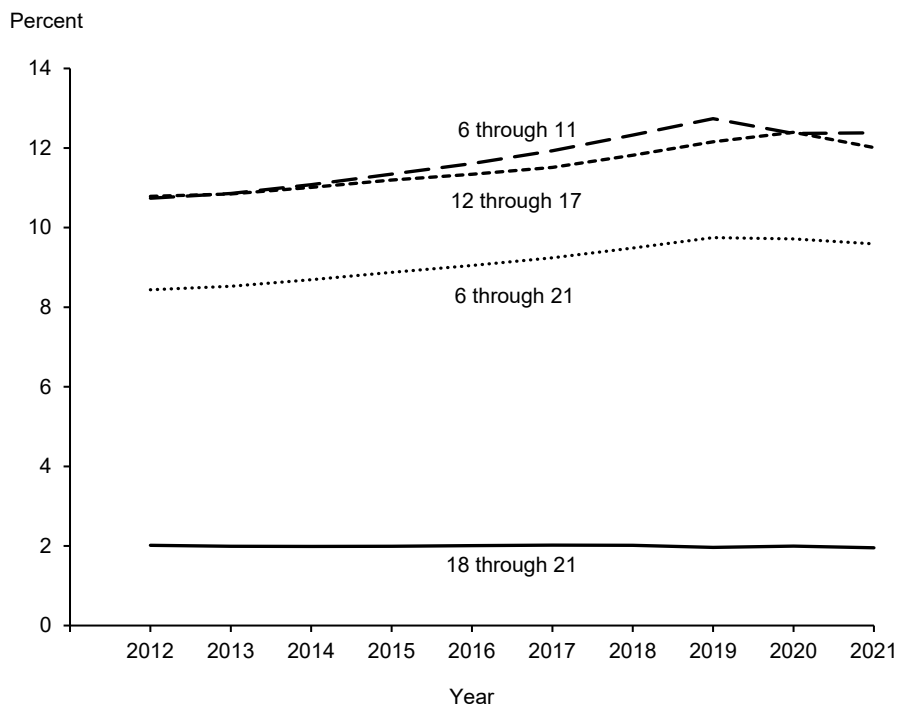
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. For 2013, data for BIE schools and American Samoa were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020, data for Louisiana were excluded. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a total of 6,611,306 students ages 6 through 21 were served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,524,630 were served in 50 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 9.6 percent of the resident population ages 6 through 21.

- In 2012, the total number of students ages 6 through 21 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, and the four outlying areas was 5,823,884. Compared to 2012, the additional 787,422 students in 2021 represents an increase of 13.5 percent.
- In 2012, 8.4 percent of the resident population ages 6 through 21 were served under Part B in the 50 States, the District of Columbia, and Bureau of Indian Education schools. This percentage increased to 8.5 percent in 2013. The percentage of the population served increased to a high of 9.7 percent in 2019, then decreased to 9.6 percent in 2021.

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

**Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2012 through fall 2021**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. Exhibit results were calculated for children ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 21–28), which calculate exhibit results for students ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments.

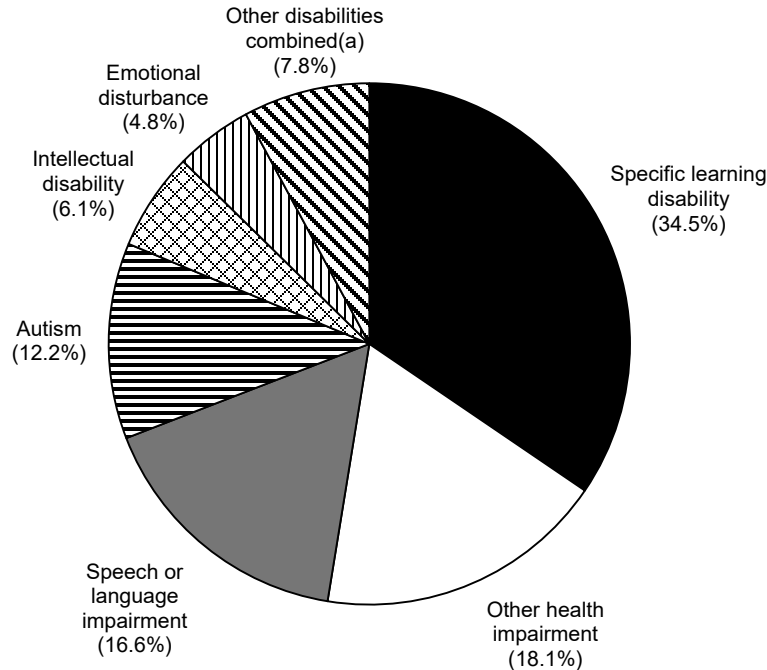
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21*. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020, data for Louisiana were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2012 was 8.4 percent. In 2013, it increased to 8.5 percent and continued to increase gradually to 9.7 percent in 2019, before decreasing to 9.6 percent in 2021.
- In 2012, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.7 percent. It increased each year thereafter, reaching a high of 12.7 percent in 2019, before decreasing to 12.4 percent in 2020, where it remained in 2021.
- The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent in 2012 and 2013. The percentage then increased from 11 percent in 2014 to 12.4 percent in 2020 and then decreased to 12 percent in 2021.
- The percentage of the population ages 18 through 21 served under IDEA, Part B, was 2 percent in each year from 2012 through 2021.

accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

For what disabilities were students ages 5 (school age) through 21 served under IDEA, Part B?

**Exhibit 21. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by disability category: Fall 2021**



(a)“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (3.9 percent), *hearing impairment* (1.0 percent), *multiple disabilities* (1.8 percent), *orthopedic impairment* (0.4 percent), *traumatic brain injury* (0.4 percent), and *visual impairment* (0.4 percent).

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category by the total number of students ages 5 (school age) through 21 served under IDEA, Part B (6,815,457), then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Iowa were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, the most prevalent disability category of students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,351,863, or 34.5 percent, of the 6,815,457 students ages 5 (school age) through 21 served under IDEA, Part B). The next most common disability category was *other health impairment* (18.1 percent), followed by *speech or language impairment* (16.6 percent), *autism* (12.2 percent), *intellectual disability* (6.1 percent), and *emotional disturbance* (4.8 percent).
- Students ages 5 (school age) through 21 in “Other disabilities combined” accounted for the remaining 7.8 percent of students ages 5 (school age) through 21 served under IDEA, Part B.

How have the percentages of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for particular disabilities changed over time?

**Exhibit 22. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, by year and disability category: Fall 2012 through fall 2021**

Disability <sup>a</sup>	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All disabilities below	8.2	8.3	8.5	8.7	8.8	9.2	9.2	9.5	9.1	9.1
Autism	0.7	0.7	0.8	0.8	0.9	0.9	1.0	1.1	1.1	1.2
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disability	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	#	#	#
Other health impairment	1.1	1.2	1.3	1.3	1.4	1.5	1.5	1.6	1.6	1.6
Specific learning disability	3.4	3.4	3.4	3.4	3.5	3.5	3.6	3.6	3.3	3.2
Speech or language impairment	1.5	1.5	1.5	1.5	1.5	1.5	1.6	1.6	1.7	1.7
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairment	#	#	#	#	#	#	#	#	#	#

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

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. Because the category is optional and the exhibit presents percentages that are based on the estimated U.S. resident population ages 5 through 21, the *developmental delay* category is not included in this exhibit. For information on the percentages of the population ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. Since 2020, percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 5 through 21 for that year, then multiplying the result by 100. For 2019 and prior years, percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. For 2021, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. For 2021, data for Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

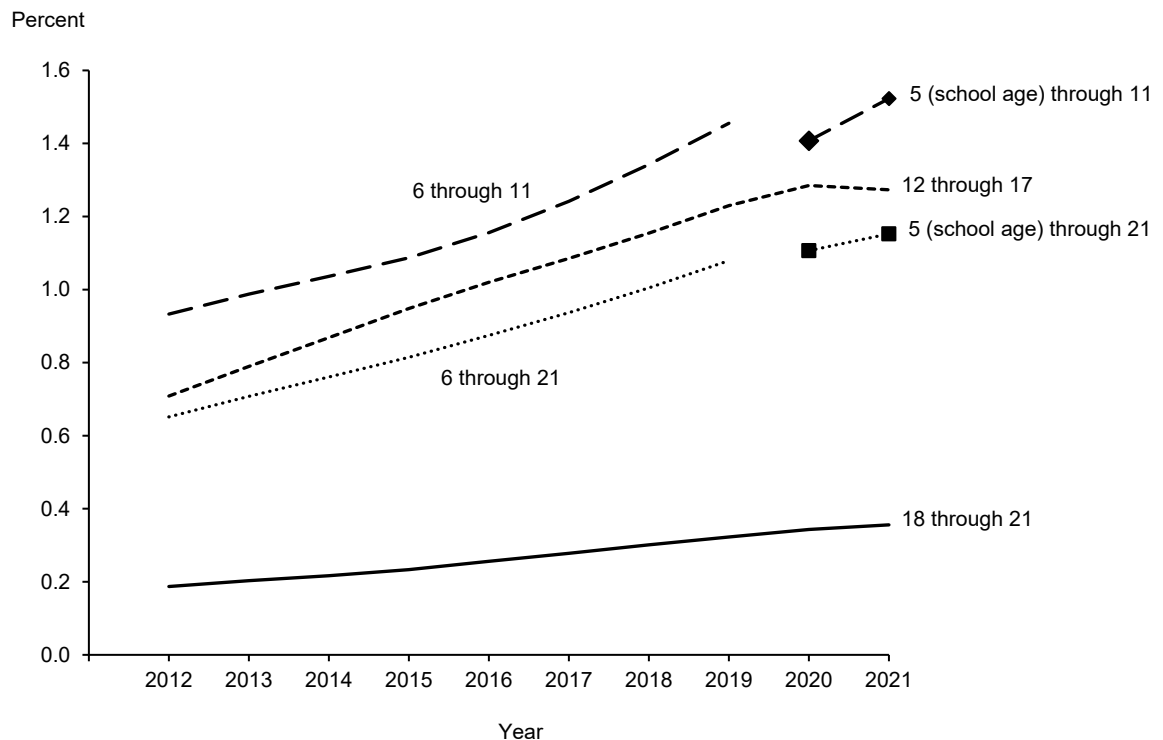
- Between 2012 and 2019, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disability*. The next most common disability categories were *speech or language impairment* and *other health impairment*.



- Similarly, in 2020 and 2021, the most prevalent disability category for students ages 5 (school age) through 21 served under IDEA, Part B, as a percentage of all resident students in that age range, was *specific learning disability* (3.3 percent and 3.2 percent, respectively). In both years, the next most common disability category was *speech or language impairment* (1.7 percent), followed by *other health impairment* (1.6 percent).

*How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of autism changed over time?*

**Exhibit 23. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *autism*, by year and age group: Fall 2012 through fall 2021**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *autism*. The slope cannot be compared with the slopes of Exhibits 24 and 25. In 2020, the Department started requiring States to report their 5-year-old kindergartners in school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. In this exhibit, the new trend lines are represented by diamond data markers for ages 5 (school age) through 11 and square data markers for ages 5 (school age) through 21. The trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

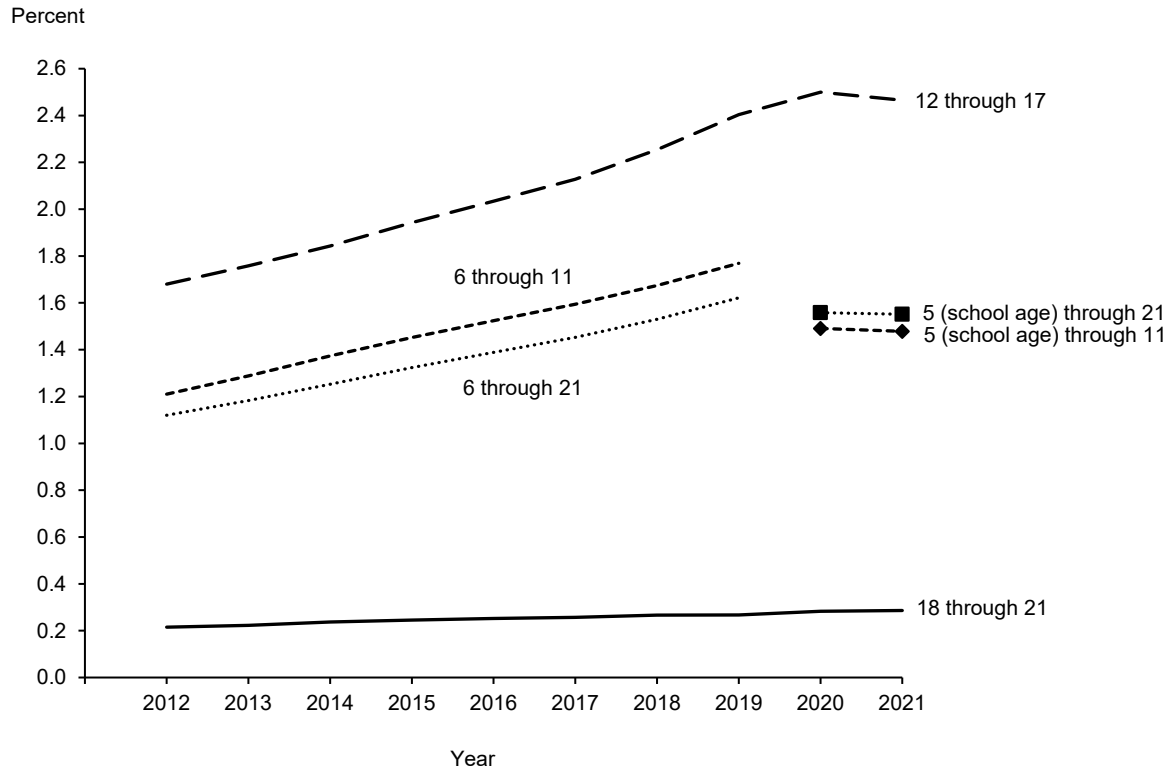
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. For 2021, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21*. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and

- Between 2012 and 2019, the percentages of the resident populations ages 6 through 11 and 6 through 21 served under IDEA, Part B, that were reported under the category of *autism* increased gradually from 0.9 percent to 1.5 percent and 0.7 percent to 1.1 percent, respectively.
- Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *autism* increased from 1.4 percent to 1.5 percent and 1.1 percent to 1.2 percent, respectively.
- Between 2012 and 2021, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *autism* both increased. Specifically, the percentages of these two age groups that were reported under the category of *autism* were 79.7 percent and 83.5 percent larger in 2021 than in 2012, respectively.

Iowa were excluded. For 2021, data for Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of other health impairment changed over time?

**Exhibit 24. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *other health impairment*, by year and age group: Fall 2012 through fall 2021**



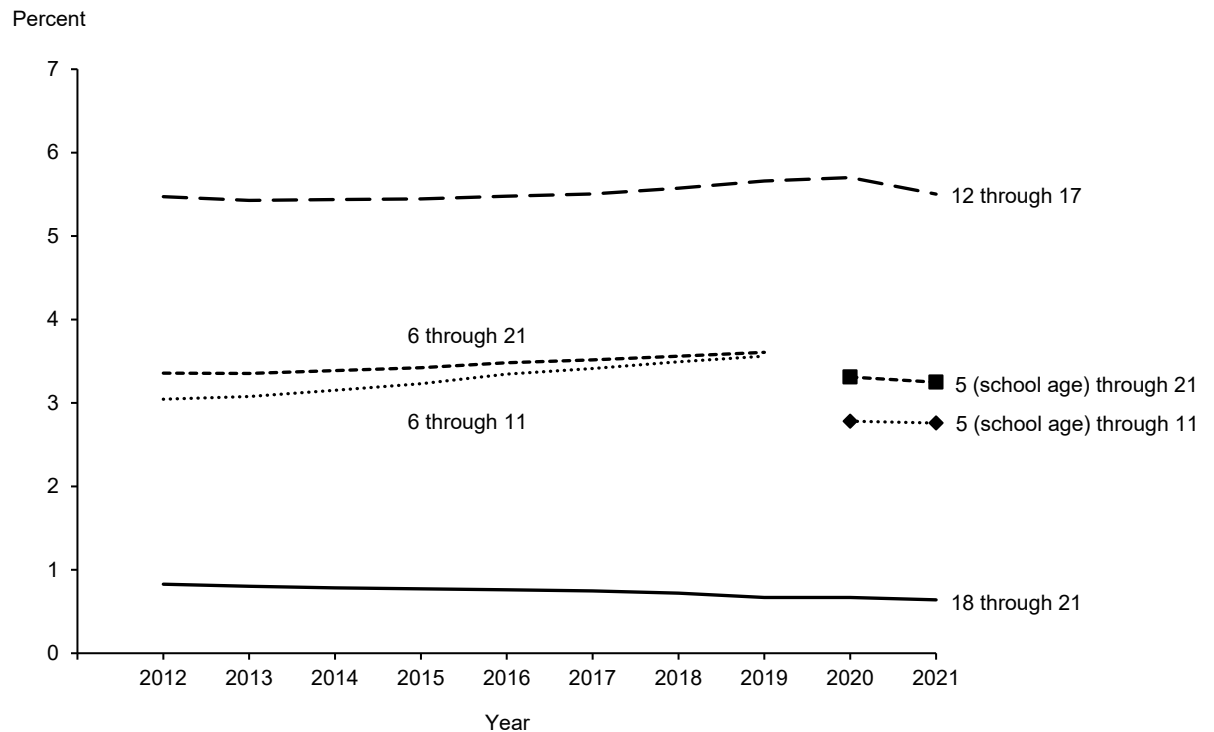
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *other health impairment* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *other health impairment*. The slope cannot be compared with the slopes of Exhibits 23 and 25. In 2020, the Department started requiring States to report their 5-year-old kindergartners in school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. In this exhibit, the new trend lines are represented by diamond data markers for ages 5 (school age) through 11 and square data markers for ages 5 (school age) through 21. The trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. For 2021, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. For 2021, data for Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *other health impairment* was 46.2 percent larger in 2019 than in 2012.
- From 2012 through 2019, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 1.1 percent to 1.6 percent.
- Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* remained the same at 1.5 percent and 1.6 percent, respectively.
- The percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 46.7 percent and 33.1 percent larger in 2021 than in 2012, respectively.

*How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of specific learning disability changed over time?*

**Exhibit 25. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability*, by year and age group: Fall 2012 through fall 2021**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *specific learning disability* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *specific learning disability*. The slope cannot be compared with the slopes of Exhibits 23 and 24. In 2020, the Department started requiring States to report their 5-year-old kindergartners in

- The percentage of the resident population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3 percent in 2012 to 3.6 percent in 2019.
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3.4 percent in 2012 to 3.6 percent in 2019.
- Between 2020 and 2021, the percentages of the populations ages 5 (school age) through 11 and ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *specific learning disability* remained the same at 2.8 percent and 3.2 percent, respectively.
- The percentage of the population ages 12 through 17 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 4.2 percent larger in 2021 than in 2012.
- The percentage of the population ages 18 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 19.2 percent smaller in 2021 than in 2012.

school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. In this exhibit, the new trend lines are represented by diamond data markers for ages 5 (school age) through 11 and square data markers for ages 5 (school age) through 21. The trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. For 2021, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. For 2021, data for Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How did the percentage of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for a particular racial/ethnic group compare to the percentage of the resident population ages 5 through 21 served for all other racial/ethnic groups combined?*

**Exhibit 26. Number of students ages 5 (school age) through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these students, by race/ethnicity: Fall 2021**

Race/ethnicity	Child count <sup>a</sup> in the 50 States, DC, and BIE schools	Resident population ages 5 through 21 in the 50 States and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	6,792,832	70,967,187	9.6	†	†
American Indian or Alaska Native	85,420	590,433	14.5	9.5	1.5
Asian	183,801	3,853,140	4.8	9.8	0.5
Black or African American	1,170,099	9,504,193	12.3	9.1	1.3
Hispanic/Latino	1,881,340	18,069,811	10.4	9.3	1.1
Native Hawaiian or Other Pacific Islander	19,531	148,486	13.2	9.6	1.4
White	3,126,370	35,757,592	8.7	10.4	0.8
Two or more races	326,271	3,043,532	10.7	9.5	1.1

† Not applicable.

<sup>a</sup>Child count is the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 30 students served under Part B in one State; the total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

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

<sup>c</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group, then multiplying the result by 100.

<sup>d</sup>Risk index for all other racial/ethnic groups combined (i.e., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in all of the other racial/ethnic groups by the estimated U.S. resident population ages 5 through 21 in all of the other racial/ethnic groups, then multiplying the result by 100.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for the 50 States, DC, and BIE schools. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2012 to July 1, 2021, 2021. These data are for the 50 States, DC, and BIE schools. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, for all disabilities, American Indian or Alaska Native students, Native Hawaiian or Other Pacific Islander students, Black or African American students, Hispanic/Latino students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.5, 1.4, 1.3, 1.1, and 1.1, respectively, were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.

- In 2021, for all disabilities, Asian students and White students ages 5 (school age) through 21, with risk ratios of 0.5 and 0.8, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.

*How did the percentage of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for a particular racial/ethnic group and within the different disability categories compare to the percentage of the resident population ages 5 through 21 served for all other racial/ethnic groups combined?*

**Exhibit 27. Risk ratio for students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2021**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	1.5	0.5	1.3	1.1	1.4	0.8	1.1
Autism	0.9	1.2	1.2	1.1	1.4	0.8	1.2
Deaf-blindness!	1.6	1.0	0.9	1.0	1.8	1.0	1.2
Developmental delay <sup>a</sup>	3.4	0.5	1.5	0.8	1.9	0.9	1.5
Emotional disturbance	1.6	0.2	1.8	0.7	0.9	1.0	1.6
Hearing impairment	1.4	1.1	0.9	1.4	2.4	0.7	1.0
Intellectual disability	1.5	0.5	2.2	1.1	1.7	0.6	0.9
Multiple disabilities	1.9	0.7	1.3	0.8	2.1	1.1	1.0
Orthopedic impairment	1.0	1.0	0.9	1.2	1.6	0.9	1.0
Other health impairment	1.2	0.3	1.4	0.8	1.1	1.1	1.3
Specific learning disability	1.8	0.3	1.4	1.4	1.6	0.7	1.0
Speech or language impairment	1.3	0.6	0.9	1.2	1.0	0.9	1.1
Traumatic brain injury	1.6	0.5	1.2	0.8	1.3	1.2	1.0
Visual impairment	1.7	0.9	1.1	0.9	1.6	1.0	1.0

! Interpret data with caution. There were 22 American Indian or Alaska Native students, 85 Asian students, 198 Black or African American students, 405 Hispanic/Latino students, 6 Native Hawaiian or Other Pacific Islander students, 835 White students, and 84 students associated with two or more races reported in the *deaf-blindness* category.

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Risk index was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for 49 States, DC, and BIE schools. Data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2012 to July 1, 2021, 2021. These data are for 49 States, DC, and BIE schools. Data for Iowa were excluded. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, with a risk ratio of 3.4, American Indian or Alaska Native students ages 5 (school age) through 21 were more than three times as likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for *orthopedic impairment* (1.0) and *autism* (0.9).
- Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability category of *autism* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and for *orthopedic impairment*, 1.1 for *hearing impairment*, and less than 1 for each of the other disability categories.
- With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.8), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.2), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.9), *hearing impairment* (0.9), *orthopedic impairment* (0.9), and *speech or language impairment* (0.9).
- With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.1), *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.2), *specific learning disability* (1.4), and *speech or language impairment* (1.2). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness* and less than 1 for all other disability categories.
- Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *hearing impairment* (2.4) and *multiple disabilities* (2.1) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category, compared to all other racial/ethnic groups combined, except for *emotional disturbance* (0.9) and *speech or language impairment* (1.0).
- With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness*, *emotional disturbance*, and *visual impairment* and less than 1 for all other disability categories.
- With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *deaf-blindness* (1.2), *developmental delay* (1.5), *emotional disturbance* (1.6), *other health impairment* (1.3), and *speech or language impairment* (1.1). The risk ratio for students



ages 5 (school age) through 21 associated with two or more races was equal to 1 for *hearing impairment, multiple disabilities, orthopedic impairment, specific learning disability, traumatic brain injury, and visual impairment* and less than 1 for *intellectual disability*.

*How did the percentages of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability categories differ by racial/ethnic group?*

**Exhibit 28. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2021**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	7.5	29.3	10.9	11.5	10.8	12.1	13
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay <sup>a</sup>	8.7	4.1	4.3	3.0	5.2	4.1	5.3
Emotional disturbance	5.0	1.9	6.1	3.3	3.0	5.3	6.7
Hearing impairment	0.9	2.2	0.7	1.1	2.0	0.9	0.8
Intellectual disability	6.0	5.9	9.1	6.1	6.6	5.1	4.7
Multiple disabilities	2.3	2.6	1.7	1.3	2.9	2.0	1.6
Orthopedic impairment	0.3	0.9	0.3	0.5	0.6	0.5	0.4
Other health impairment	13.1	9.1	16.7	13.1	11.3	19	18.5
Specific learning disability	39.9	19.3	36.1	40.7	45.4	31	30.7
Speech or language impairment	15.5	23.8	13.4	18.8	11.2	19.2	17.7
Traumatic brain injury	0.4	0.4	0.3	0.3	0.3	0.4	0.3
Visual impairment	0.4	0.6	0.3	0.3	0.8	0.4	0.3

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

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and disability category by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and all disability categories, then multiplying the result by 100. The sum of column percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Iowa were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

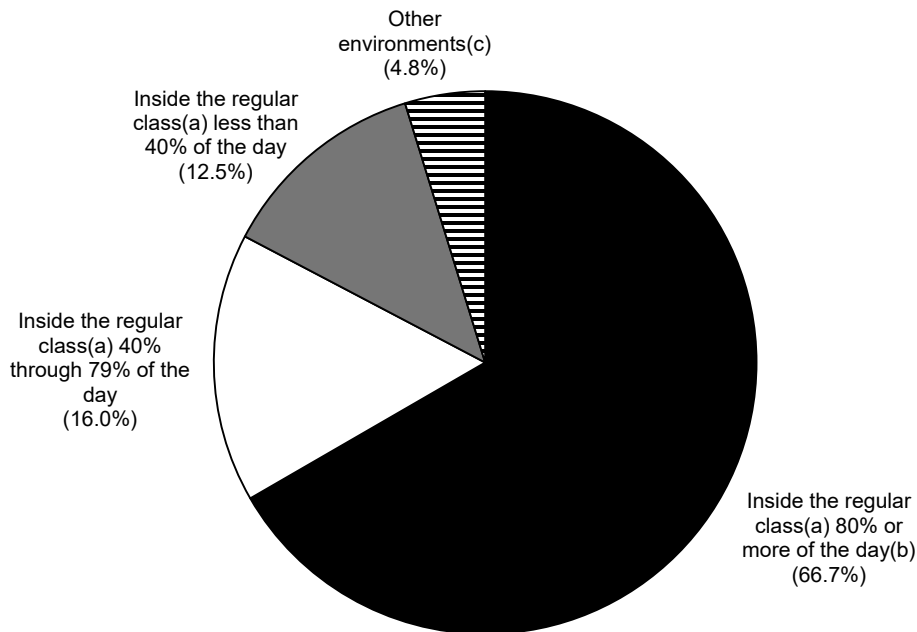
- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2021, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 39.9 percent of American Indian or Alaska Native students, 19.3 percent of Asian students, 36.1 percent of Black or African American students, 40.7 percent of Hispanic/Latino students, 45.4 percent of Native Hawaiian or Other Pacific Islander students, 31 percent of White students, and 30.7 percent of students associated with two or more races.

- *Autism* was the most prevalent disability category for Asian students (29.3 percent).
- *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.7 percent), Native Hawaiian or Other Pacific Islander students (11.3 percent), and students associated with two or more races (18.5 percent).
- *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (15.5 percent), Asian students (23.8 percent), Hispanic/Latino students (18.8 percent), and White students (19.2 percent).

**Educational Environments for Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B**

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

**Exhibit 29. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment: Fall 2021**



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

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

- In 2021, a total of 6,553,058, or 95.2 percent, of the 6,881,439 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day.
- The majority (66.7 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*.
- Also, 16 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.5 percent were educated *inside the regular class less than 40% of the day*.
- Additionally, 4.8 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments.”

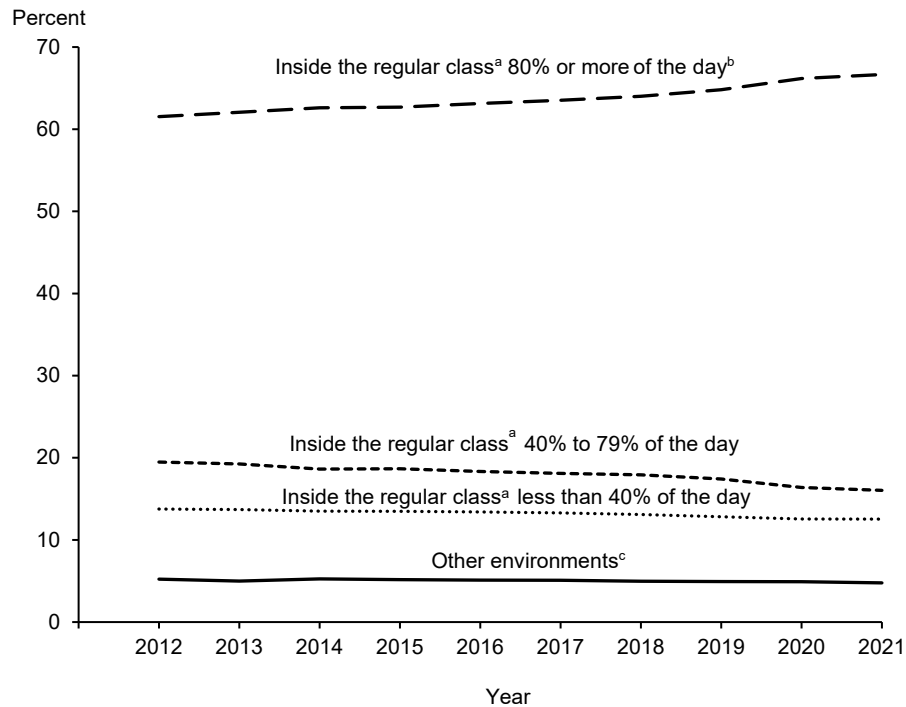
(c)“Other environments” consists of *separate school* (2.4 percent), *parentally placed in private schools* (1.7 percent), *homebound/hospital* (0.4 percent), *residential facility* (0.2 percent), and *correctional facilities* (0.1 percent). Children with disabilities who are *parentally placed in private schools* may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments (6,881,439), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 30. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by year and educational environment: Fall 2012 through fall 2021**



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

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

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities who are *parentally placed in private schools* may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Beginning in 2019, data are for students ages 5 (school age) through 21. Data for 2018 (or earlier) are for students ages 6 through 21. Since 2019, percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments for that year, then multiplying the result by 100. For 2018 and prior years, percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the educational environment in the year by the total number of students ages 6 through 21 served under IDEA, Part B, in all educational environments for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2013, data for BIE schools, American Samoa, and the Federated States of Micronesia were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2012 through 2018, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 61.5 percent to 64 percent. From 2019 through 2021, the percentage of students ages 5 (school

age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 64.8 percent to 66.7 percent.

- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 19.5 percent in 2012 to 17.9 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 17.4 percent in 2019 to 16 percent in 2021.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 13.8 percent in 2012 to 13.1 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 12.8 percent in 2019 to 12.5 percent in 2021.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” was 5.2 percent in 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage then dropped steadily to 5 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated in “Other environments” was 4.9 percent in 2019 and decreased in 2020 to 4.8 percent and remained there in 2021.

*How did educational environments differ by disability category?*

**Exhibit 31. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within disability categories, by educational environment: Fall 2021**

Disability	Percentage of day inside the regular class <sup>a</sup>			Other environments <sup>c</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day	
All disabilities	66.6	16.0	12.6	4.8
Autism	40.8	17.1	34.2	7.8
Deaf-blindness	30.1	11.0	32.2	26.7
Developmental delay <sup>d</sup>	69.8	14.6	13.8	1.7
Emotional disturbance	54.7	17.0	14.6	13.7
Hearing impairment	64.5	13.3	10.2	12.0
Intellectual disability	18.7	27.7	47.2	6.4
Multiple disabilities	15.3	17.9	43.5	23.2
Orthopedic impairment	57.6	14.5	20.1	7.8
Other health impairment	70.2	18.1	7.7	4.0
Specific learning disability	75.3	19.1	3.8	1.9
Speech or language impairment	88.3	3.7	3.7	4.3
Traumatic brain injury	51.5	20.8	19.6	8.2
Visual impairment	69.7	11.3	8.7	10.2

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

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

- In 2021, more than 8 in 10 students (88.3 percent) reported under the category of *speech or language impairment* were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 students (18.7 percent) reported under the category of *intellectual disability* were educated *inside the regular class 80% or more of the day*. Similarly, less than 2 in 10 students (15.3 percent) reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.
- In 2021, almost one-half (47.2 percent) of students reported under the category of *intellectual disability* and 43.5 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*.
- In 2021, larger percentages of students reported under the categories of *deaf-blindness* (26.7 percent) and *multiple disabilities* (23.2 percent) were educated in “Other environments” compared to students reported under other disability categories.

“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities who are *parentally placed in private schools* may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

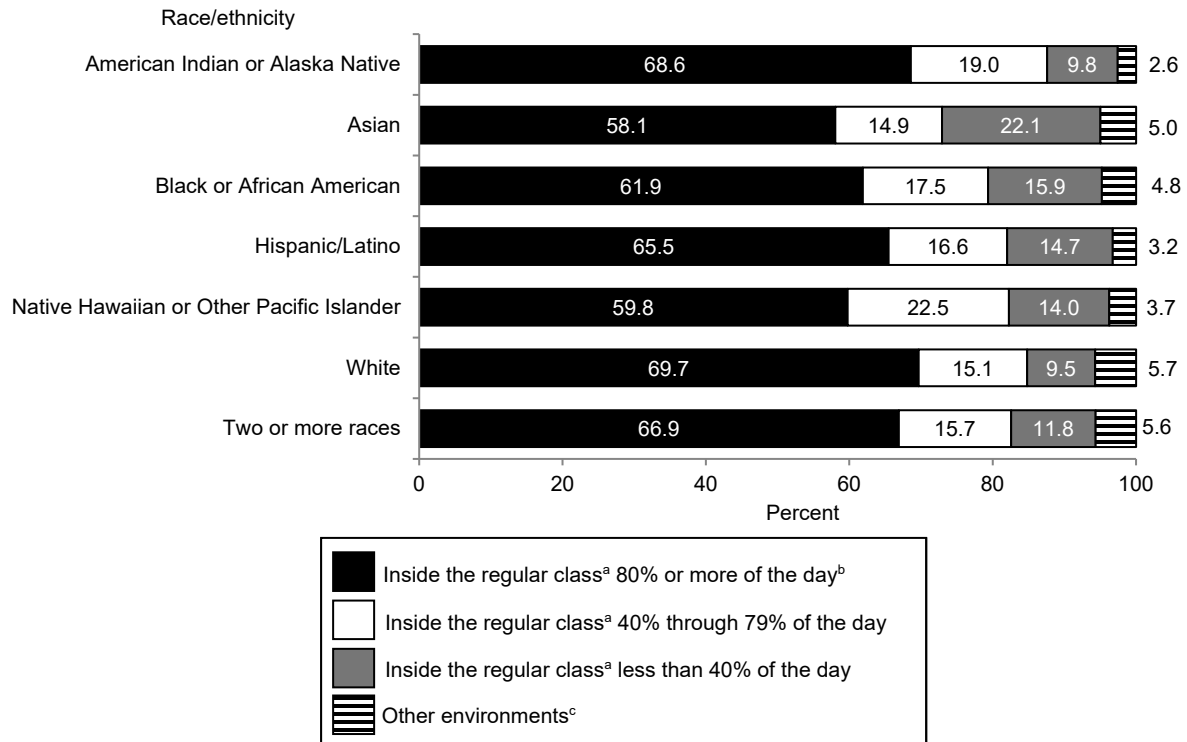
<sup>d</sup>States’ use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category and all educational environments, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Iowa were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 32. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2021**



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

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

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities who are *parentally placed in private schools* may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and all educational environments, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Iowa were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, for each racial/ethnic group, the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups, ranging from 58.1 percent to 69.7 percent.
- The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 14.9 and 22.5 percent of the students within each racial/ethnic group.

- Less than 20 percent of the students within each racial/ethnic group, except for Asian students (22.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group.

## Part B Participation and Performance on State Assessments

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

### Exhibit 33. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in State math assessments: School year 2020–21

Content area and student grade level	Participants <sup>a</sup>	Nonparticipants <sup>b</sup>	Total <sup>c</sup>
Math			
Grade 3 <sup>d</sup>	75.2	24.8	543,815
Grade 4 <sup>e</sup>	75.9	24.1	566,020
Grade 5 <sup>f</sup>	73.3	26.7	568,704
Grade 6 <sup>g</sup>	71.4	28.6	561,302
Grade 7 <sup>f</sup>	69.0	31.0	554,655
Grade 8 <sup>g</sup>	67.8	32.2	545,651
High school <sup>e</sup>	73.8	26.2	544,745

<sup>a</sup>Participants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

<sup>b</sup>Nonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

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

<sup>d</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, and the U.S. Virgin Islands.

<sup>e</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>f</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

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



- In school year 2020–21, between 67.8 and 75.9 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a math assessment. Between 24.1 and 32.2 percent did not participate.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 34. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as participants and nonparticipants in State reading assessments: School year 2020–21**

Content area and student grade level	Participants <sup>a</sup>	Nonparticipants <sup>b</sup>	Total <sup>c</sup>
Reading <sup>d</sup>			
Grade 3 <sup>e</sup>	75.4	24.6	516,991
Grade 4 <sup>f</sup>	72.9	27.1	528,158
Grade 5 <sup>f</sup>	73.2	26.8	542,545
Grade 6 <sup>g</sup>	69.9	30.1	536,872
Grade 7 <sup>f</sup>	68.9	31.1	532,993
Grade 8 <sup>h</sup>	65.2	34.8	507,570
High school <sup>g</sup>	69.6	30.4	513,156

<sup>a</sup>Participants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

<sup>b</sup>Nonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

<sup>c</sup>Students with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for 0.3 percent or less of students in each grade.

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

<sup>e</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, New Mexico, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

<sup>f</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, the U.S. Virgin Islands, Virginia, and Washington.

<sup>g</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, New Jersey, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, BIE, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2020–21, between 65.2 and 75.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school, who did not have a medical exemption, participated in a reading assessment. Between 24.6 and 34.8 percent did not participate.

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

**Exhibit 35. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in State math assessments, by assessment type: School year 2020–21**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )
	With accommodations	Without accommodations	
Math <sup>d</sup>			
Grade 3 <sup>e</sup>	33.8	35.4	5.9
Grade 4 <sup>f</sup>	38.2	31.9	5.8
Grade 5 <sup>g</sup>	39.2	28.1	6.0
Grade 6 <sup>h</sup>	39.3	26.2	5.9
Grade 7 <sup>g</sup>	40.8	22.2	6.0
Grade 8 <sup>h</sup>	39.3	22.2	6.4
High school <sup>f</sup>	39.2	27.9	6.7

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

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

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

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

<sup>e</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, and the U.S. Virgin Islands.

<sup>f</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>h</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2020–21, between 33.8 and 40.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in math. Between 22.2 and 35.4 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in math.
- All students in each of grades 3 through 8 and high school who participated in an alternate assessment in math in school year 2020–21 took an *alternate assessment based on alternate achievement standards*. Between 5.8 and 6.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in math.

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

**Exhibit 36. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in State reading assessments, by assessment type: School year 2020–21**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )
	With accommodations	Without accommodations	
Reading <sup>d,e</sup>			
Grade 3 <sup>f</sup>	33.6	35.8	6.0
Grade 4 <sup>g</sup>	34.6	32.2	6.1
Grade 5 <sup>g</sup>	37.2	29.9	6.1
Grade 6 <sup>h</sup>	37.9	26.1	5.9
Grade 7 <sup>g</sup>	40.7	22.2	6.0
Grade 8 <sup>i</sup>	37.2	21.7	6.3
High school <sup>h</sup>	36.8	25.8	7.0

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

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

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

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

<sup>e</sup>Students with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for 0.3 percent or less of students in each grade.

<sup>f</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, New Mexico, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

- In school year 2020–21, between 33.6 and 40.7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards with accommodations* in reading. Between 21.7 and 35.8 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards without accommodations* in reading.
- All students in each of grades 3 through 8 and high school who participated in an alternate assessment in reading in school year 2020–21 took an *alternate assessment based on alternate achievement standards*. Between 5.9 and 7 percent of students served under IDEA, Part B, in each of grades 3 through 8 and high school participated in an *alternate assessment based on alternate achievement standards* in reading.

<sup>e</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, the U.S. Virgin Islands, Virginia, and Washington.

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

<sup>i</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, New Jersey, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, PR, BIE, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to

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

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

**Exhibit 37. Numbers of States assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and median percentages of those students who were proficient, by assessment type: School year 2020–21**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Math <sup>d</sup>				
Grade 3 <sup>e</sup>	46	18.8	49	33.1
Grade 4 <sup>f</sup>	46	14.1	50	38.2
Grade 5 <sup>g</sup>	45	10.7	50	33.2
Grade 6 <sup>h</sup>	45	7.6	49	32.5
Grade 7 <sup>g</sup>	44	7.3	48	32.9
Grade 8 <sup>h</sup>	44	5.7	50	35.5
High school <sup>f</sup>	43	6.8	49	36.2

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

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

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

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

<sup>e</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, and the U.S. Virgin Islands.

<sup>f</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>g</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, and the U.S. Virgin Islands.

<sup>h</sup>No students in this grade were assessed in math, or data about them were suppressed, by the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For school year 2020–21, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 43 and 46 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in math to some students served under IDEA, Part B, in each of grades 3 through 8 and high

school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 5.7 percent to 18.8 percent.

- Non-suppressed data were available for between 48 and 50 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for math to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in math using these math tests ranged from 32.5 percent to 38.2 percent.

**Exhibit 38. Numbers of States assessing students served under IDEA, Part B, in grades 3 through 8 and high school in reading and median percentages of those students who were proficient, by assessment type: School year 2020–21**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>		Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )	
	Number of States	Median percent students proficient	Number of States	Median percent students proficient
Reading <sup>d,e</sup>				
Grade 3 <sup>f</sup>	43	16.6	48	39.3
Grade 4 <sup>g</sup>	47	16.2	46	37.1
Grade 5 <sup>g</sup>	45	14.0	46	39.1
Grade 6 <sup>h</sup>	43	11.5	47	40.5
Grade 7 <sup>g</sup>	44	10.9	46	37.7
Grade 8 <sup>i</sup>	44	10.8	47	35.3
High school <sup>h</sup>	45	11.2	47	40.4

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

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

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

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

<sup>e</sup>Students with a medical exemption for reading assessments were not available to take the exam and were therefore excluded from the calculation of percentages. This accounted for 0.3 percent or less of students in each grade.

<sup>f</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, New Mexico, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

<sup>g</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, the Federated States of Micronesia, Puerto Rico, the Republic of the Marshall Islands, the U.S. Virgin Islands, Virginia, and Washington.

<sup>h</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

<sup>i</sup>No students in this grade were assessed in reading, or data about them were suppressed, by the District of Columbia, New Jersey, Puerto Rico, the U.S. Virgin Islands, Virginia, and Washington.

NOTE: “Students who were proficient” were students whom States considered proficient for purposes of Adequate Yearly Progress as reported under the Elementary and Secondary Education Act of 1965, as amended (ESEA). Median percentage represents the midpoint of the percentages calculated for all of the States for which non-suppressed data were available. The percentage (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who were

- For school year 2020–21, of the 60 jurisdictions (i.e., the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Education, the four outlying areas, and the three freely associated states), non-suppressed data were available for between 43 and 47 jurisdictions that administered a *regular assessment based on grade-level academic achievement standards* in reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 10.8 percent to 16.6 percent.
- Non-suppressed data were available for between 46 and 48 jurisdictions that administered an *alternate assessment based on alternate achievement standards* for reading to some students served under IDEA, Part B, in each of grades 3 through 8 and high school. The median percentages of these students who were found to be proficient in reading using these reading tests ranged from 35.3 percent to 40.5 percent.

proficient in the specific content area assessment in the State by (b) the total number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level in the State, then multiplying the result by 100 ( $p=a/b*100$ ).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. These data are for the 50 States, DC, PR, BIE schools, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data were accessed fall 2022. For actual IDEA data used, go to

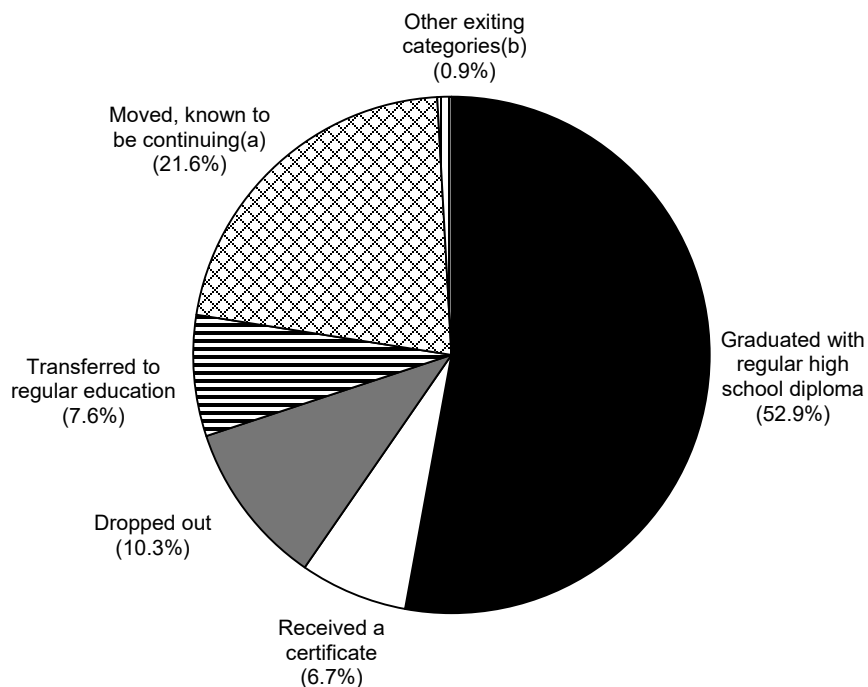
<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## Part B Exiting

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

**Exhibit 39. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category: 2020–21**



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

(b)“Other exiting categories” includes *reached maximum age* for services (0.5 percent), *died* (0.3 percent), and *graduated with an alternate diploma* (0.1 percent).

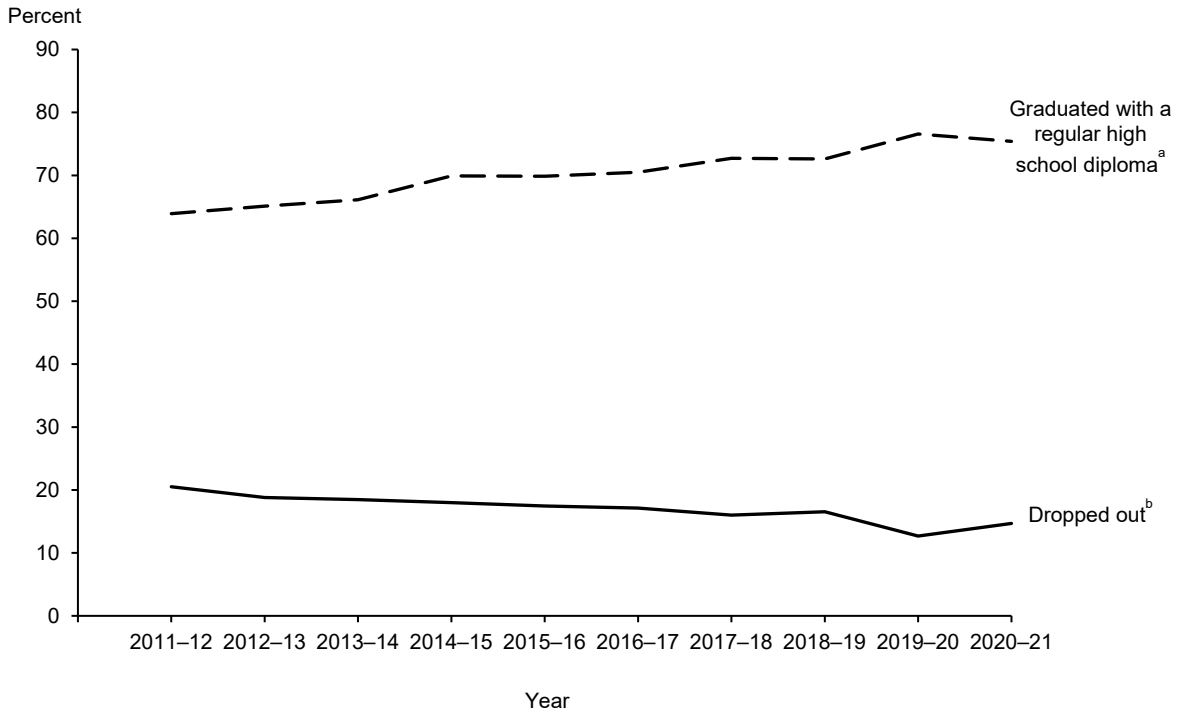
NOTE: The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in all the exiting categories (627,530), then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2020–21 (specifically, 331,824 of the 627,530 students, or 52.9 percent). This was followed by *moved, known to be continuing* in education (21.6 percent) and *dropped out* (10.3 percent).

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

**Exhibit 40. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: 2011–12 through 2020–21**



<sup>a</sup>*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) § 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” This definition is from the regulation that was in effect prior to June 30, 2017, when the IDEA regulations were amended based on changes to the definitions in the Elementary and Secondary Education Act of 1965, as amended (ESEA). The prior definition is provided here to align with the data terms and definitions provided in the file specifications for the data collections that formed the basis of the source data cited.

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

NOTE: The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight categories of exiters, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating or dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation and dropout rates submitted by States under ESEA. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are

- In 2020–21, a total of 75.4 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 14.7 percent *dropped out*.
- The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 63.9 percent in 2011–12 to 75.4 percent in 2020–21.
- From 2011–12 through 2020–21, the percentage of students who exited special education and school by having *dropped out* decreased from 20.5 percent to 14.7 percent.

different from those used to calculate graduation and dropout rates under ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2011–12 through 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. Data for 2020–21 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 41. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 2011–12 through 2020–21**

Disability	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
All disabilities	63.9	65.1	66.1	69.9	69.9	70.5	72.7	72.6	76.6	75.4
Autism	64.6	64.2	65.5	68.4	69.2	70.0	72.0	71.4	72.4	73.0
Deaf-blindness <sup>a</sup>	47.0	56.1	52.0	51.1	56.3	53.3	67.9	68.1	58.5	61.2
Emotional disturbance	51.1	53.8	54.7	57.6	57.0	57.6	60.5	60.1	66.1	65.2
Hearing impairment	73.4	72.1	74.2	80.3	80.5	79.6	83.3	82.4	84.1	84.2
Intellectual disability	40.3	42.7	40.8	42.4	42.2	42.3	47.5	47.3	48.8	48.4
Multiple disabilities	48.6	45.5	46.0	49.9	47.7	45.8	46.6	44.8	43.9	44.2
Orthopedic impairment	61.8	63.2	65.6	64.4	64.2	63.6	67.0	63.3	65.2	70.6
Other health impairment	69.9	71.1	72.1	74.7	74.3	74.4	75.8	75.1	79.7	78.3
Specific learning disability	68.8	70.1	70.8	75.5	75.4	76.4	78.3	77.4	82.3	80.2
Speech or language impairment	74.6	76.2	77.8	81.1	83.1	84.8	85.9	85.3	89.0	86.7
Traumatic brain injury	68.6	69.0	69.2	75.1	70.9	73.1	74.6	74.9	76.8	76.9
Visual impairment	77.1	76.8	78.2	82.1	82.9	80.5	82.9	82.1	85.2	84.8

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

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) § 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” This definition is from the regulation that was in effect prior to June 30, 2017, when the IDEA regulations were amended based on changes to the definitions in the Elementary and Secondary Education Act of 1965, as amended (ESEA). The prior definition is provided here to align with the data terms and definitions provided in the file specifications for the data collections that formed the basis of the source data cited. The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all eight categories of exiters, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating with a regular high school diploma, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation rates submitted by States under ESEA. The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates under the ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2011–12 through 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2012–13, data for BIE schools were not available. For 2014–15,

- In comparison to school year 2011–12, the percentage graduating with a regular high school diploma in 2020–21 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The percentage graduating with a regular high school diploma increased by at least 7 percentage points for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. From 2011–12 through 2014–15, the disability category with the largest percentage graduating with a regular high school diploma was *visual impairment*. From 2015–16 through 2020–21, the disability category of *speech or language impairment* was associated with the largest percentage graduating with a regular high school diploma. The students reported under the category of *intellectual disability* had the smallest percentages graduating with a regular high school diploma from 2011–12 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest percentages graduating with a regular high school diploma from 2017–18 through 2020–21.

data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. For 2019–20 and 2020–21, data for Iowa were available for the All disabilities total but were not available for the disability-specific categories. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. Data for 2020–21 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 42. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2011–12 through 2020–21**

Disability	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
All disabilities	20.5	18.8	18.5	18.0	17.5	17.1	16.0	16.6	12.7	14.7
Autism	7.3	7.1	7.3	7.5	6.6	6.8	6.4	6.7	5.5	6.5
Deaf-blindness <sup>a</sup>	14.5	14.6	12.8	14.8	8.5	5.3	4.9	8.8	2.8	3.4
Emotional disturbance	38.1	35.4	35.2	35.0	34.8	34.8	32.4	32.9	26.8	28.0
Hearing impairment	10.2	9.5	9.4	8.4	8.8	8.7	7.6	7.8	6.2	7.1
Intellectual disability	18.8	17.9	16.8	16.9	15.5	15.3	14.6	13.9	11.3	13.6
Multiple disabilities	15.8	15.2	14.2	14.7	11.9	11.4	12.0	13.4	9.9	11.5
Orthopedic impairment	11.4	10.7	11.0	9.8	9.2	7.2	6.5	7.4	7.5	7.8
Other health impairment	19.2	18.1	17.6	17.8	17.3	17.7	16.9	17.5	13.6	15.1
Specific learning disability	19.9	18.0	18.1	17.4	17.2	16.7	15.4	16.0	11.9	14.5
Speech or language impairment	15.6	14.5	13.4	13.3	13.0	11.4	11.0	11.3	7.8	9.0
Traumatic brain injury	12.3	11.1	12.2	10.8	11.4	11.1	10.3	9.8	7.1	10.1
Visual impairment	7.3	8.0	6.4	7.0	6.3	7.0	7.0	7.9	5.4	7.5

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

NOTE: *Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see eight exiting categories described below). The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate 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 eight exiting categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *dropped out*). For data on all eight exiting categories, see Exhibit 39. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the dropout rates submitted by States under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates under ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting

Collection, 2011–12 through 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. For 2019–20 and 2020–21, data for Iowa were available for the All disabilities total but were not available for the disability-specific categories. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. Data for 2020–21 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The dropout percentage was lower in school year 2020–21 than in 2011–12 for students who exited IDEA, Part B, and school in all disability categories except for *visual impairment*, which experienced an increase of 0.2 percent. The dropout percentage decreases were less than 11 percentage points in each disability category that experienced a percentage decrease.
- In each year from 2011–12 through 2020–21, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other disability category.

### Special Education Teachers and Paraprofessionals Employed to Serve Students Ages 5 (School Age) Through 21 Under IDEA, Part B

*To what extent were full-time equivalent teachers who were employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, fully certified?*

**Exhibit 43. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B: Fall 2020**

Year	Total number FTE employed	Number FTE fully certified <sup>a</sup>	Percentage <sup>b</sup> FTE fully certified
2020	444,901	410,316	92.2

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications, as set out in 34 Code of Federal Regulations (C.F.R.) 300.156(c)(1): employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who must meet the requirements set forth in the State’s public charter school law; has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and holds at least a bachelor’s degree.

<sup>b</sup>Percentage was calculated by dividing the number of FTE fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 410,316, or 92.2 percent, of the 444,901 FTE *special education teachers* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were fully certified.

To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, qualified?

**Exhibit 44. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B: Fall 2020**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2020	512,755	476,214	92.9

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

<sup>b</sup>Percentage was calculated by dividing the number of FTE qualified *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, by the total number of FTE *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, then multiplying the result by 100.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 476,214, or 92.9 percent, of the 512,755 FTE *special education paraprofessionals* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were qualified.



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

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

In 2020, the 50 States; the District of Columbia (DC); the Bureau of Indian Education (BIE); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were asked to report the numbers of full-time equivalent (FTE) fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under the Individuals with Disabilities Education Act (IDEA), Part B. Personnel who were fully certified for the position either held appropriate State certification or licensure for the position held or held a position for which no State certification or licensure requirements existed.

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

#### **Exhibit 45. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2020**

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage <sup>a</sup> FTE fully certified
Total	238,472	232,482	97.5
Audiologists	1,464	1,417	96.8
Counselors and rehabilitation counselors	20,258	19,844	98.0
Interpreters	7,035	6,433	91.5
Medical/nursing service staff	18,757	17,941	95.7
Occupational therapists	25,155	24,544	97.6
Orientation and mobility specialists	1,719	1,657	96.4
Physical education teachers and recreation and therapeutic recreation specialists	12,715	12,231	96.2
Physical therapists	9,551	9,259	96.9
Psychologists	41,004	40,381	98.5
Social workers	21,711	21,208	97.7
Speech-language pathologists	79,104	77,567	98.1

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

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

- In 2020, a total of 97.5 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, were fully certified.
- In 10 of the 11 related services personnel categories, 95.7 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 91.5 percent.

medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device (34 Code of Federal Regulations § 300.34(a) and (b)(1)).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

For school year 2020–21, the 50 States, the District of Columbia, the Bureau of Indian Education, Puerto Rico, the four outlying areas, and the three freely associated states were asked to report information on children and students ages 3 through 21 served under IDEA, Part B, who were removed from their educational placements for disciplinary reasons.

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

### **Exhibit 46. Number of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2020–21**

Type of disciplinary removal	Number served <sup>a</sup>	Number disciplined <sup>b</sup>	Number disciplined per 10,000 served <sup>c</sup>
Removed to an interim alternative educational setting <sup>d</sup>			
Removed unilaterally by school personnel <sup>e</sup> for drugs, weapons, or serious bodily injury <sup>f</sup>	6,914,648	2,630	4
Removed by hearing officer for likely injury <sup>g</sup>	6,914,648	184	#
Suspended or expelled >10 days during school year <sup>h</sup>			
Received out-of-school suspensions or expulsions <sup>i</sup>	7,206,019	7,991	11
Received in-school suspensions <sup>j</sup>	7,206,019	5,545	8

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

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

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

<sup>c</sup>Ratio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2020–21 school year, whereas the denominator is based on point-in-time data from fall 2020.

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

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

<sup>f</sup>Data for Louisiana were excluded, and data for Illinois were not available for this disciplinary category.

<sup>g</sup>Data for Louisiana were excluded, and data for Illinois were not available for this disciplinary category.

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

<sup>i</sup>Data for Louisiana were excluded for this disciplinary category.

<sup>j</sup>Data for Louisiana were excluded for this disciplinary category.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2020–21. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Illinois were not available. Data for Louisiana were excluded. Data were

- During the 2020–21 school year, 2,630 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury*. Given that 6,914,648 children and students ages 3 through 21 were served under Part B in 2020, in the States for which data were available, this type of action occurred with 4 children and students for every 10,000 children and students who were served under Part B in 2020.
- A total of 184 children and students ages 3 through 21 served under IDEA, Part B, or less than 5 for every 100,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2020–21.
- There were 7,991 children and students ages 3 through 21 served under IDEA, Part B, or 11 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2020–21.
- There were 5,545 children and students ages 3 through 21 served under IDEA, Part B, or 8 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2020–21.

accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were not available. Data for Illinois were excluded. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

**Exhibit 47. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2020–21**

Disability	Removed to an interim alternative educational setting <sup>a</sup>		Suspended or expelled >10 days during school year <sup>b</sup>	
	Removed unilaterally by school personnel <sup>c</sup> for drugs, weapons, or serious bodily injury <sup>d</sup>	Removed by hearing officer for likely injury <sup>e</sup>	Received out-of-school suspensions or expulsions <sup>f</sup>	Received in-school suspensions <sup>g</sup>
All disabilities	4	#	11	8
Autism	1	#	3	1
Deaf-blindness	6	0	0	6
Developmental delay <sup>h</sup>	#	0	1	#
Emotional disturbance	15	2	55	29
Hearing impairment	2	0	5	4
Intellectual disability	4	#	9	8
Multiple disabilities	2	#	5	1
Orthopedic impairment	0	0	#	1
Other health impairment	6	1	22	15
Specific learning disability	5	#	11	9
Speech or language impairment	#	#	2	1
Traumatic brain injury	2	0	9	4
Visual impairment	2	#	5	4

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

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

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

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

<sup>d</sup>Data for Louisiana were excluded, and data for Illinois were not available for this disciplinary category.

<sup>e</sup>Data for Louisiana were excluded, and data for Illinois were not available for this disciplinary category.

<sup>f</sup>Data for Louisiana were excluded for this disciplinary category.

<sup>g</sup>Data for Louisiana were excluded for this disciplinary category.

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

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 15 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 6 or less per 10,000 children and students served.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2020, no more than two children and students were removed by a hearing officer for likely injury during school year 2020–21.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 55 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 22 or less per 10,000 children and students served.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020, there were 29 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2020–21. The ratio for the children and students reported under each of the other disability categories was 15 or less per 10,000 children and students served.

IDEA, Part B, who were reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2020–21 school year, whereas the denominator is based on point-in-time data from fall 2020. The denominator for the disability category of *deaf-blindness* for each type of disciplinary action is fewer than 1,770 children and students ages 3 through 21 served under IDEA, Part B. The denominator for each of the other disability categories for each type of disciplinary action exceeded 24,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2020–21. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Illinois were not available. Data for Louisiana were excluded. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were not available. Data for Illinois were excluded. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

To protect the interests of children and students served under IDEA, Part B, the Act requires States to implement a formal set of procedural safeguards for children and students served under IDEA, Part B. Among these procedural safeguards are three formal options for initiating and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* with the State educational agency (SEA) alleging a violation of any Part B requirement by a school district, the SEA, or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent or public agency may request a due process hearing<sup>8</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child or student with a disability or to the provision of a free appropriate public education (FAPE) to the child or student. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of IDEA, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

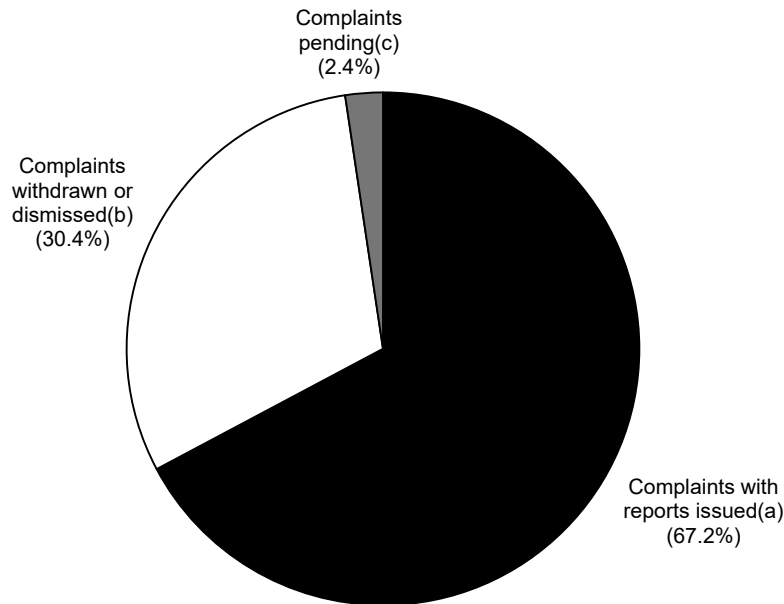
Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under IDEA, Part B. These children and students include individuals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

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<sup>8</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the education of children and students served under IDEA, Part B.

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

**Exhibit 48. Percentage of *written, signed complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2020–21**



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

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

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

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of IDEA or 34 Code of Federal Regulations (C.F.R.) § 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. The 50 States, DC, BIE schools, PR, and one outlying area reported one or more complaints. Percentage was based on a total of 4,186 *written, signed complaints*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

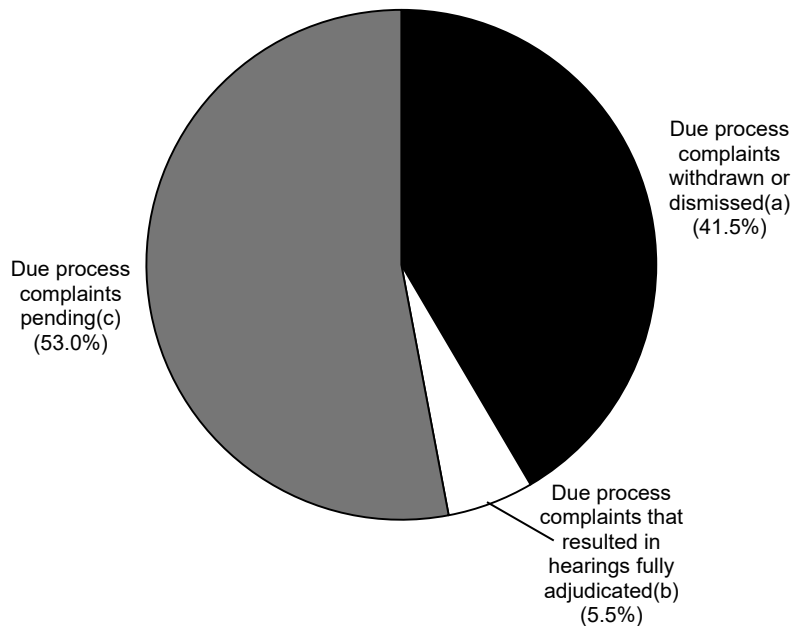
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2020–21, a total of 4,186 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.
- A report was issued for 2,814 (67.2 percent) of the complaints, while 1,273 (30.4 percent) of the complaints were withdrawn or dismissed. A total of 99 (2.4 percent) of the complaints that were received during the 2020–21 reporting period were pending or unresolved by the end of the period.



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

**Exhibit 49. Percentage of *due process complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2020–21**



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

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

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

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. States also report under the category *decision within extended timeline* on the number of written decisions from a fully adjudicated hearing that were provided to the parties in the due process hearing more than 45 days after the expiration of the 30-day or adjusted resolution period but within a specific time extension granted by the hearing officer at the request of either party. The data collection does not require States to report the specific period of time granted in these time extensions. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. The 50 States, DC, BIE schools, and PR reported one or more *due process complaints*. None of the outlying areas reported *due process complaints*. Percentage was based on a total of 23,567 *due process complaints*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

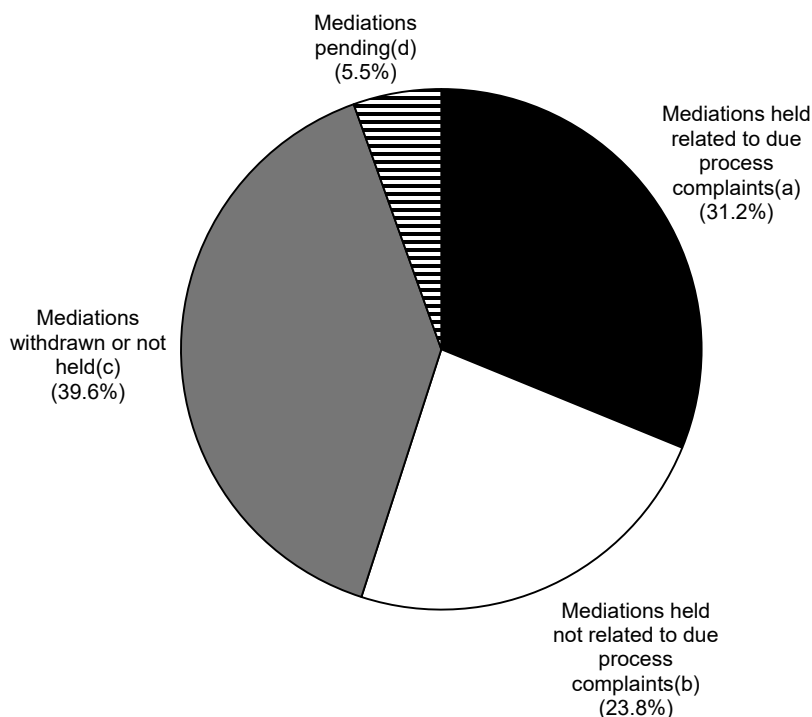
SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 23,567 *due process complaints* were received during 2020–21 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.
- For 9,790 (41.5 percent) of the *due process complaints* received during the 2020–21 reporting period, a resolution was achieved without a hearing. For 1,293 (5.5 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. For 12,484

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

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

**Exhibit 50. Percentage of *mediation requests* for children and students ages 3 through 21 served under IDEA, Part B, by request status: 2020–21**



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

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

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

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

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. The 50 States, DC, BIE schools, PR, and one outlying area reported one or more *mediation requests*. Percentage was based on a total of 8,725 *mediation requests*. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2020–21. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2020–21, a total of 8,725 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 2,720 (31.2 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,076 (23.8 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 477 requests (5.5 percent), a mediation session was still pending as of the end of the 2020–21 reporting period. The remaining 3,452 *mediation requests* (39.6 percent) were withdrawn or otherwise not held by the end of the reporting period.

## Coordinated Early Intervening Services

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

An LEA can reserve up to 15 percent of the amount it receives under Part B of IDEA, less any amount reduced by the LEA pursuant to 34 C.F.R. § 300.205 (adjustment to local fiscal efforts), to develop and implement CEIS. However, if an LEA is identified as having significant disproportionality based on race or ethnicity—with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions—the LEA is required to reserve the maximum 15 percent of the amount of its IDEA Part B funds to provide comprehensive CEIS to address factors contributing to the significant disproportionality (20 U.S.C. § 1418(d)(2)(B) and 34 C.F.R. § 300.646(d), and Analysis of Comments and Changes Accompanying the Final Regulations on Significant Disproportionality, 81 Federal Register [FR] 92376 [December 19, 2016]; OSEP Memorandum 08-09 on CEIS Guidance, <http://www2.ed.gov/policy/speced/guid/idea/ceis.html>; and Significant Disproportionality Essential Questions and Answers, <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>).

*How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2021 received CEIS in the current or previous two school years?*

**Exhibit 51. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2021 who received CEIS in school years 2018–19, 2019–20, or 2020–21: Fall 2021**

Year	Children and students served under Part B who received CEIS in school year(s) 2018–19, 2019–20, or 2020–21	
	Number	Percentage <sup>a</sup>
2021	62,683	0.9

<sup>a</sup>Percentage was calculated by dividing the number of children and students ages 3 through 21 served under Part B, IDEA, in 2021 who received CEIS any time during school year(s) 2018–19, 2019–20, or 2020–21 by the number of children and students ages 3 through 21 served under IDEA, Part B in 2021, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2021. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 62,683, or 0.9 percent, of the 7,352,816 children and students ages 3 through 21 served under Part B in 2021 by the 50 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2018–19, 2019–20, or 2020–21 prior to being served under Part B.

## **Section II**

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



## Introduction

This section of the *45th Annual Report to Congress, 2023* addresses a set of questions developed by the U.S. Department of Education (Department) based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an examination of data elements addressing areas of particular interest.

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

The objective of the analyses in this section is to examine similarities and differences among and within States for specific time periods. For some elements, data for two time periods for each State are presented and examined. In these cases, the analysis focuses on comparing data for the two time periods presented to determine what, if any, substantial change occurred. The more recent (comparison) time periods depicted in the State-level data exhibits are consistent with the more recent time periods depicted in the national-level data exhibits found in Section I. Earlier (baseline) time periods were selected for exhibits in this section to match with the first year of the 10-year trend window included in some exhibits in Section I (see “Data Sources Used in This Report”).

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

## Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity, since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for Bureau of Indian Education schools. Specifically, these exhibits include data for Bureau of Indian Education schools in the measure presented for "All States." They cannot, however, display data specifically for Bureau of Indian Education schools. The reason is that the resident population relevant for the Bureau of Indian Education schools, which have no distinct geographic boundaries, is dispersed throughout all of the States and counted as part of the resident populations of the individual States.
3. The four outlying areas and three freely associated states are not included in the exhibits in this section because data were frequently not available due to cell suppression or because data were not reported. For example, the U.S. Census' annual population estimates exclude residents of these jurisdictions even though the most recent decennial census (collected in 2020) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with Federal law. Under IDEA Section 618(b)(1), the data collected by the Department under IDEA Section 618(a) must be publicly reported by each State in a manner that does not result in the disclosure of data identifiable to individual children. Under 34 Code of Federal Regulations (C.F.R.) § 99.31(a)(3), subject to the requirements of Section 99.35 of the Family Educational Rights and Privacy Act (FERPA) regulations, which are incorporated into the IDEA privacy regulations in 34 C.F.R. § 300.622(a), authorized representatives of the Secretary may have access to personally identifiable information from students' education records in connection with an audit or evaluation of Federal or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. Under 34 C.F.R. § 99.35(b)(1) of the FERPA regulations, however, information collected by authorized representatives of the Secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Such officials may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements in 34 C.F.R. § 99.33(b). Each office in the Department has different purposes for its data collections. Therefore, consistent with the IDEA and FERPA regulations, 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 (OMB). The 2003–04 data presented in the *28th Annual Report to Congress, 2006* were the first data in these reports to which the Office of Special Education Programs (OSEP) applied its cell suppression policy. The Department's Disclosure



Review Board annually reviews and approves the suppression methodologies for each collection.

5. For all exhibits that present State-level Part B child count and educational environments data or personnel data, the report uses the phrasing “(early childhood)” in exhibit titles to denote that the data include children ages 3 through 5, where 5-year-olds served under IDEA, Part B, receive special education and related services in early childhood educational environments. The report uses the phrasing “(school age)” in exhibit titles to denote that the data include 5-year-old kindergartners who receive special education and related services in school-age educational environments. The exhibit notes present any special considerations for these data, if such considerations apply.

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

### Part C Child Count

*How did the States compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2021, and how did the percentages change between 2012 and 2021?*

**Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2012 and fall 2021**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	2.8	3.7	0.9	31.9
Alabama	1.6	2.3	0.7	42.6
Alaska	2.4	2.6	0.2	6.2
Arizona	2.0	2.2	0.3	13.6
Arkansas	2.7	1.1	-1.6	-58.0
California	2.2	4.0	1.8	82.3
Colorado	3.0	3.8	0.8	25.9
Connecticut	3.9	5.8	1.9	49.2
Delaware	2.7	3.8	1.1	41.4
District of Columbia	1.9	4.5	2.5	132.5
Florida	1.9	2.4	0.5	28.8
Georgia	1.9	2.3	0.5	24.5
Hawaii	3.4	3.0	-0.4	-11.0
Idaho	2.8	3.0	0.2	8.8
Illinois	4.0	3.9	-0.1	-2.4
Indiana	3.7	4.7	1.1	29.6
Iowa	3.0	2.5	-0.6	-18.8
Kansas	3.5	5.1	1.5	43.7
Kentucky	2.7	2.7	#	1.8
Louisiana	2.1	3.0	0.9	40.9
Maine	2.4	2.8	0.4	17.2
Maryland	3.4	4.1	0.7	19.5
Massachusetts	7.2	9.9	2.8	38.5
Michigan	2.8	3.4	0.7	23.8
Minnesota	2.4	2.8	0.4	16.4
Mississippi	1.7	1.5	-0.1	-7.7
Missouri	2.2	3.5	1.3	57.8
Montana	1.9	2.2	0.4	19.9
Nebraska	1.9	3.0	1.1	61.1
Nevada	2.4	3.0	0.7	29.5
New Hampshire	4.7	5.3	0.6	12.7
New Jersey	3.2	5.0	1.8	54.7
New Mexico	5.7	7.9	2.1	37.7
New York	4.0	4.5	0.5	12.4

See notes at end of exhibit.

**Exhibit 52. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2012 and fall 2021—Continued**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
North Carolina	2.8	2.7	-0.1	-1.9
North Dakota	3.4	5.3	1.9	56.1
Ohio	2.7	3.0	0.3	11.0
Oklahoma	1.7	1.6	-0.1	-6.7
Oregon	2.3	3.0	0.7	27.8
Pennsylvania	4.4	5.6	1.2	26.9
Puerto Rico	3.0	3.5	0.5	18.3
Rhode Island	6.1	6.6	0.5	8.8
South Carolina	2.2	4.7	2.5	116.8
South Dakota	3.0	3.0	-0.1	-2.7
Tennessee	1.7	3.7	2.0	122.2
Texas	2.0	2.7	0.7	36.0
Utah	2.3	3.5	1.2	49.9
Vermont	4.2	6.3	2.0	48.5
Virginia	2.7	3.9	1.1	42.3
Washington	2.2	3.9	1.7	77.8
West Virginia	4.4	7.9	3.5	78.8
Wisconsin	2.7	3.0	0.3	11.3
Wyoming	5.1	6.1	1.0	19.6

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

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2012 and 2021. U.S. Department of Commerce, U.S. Census Bureau. State Single Year of Age and Sex Population Estimates: April 1, 2012 to July 1, 2021—RESIDENT, 2012 and 2021. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, 3.7 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C. The percentages served in the 52 individual States ranged from 1.1 percent to 9.9 percent. The percentage was larger than 6 percent in the following six States: Massachusetts (9.9 percent), New Mexico (7.9 percent), West Virginia (7.9 percent), Rhode Island (6.6 percent), Vermont (6.3 percent), and Wyoming (6.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Oklahoma (1.6 percent), Mississippi (1.5 percent), and Arkansas (1.1 percent).
- In 2012, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C.

- The percentage of the population served increased by more than 15 percent between 2012 and 2021 for 35 States. Included among these States were the following 10 in which the percent change was larger than 50 percent: the District of Columbia (132.5 percent), Tennessee (122.2 percent), South Carolina (116.8 percent), California (82.3 percent), West Virginia (78.8 percent), Washington (77.8 percent), Nebraska (61.1 percent), Missouri (57.8 percent), North Dakota (56.1 percent), and New Jersey (54.7 percent). This change represented a difference of 3.5 percentage points or less among these 10 states.
- Between 2012 and 2021, the following three States experienced a percent change decrease greater than 10 percent: Arkansas (-58.0 percent), Iowa (-18.8 percent), and Hawaii (-11.0 percent). This change represented a difference greater than 1 percentage point in Arkansas (-1.6 percentage points).

*How did the States compare with regard to the percentage of the resident population birth through age 2 within each racial/ethnic group who were served under IDEA, Part C, in 2021?*

**Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	2.8	3.0	3.3	3.8	4.7	3.8	3.3
Alabama	1.2	1.6	2.6	1.6	5.2	2.3	2.2
Alaska	4.2	0.0	2.7	1.5	8.3	2.5	1.8
Arizona	2.0	1.8	2.1	1.7	2.7	3.1	1.7
Arkansas	1.1	0.8	1.1	0.8	0.5	1.3	0.9
California	3.1	3.2	4.2	4.7	2.2	3.5	2.2
Colorado	2.4	3.8	3.7	3.2	2.0	4.2	2.7
Connecticut	8.4	3.8	6.0	5.8	6.0	5.6	10.5
Delaware	x	2.5	4.1	3.7	x	4.0	2.8
District of Columbia	x	x	5.3	3.9	0.0	3.5	7.5
Florida	1.6	1.9	2.4	3.0	3.8	2.1	2.0
Georgia	2.5	2.1	2.4	1.9	3.3	2.6	1.6
Hawaii	5.6	4.4	3.1	1.7	2.4	2.3	3.6
Idaho	4.2	2.3	2.5	2.0	1.9	3.2	4.1
Illinois	1.8	2.3	3.2	4.2	2.0	4.2	2.0
Indiana	3.5	4.0	4.6	3.6	10.1	4.8	7.5
Iowa	2.0	2.2	2.8	2.8	3.1	2.3	3.3
Kansas	3.0	4.5	4.2	4.9	4.4	5.3	5.1
Kentucky	3.4	3.0	2.8	2.7	8.1	2.6	3.3
Louisiana	x	2.0	3.5	2.0	x	2.9	3.6
Maine	3.4	2.1	6.7	2.1	17.6	2.7	3.4
Maryland	3.6	3.6	4.3	3.8	6.7	4.1	4.6
Massachusetts	16.4	6.7	10.9	12.3	17.2	9.4	8.4
Michigan	4.8	2.3	3.2	3.0	8.5	3.8	1.7
Minnesota	x	2.0	2.5	2.9	x	3.0	2.4
Mississippi	x	1.4	1.6	1.0	x	1.5	1.4
Missouri	1.0	2.7	4.1	3.5	3.8	3.4	3.9
Montana	4.1	x	5.0	1.5	x	2.2	0.9
Nebraska	x	2.8	2.7	2.6	x	3.3	1.8
Nevada	1.4	2.8	2.7	2.7	2.5	3.7	3.1
New Hampshire	x	3.0	4.8	2.8	x	5.6	7.0
New Jersey	3.9	3.8	4.4	6.0	6.9	4.7	5.0
New Mexico	4.8	7.3	7.3	8.9	5.4	6.8	4.3
New York	4.3	3.4	3.5	4.2	70.5	5.5	1.4
North Carolina	2.4	2.1	3.2	2.8	2.8	2.7	1.3

See notes at end of exhibit.

**Exhibit 53. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	7.7	3.2	4.6	2.4	11.9	4.9	14.7
Ohio	2.0	2.7	2.7	3.2	4.5	3.1	2.9
Oklahoma	1.3	1.6	1.6	0.8	2.5	2.0	1.3
Oregon	2.8	2.4	3.4	3.1	2.8	3.1	2.5
Pennsylvania	5.3	4.4	6.0	5.3	4.7	5.2	13.0
Rhode Island	4.1	3.2	6.7	6.3	17.9	7.2	4.5
South Carolina	4.3	3.0	4.7	3.5	8.6	4.8	7.2
South Dakota	2.4	2.5	2.0	2.9	0.0	3.1	3.7
Tennessee	4.2	2.6	3.4	3.1	6.1	3.9	4.2
Texas	0.9	1.4	1.8	2.8	1.8	3.2	0.6
Utah	2.4	2.5	3.2	4.1	3.1	3.5	2.4
Vermont	x	3.9	7.3	x	x	6.3	9.6
Virginia	1.6	3.1	3.7	3.0	5.4	4.0	6.2
Washington	2.7	3.5	4.3	3.8	5.0	4.1	3.3
West Virginia	10.4	7.5	7.0	3.7	42.9	8.0	8.9
Wisconsin	2.8	1.7	3.7	3.6	9.0	3.0	2.1
Wyoming	6.5	4.3	3.0	6.3	30.0	6.1	5.7

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

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by the State on the State-designated data collection date by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated with available data by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by all States on their State-designated data collection dates by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all States, then multiplying the result by 100. Data on race/ethnicity were suppressed for 208 infants and toddlers served under Part C in nine States. The total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2021. Data for PR were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>

- A larger percentage (4.7 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, the percentage (2.8 percent) of the resident population birth through age 2 who were American Indian or Alaska Native who were served under Part C in “All States” was less than the percentage of each of the other racial/ethnic groups that were served under IDEA, Part C, in “All States.”
- In 2021, 2.8 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All States.” The percentages ranged from 0.9 to 16.4 percent in the 42 individual States for which data were available. The percentage was more than 5 percent in the following seven States: Massachusetts (16.4 percent), West Virginia

(10.4 percent), Connecticut (8.4 percent), North Dakota (7.7 percent), Wyoming (6.5 percent), Hawaii (5.6 percent), and Pennsylvania (5.3 percent). In contrast, the percentage was less than 2 percent in nine States and less than 1 percent in Texas (0.9 percent).

- In 2021, 3 percent of the resident population birth through age 2 who were Asian were served under Part C in “All States.” The percentages ranged from 0 to 7.5 percent in the 49 individual States for which non-suppressed data were available. In the following three States, the percentage was more than 6 percent: West Virginia (7.5 percent), New Mexico (7.3 percent), and Massachusetts (6.7 percent). In contrast, the percentage was less than 2 percent in nine States and less than 1 percent in Arkansas (0.8 percent) and Alaska (0.0 percent).
- In 2021, 3.3 percent of the resident population birth through age 2 who were Black or African American were served under Part C in “All States.” The percentages ranged from 1.1 to 10.9 percent in the 51 individual States for which data were available. The percentage was 6 percent or more in the following eight States: Massachusetts (10.9 percent), New Mexico (7.3 percent), Vermont (7.3 percent), West Virginia (7.0 percent), Maine (6.7 percent), Rhode Island (6.7 percent), Connecticut (6.0 percent), and Pennsylvania (6.0 percent). In contrast, the percentage was less than 2 percent in the following four States: Texas (1.8 percent), Mississippi (1.6 percent), Oklahoma (1.6 percent), and Arkansas (1.1 percent).
- In 2021, 3.8 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C in “All States.” The percentages ranged from 0.8 to 12.3 percent in the 50 individual States for which data were available. The percentage was more than 5 percent in the following seven States: Massachusetts (12.3 percent), New Mexico (8.9 percent), Rhode Island (6.3 percent), Wyoming (6.3 percent), New Jersey (6.0 percent), Connecticut (5.8 percent), and Pennsylvania (5.3 percent). In contrast, the percentage was less than 2 percent in nine States and was 1 percent or less in the following three States: Mississippi (1.0 percent), Arkansas (0.8 percent), and Oklahoma (0.8 percent).
- In 2021, 4.7 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C in “All States.” The percentages ranged from 0 to 70.5 percent in the 43 individual States for which data were available. The percentage was more than 17 percent in the following six States: New York (70.5 percent), West Virginia (42.9 percent), Wyoming (30.0 percent), Rhode Island (17.9 percent), Maine (17.6 percent), and Massachusetts (17.2 percent). In contrast, the percentage served in the District of Columbia and South Dakota was 0 percent.
- In 2021, 3.8 percent of the resident population birth through age 2 who were White were served under Part C in “All States.” The percentages ranged from 1.3 to 9.4 percent in the 51 individual States for which data were available. The percentage was more than 6 percent in the following six States: Massachusetts (9.4 percent), West Virginia (8.0 percent), Rhode Island (7.2 percent), New Mexico (6.8 percent), Vermont (6.3 percent), and Wyoming (6.1 percent). In contrast, the percentage was 2 percent or less in the following three States: Oklahoma (2.0 percent), Mississippi (1.5 percent), and Arkansas (1.3 percent).
- In 2021, 3.3 percent of the resident population birth through age 2 who were associated with two or more races were served under Part C in “All States.” The percentages ranged from 0.6 to 14.7 percent in the 51 individual States. The percentage was more than 7 percent in the following nine States: North Dakota (14.7 percent), Pennsylvania (13.0 percent), Connecticut (10.5 percent), Vermont (9.6 percent), West Virginia (8.9 percent), Massachusetts (8.4 percent), the District of Columbia (7.5 percent), Indiana (7.5 percent), and South Carolina (7.2 percent).

In contrast, the percentage was less than 1 percent in the following three States: Arkansas (0.9 percent), Montana (0.9 percent), and Texas (0.6 percent).



**Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2020–21**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	5.7	5.5	6.2	7.2	8.4	7.3	6.0
Alabama	1.9	4.5	4.8	3.1	10.3	4.6	4.3
Alaska	8.0	0.2	5.9	2.9	20.5	6.1	4.5
Arizona	4.3	3.4	4.0	3.4	4.4	6.1	3.3
Arkansas	1.4	1.9	2.1	1.4	0.9	2.3	1.9
California	5.5	5.2	6.9	7.8	3.6	5.9	3.7
Colorado	3.8	6.3	6.6	5.5	4.5	7.1	4.4
Connecticut	14.3	7.3	11.6	11.1	32.0	10.3	19.2
Delaware	4.4	4.4	6.0	3.5	15.8	6.0	4.9
District of Columbia	x	3.8	10.3	7.8	x	6.9	13.7
Florida	4.3	3.5	5.1	6.2	8.2	4.3	4.0
Georgia	2.7	4.1	4.7	4.3	7.9	5.3	2.2
Hawaii	x	6.5	x	2.9	3.7	4.4	5.1
Idaho	7.3	3.7	x	4.2	x	6.2	7.7
Illinois	3.8	4.7	7.8	9.8	8.7	9.7	6.1
Indiana	7.0	10.2	11.8	8.5	16.3	11.1	16.2
Iowa	10.6	4.4	5.4	3.6	5.5	5.1	7.4
Kansas	5.4	7.8	9.0	9.4	7.0	10.2	8.7
Kentucky	6.9	6.0	6.6	6.3	13.7	6.3	7.8
Louisiana	2.1	3.9	6.3	3.6	4.8	5.2	6.6
Maine	4.5	8.0	13.1	5.1	29.4	6.2	6.9
Maryland	x	x	x	x	x	x	x
Massachusetts	28.9	15.1	22.8	24.8	38.6	19.4	17.1
Michigan	8.6	4.6	6.4	5.8	16.2	7.3	3.6
Minnesota	6.8	4.1	4.7	5.5	4.0	5.1	4.6
Mississippi	3.6	2.6	3.5	2.1	12.1	3.3	3.2
Missouri	1.6	5.2	7.2	6.1	6.8	5.8	6.3
Montana	5.0	x	12.4	2.1	x	3.0	1.5
Nebraska	9.0	4.6	4.3	5.0	7.3	6.3	3.6
Nevada	3.1	5.2	5.8	5.7	5.3	7.0	6.1
New Hampshire	x	7.4	11.8	7.0	x	11.8	16.9
New Jersey	6.7	7.8	8.2	11.6	14.4	9.0	10.7
New Mexico	9.2	12.2	13.1	16.3	8.9	12.7	9.3
New York <sup>a</sup>	8.1	6.4	6.9	8.5	133.7	10.3	2.7
North Carolina	5.0	4.2	5.8	5.3	4.9	5.3	2.7
North Dakota	13.8	5.8	10.1	4.0	14.3	8.8	27.0
Ohio	4.1	5.3	5.4	6.5	9.8	6.0	5.7
Oklahoma	2.8	3.3	3.8	0.5	5.4	4.8	3.0

See notes at end of exhibit.

**Exhibit 54. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2020–21—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Oregon	5.8	4.2	7.0	5.8	4.9	5.7	4.7
Pennsylvania	13.9	8.2	11.5	10.2	13.0	9.9	21.6
Rhode Island	17.2	7.4	13.6	14.0	10.7	15.2	8.8
South Carolina	7.0	5.6	8.6	6.6	20.3	8.7	12.8
South Dakota	5.3	5.2	4.3	5.6	10.7	5.5	7.3
Tennessee	8.4	6.5	7.2	6.4	16.5	7.9	8.7
Texas	1.7	2.8	3.8	5.8	5.5	6.6	1.4
Utah	5.1	4.5	6.6	8.1	6.4	7.1	4.8
Vermont <sup>b</sup>	x	6.9	14.9	x	125.0	12.2	18.8
Virginia	3.2	6.4	7.2	5.3	11.3	7.6	11.9
Washington	7.6	6.4	8.7	7.3	8.2	8.0	6.1
West Virginia	12.5	12.9	12.7	7.3	71.4	14.4	15.8
Wisconsin	5.9	3.6	7.3	7.1	14.4	6.0	4.2
Wyoming	14.1	9.7	12.6	10.8	40.0	11.2	5.5

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

<sup>a</sup>The percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 404 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (540 infants and toddlers).

<sup>b</sup>The percentage for Native Hawaiian or Other Pacific Islander that was calculated for Vermont is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in Vermont was 4 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (5 infants and toddlers).

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2021. Data for PR were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage (8.4 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, during the 12-month reporting period in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, a smaller percentage (5.5 percent) of the resident population of infants and toddlers who were Asian were served under IDEA, Part C, in “All States,” compared to the percentages of other racial/ethnic groups.

- In 2020–21, 5.7 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1.4 to 28.9 percent in the 46 individual States for which data were available. The percentage was larger than 10 percent in the following eight States: Massachusetts (28.9 percent), Rhode Island (17.2 percent), Connecticut (14.3 percent), Wyoming (14.1 percent), Pennsylvania (13.9 percent), North Dakota (13.8 percent), West Virginia (12.5 percent), and Iowa (10.6 percent). In contrast, less than 2 percent were served in the following four States: Alabama (1.9 percent), Texas (1.7 percent), Missouri (1.6 percent), and Arkansas (1.4 percent).
- In 2020–21, 5.5 percent of the resident population birth through age 2 who were Asian were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0.2 percent to 15.1 percent in the 49 individual States for which data were available. The percentage was more than 8 percent in the following six States: Massachusetts (15.1 percent), West Virginia (12.9 percent), New Mexico (12.2 percent), Indiana (10.2 percent), Wyoming (9.7 percent), and Pennsylvania (8.2 percent). In contrast, less than 3 percent were served in the following four States: Texas (2.8 percent), Mississippi (2.6 percent), Arkansas (1.9 percent), and Alaska (0.2 percent).
- In 2020–21, 6.2 percent of the resident population birth through age 2 who were Black or African American were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 2.1 to 22.8 percent in the 48 individual States for which data were available. In the following five States, the percentage was more than 13 percent: Massachusetts (22.8 percent), Vermont (14.9 percent), Rhode Island (13.6 percent), Maine (13.1 percent), and New Mexico (13.1 percent). In contrast, the percentage was less than 4 percent in the following four States: Oklahoma (3.8 percent), Texas (3.8 percent), Mississippi (3.5 percent), and Arkansas (2.1 percent).
- In 2020–21, 7.2 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0.5 to 24.8 percent in the 49 individual States for which data were available. The percentage was 14 percent or more in the following three States: Massachusetts (24.8 percent), New Mexico (16.3 percent), and Rhode Island (14.0 percent). In contrast, the percentage was less than 2 percent in the following two States: Arkansas (1.4 percent) and Oklahoma (0.5 percent).
- In 2020–21, 8.4 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0.9 to 71.4 percent in the 44 individual States for which data were available and not anomalous.<sup>9</sup> The percentage was 32 percent or larger in the following four States: West Virginia (71.4 percent), Wyoming (40.0 percent), Massachusetts (38.6 percent), and Connecticut (32.0 percent). In contrast, the percentage was

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<sup>9</sup> The percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 404 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (540 infants and toddlers). The percentage for Native Hawaiian or Other Pacific Islander that was calculated for Vermont is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in Vermont was 4 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (5 infants and toddlers).

less than 4 percent in the following three States: Hawaii (3.7 percent), California (3.6 percent), and Arkansas (0.9 percent).

- In 2020–21, 7.3 percent of the resident population birth through age 2 who were White were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 2.3 to 19.4 percent in the 50 individual States for which data were available. The percentage was larger than 12 percent in the following five States: Massachusetts (19.4 percent), Rhode Island (15.2 percent), West Virginia (14.4 percent), New Mexico (12.7 percent), and Vermont (12.2 percent). In contrast, the percentage was 3 percent or less in the following two States: Montana (3.0 percent) and Arkansas (2.3 percent).
- In 2020–21, 6 percent of the resident population birth through age 2 who were associated with two or more races were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1.4 to 27 percent in the 50 individual States for which data were available. The percentage was larger than 17 percent in the following five States: North Dakota (27.0 percent), Pennsylvania (21.6 percent), Connecticut (19.2 percent), Vermont (18.8 percent), and Massachusetts (17.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Arkansas (1.9 percent), Montana (1.5 percent), and Texas (1.4 percent).

## Part C Primary Early Intervention Services 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 services setting in 2021, and how did the distributions change between 2012 and 2021?*

**Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention services setting, and State: Fall 2012 and fall 2021**

State	2012			2021		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
All States	87.3	7.6	5.1	91.8	4.7	3.5
Alabama	92.4	7.3	0.3	97.3	2.5	0.2
Alaska	93.0	5.8	1.2	95.1	4.2	0.7
Arizona	93.4	0.2	6.4	100.0	0.0	#
Arkansas	10.5	22.6	66.9	57.0	41.0	2.1
California	75.3	16.3	8.4	85.9	7.1	7.0
Colorado	98.6	1.1	0.2	99.2	0.3	0.5
Connecticut	97.9	2.0	#	98.5	1.5	0.0
Delaware	85.7	8.3	6.0	93.7	4.0	2.3
District of Columbia	74.5	21.6	3.9	93.2	6.8	0.0
Florida	76.7	8.0	15.3	89.8	5.9	4.3
Georgia	98.8	0.9	0.3	81.8	8.2	10.0
Hawaii	87.3	3.3	9.4	99.1	0.9	0.1
Idaho	87.5	9.7	2.7	76.8	23.2	0.0
Illinois	90.2	5.8	3.9	89.8	9.7	0.6
Indiana	94.5	4.2	1.3	84.9	13.3	1.8
Iowa	95.5	3.1	1.4	94.0	1.4	4.6
Kansas	97.3	2.3	0.4	97.8	1.6	0.5
Kentucky	95.4	4.1	0.5	99.2	0.7	0.1
Louisiana	97.4	2.4	0.2	99.6	0.3	0.1
Maine	92.8	5.1	2.1	93.9	6.1	0.0
Maryland	82.3	15.2	2.4	94.0	5.2	0.8
Massachusetts	76.5	21.9	1.6	96.1	3.0	0.9
Michigan	90.1	6.1	3.8	95.0	2.6	2.4
Minnesota	93.3	2.7	4.0	93.2	3.7	3.1
Mississippi	84.7	8.8	6.5	63.6	11.2	25.2
Missouri	94.7	4.3	1.0	94.1	5.7	0.2
Montana	92.7	5.1	2.2	92.8	2.1	5.1
Nebraska	91.8	5.8	2.4	95.0	4.1	0.9
Nevada	93.4	5.4	1.2	99.4	0.1	0.5
New Hampshire	92.7	5.8	1.5	87.5	0.9	11.6
New Jersey	92.5	7.3	0.2	93.8	6.0	0.2
New Mexico	78.8	20.0	1.2	91.2	8.4	0.4
New York	90.3	3.4	6.3	89.8	3.1	7.0
North Carolina	91.7	7.5	0.8	96.8	2.3	0.9

See notes at end of exhibit.

**Exhibit 55. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention services setting, and State: Fall 2012 and fall 2021—Continued**

State	2012			2021		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
North Dakota	98.6	1.1	0.3	99.6	0.3	0.1
Ohio	76.1	4.6	19.3	97.3	1.7	1.0
Oklahoma	92.8	2.6	4.6	88.9	5.2	5.9
Oregon	93.7	3.4	3.0	91.8	5.6	2.6
Pennsylvania	97.8	2.0	0.2	99.1	0.8	0.1
Puerto Rico	82.1	16.3	1.6	94.2	5.8	0.0
Rhode Island	90.9	3.0	6.0	99.3	#	0.7
South Carolina	97.0	2.1	0.9	81.5	11.1	7.4
South Dakota	84.8	14.8	0.4	89.2	10.4	0.4
Tennessee	70.1	12.3	17.5	71.9	2.2	26.0
Texas	95.8	3.7	0.5	96.3	3.2	0.4
Utah	89.8	4.6	5.7	93.3	4.3	2.4
Vermont	84.7	13.9	1.3	84.1	11.7	4.2
Virginia	84.5	3.1	12.4	91.2	2.6	6.2
Washington	71.9	20.6	7.5	91.3	3.1	5.6
West Virginia	99.1	0.9	0.0	99.1	0.9	0.0
Wisconsin	91.5	6.2	2.3	95.7	3.6	0.6
Wyoming	76.2	23.2	0.6	66.5	26.5	7.0

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

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State who were reported in the primary service setting on the State-designated data collection date for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State on the State-designated data collection date for the year, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States who were reported in the primary service setting on their State-designated data collection dates for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States on their State-designated data collection dates for the year, then multiplying the result by 100. Percentage for “All States” for 2012 includes suppressed data. The sum of row percentages for a year may not total 100 because of rounding.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2012 and 2021. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting by “All States” in 2021 were 91.8 percent, 4.7 percent, and 3.5 percent, respectively. In 2012, the values were 87.3 percent, 7.6 percent, and 5.1 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- In 2021, *home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 36 States. In addition, more than 50 percent of infants and toddlers in every State were served in a *home*.
- In 2012, *home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 32 States. In addition, more than 50 percent of infants and toddlers in every State except Arkansas were served in a *home*. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 66.9 percent of the infants and toddlers served.

## Part C Exiting

*How did the States compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category, in 2020–21?*

**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2020–21**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All States	8.9	32.0	4.1	3.8	3.8	18.1	0.2	3.2	15.7	10.2
Alabama	7.3	28.7	0.0	1.2	1.8	10.1	0.5	2.6	32.3	15.4
Alaska	10.1	31.0	0.0	2.2	3.4	9.9	0.1	9.2	20.6	13.5
Arizona	4.4	44.8	0.0	4.0	2.7	11.6	0.6	4.1	16.6	11.2
Arkansas	13.7	32.0	0.0	5.9	2.2	14.2	0.1	3.2	19.9	8.8
California	4.9	41.3	0.0	4.5	2.8	29.1	0.2	2.2	8.6	6.4
Colorado	0.0	34.2	0.0	4.9	5.0	15.7	0.1	5.6	26.8	7.7
Connecticut	6.2	38.7	0.1	5.1	5.9	10.7	0.2	3.7	16.8	12.7
Delaware	7.0	58.4	0.0	2.0	6.7	6.8	0.2	4.1	8.1	6.7
District of Columbia	14.1	12.4	15.2	1.4	4.7	6.9	0.1	9.7	20.5	15.0
Florida	5.1	30.4	0.0	2.8	2.0	37.2	0.2	3.1	9.2	10.1
Georgia	2.6	44.9	0.0	5.2	2.2	32.8	0.2	0.7	2.1	9.3
Hawaii	7.9	28.0	0.0	3.3	3.5	22.5	0.2	7.3	18.7	8.5
Idaho	6.2	23.0	0.0	3.1	4.4	20.0	0.1	4.9	24.9	13.3
Illinois	11.6	41.4	0.0	7.0	0.3	17.5	0.2	2.4	9.2	10.6
Indiana	19.7	26.6	0.0	2.5	5.0	23.3	0.2	2.0	14.4	6.3
Iowa	7.8	34.4	0.0	13.0	3.0	4.6	0.3	2.3	25.2	9.3
Kansas	10.1	43.8	0.0	3.4	4.5	20.8	0.1	3.7	8.3	5.2
Kentucky	12.7	35.3	0.0	7.6	4.0	14.1	0.1	3.0	8.5	14.7
Louisiana	8.8	44.9	0.0	2.7	2.0	16.1	0.5	4.4	10.4	10.1
Maine	3.5	38.9	0.0	0.8	4.4	19.4	0.0	2.0	22.5	8.5

See notes at end of exhibit.



**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2020–21—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maryland	18.4	14.6	36.2	0.7	0.4	3.7	0.2	2.8	14.8	8.3
Massachusetts	2.6	37.5	0.0	2.9	8.6	3.0	#	3.5	26.5	15.4
Michigan	13.4	34.0	0.0	2.7	6.7	7.5	0.2	4.6	14.5	16.5
Minnesota	6.2	51.7	0.0	5.5	8.1	5.2	0.2	2.6	14.6	6.0
Mississippi	5.7	26.9	0.0	1.5	4.7	20.0	0.2	1.7	24.4	14.8
Missouri	2.7	48.8	0.0	6.1	11.5	9.5	0.5	4.0	12.2	4.7
Montana	20.8	22.4	0.0	2.1	1.5	18.0	0.3	4.5	16.3	13.9
Nebraska	14.0	18.7	40.0	0.2	1.1	0.0	0.7	4.6	13.3	7.3
Nevada	5.6	19.2	0.0	1.1	0.4	37.0	0.1	5.8	16.5	14.3
New Hampshire	18.4	35.4	0.0	3.0	3.0	10.9	0.1	4.0	14.5	10.8
New Jersey	5.4	35.2	0.0	8.0	1.8	21.5	0.1	2.8	19.0	6.2
New Mexico	6.0	28.5	0.0	4.6	7.1	16.3	0.2	5.0	20.2	12.1
New York	6.7	9.1	40.6	2.2	4.3	21.5	0.1	3.0	9.8	2.8
North Carolina	6.9	18.9	0.0	1.0	2.6	39.8	0.4	3.3	13.7	13.5
North Dakota	0.0	36.5	0.0	13.8	4.7	23.5	0.1	8.2	8.5	4.6
Ohio	12.7	39.7	0.0	2.9	5.3	13.2	0.1	2.2	12.7	11.3
Oklahoma	10.5	25.3	0.0	5.6	0.0	16.8	0.3	2.9	21.7	16.9
Oregon	4.4	51.5	0.0	1.1	4.0	2.2	0.1	5.3	20.2	11.2
Pennsylvania	25.1	38.6	0.0	1.5	1.5	10.4	0.2	2.2	10.7	9.7
Puerto Rico	13.1	14.1	0.0	0.0	#	44.4	0.1	2.3	14.8	11.2
Rhode Island	13.0	33.7	0.0	5.5	3.3	9.2	#	4.0	16.0	15.3
South Carolina	7.3	25.4	0.0	7.7	9.6	20.2	0.4	3.9	14.9	10.7
South Dakota	17.2	46.2	0.0	12.6	7.1	3.3	0.1	4.4	4.6	4.5
Tennessee	0.8	17.9	0.0	3.7	2.4	29.9	0.3	3.7	28.2	12.9
Texas	11.0	25.7	0.0	2.2	1.5	15.3	0.2	2.8	25.1	16.3

See notes at end of exhibit.

**Exhibit 56. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2020–21—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Utah	3.7	37.7	0.0	2.5	5.9	11.0	0.2	4.0	29.4	5.6
Vermont	22.3	50.7	0.0	1.9	4.7	0.5	0.1	3.6	8.1	8.2
Virginia	15.1	17.8	0.0	7.8	12.4	9.9	0.4	5.2	10.1	21.3
Washington	4.2	33.1	0.0	6.2	3.3	10.4	0.2	5.4	28.1	9.0
West Virginia	5.8	20.9	0.0	3.4	2.5	27.6	0.1	3.4	28.3	7.9
Wisconsin	12.2	29.7	0.0	2.6	2.0	28.9	0.1	1.8	17.8	4.8
Wyoming	18.4	40.5	0.0	4.9	6.2	6.6	0.1	8.8	7.9	6.5

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

<sup>a</sup>The *Part B eligible, continuing in Part C* category is only used by States whose application for IDEA, Part C, funds includes a policy under which parents of infants and toddlers with disabilities who were eligible for services under IDEA Section 619 and previously received services under Part C may continue to receive early intervention services under Part C beyond age 3. All other States do not report infants and toddlers in this category.

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

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

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, the most prevalent Part C exiting category was *Part B eligible, exiting Part C*. This exiting category accounted for 32 percent of the infants and toddlers birth through age 2 exiting Part C in “All States.” This exiting category also was associated with the largest percentage in 39 of the 52 States. In the following four States, this exiting category accounted for the majority of exits: Delaware (58.4 percent), Minnesota (51.7 percent), Oregon (51.5 percent), and Vermont (50.7 percent).
- The category of *Part B eligibility not determined* accounted for the second largest percentage of exits for “All States,” representing 18.1 percent of the Part C exits for “All States.” It was the most prevalent Part C exiting category for the following five States: Puerto Rico (44.4 percent), North Carolina (39.8 percent), Florida (37.2 percent), Nevada (37.0 percent), and Tennessee (29.9 percent).
- The category of *withdrawal by parent (or guardian)* accounted for 15.7 percent of the exits. This category was the most prevalent Part C exiting category for the following four States: Alabama (32.3 percent), West Virginia (28.3 percent), Idaho (24.9 percent), and the District of Columbia (20.5 percent).
- The category of *Part B eligible, continuing in Part C* accounted for 4.1 percent of the Part C exits for “All States” but was the most prevalent Part C exiting category for the following three States: New York (40.6 percent), Nebraska (40.0 percent), and Maryland (36.2 percent).

## Part C Dispute Resolution

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

*How did the States compare with regard to the following ratios in 2020–21:*

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

**Exhibit 57. Number of *written, signed complaints*; *due process complaints*; and *mediation requests* for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by State: 2020–21**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
All States	0.1	0.1	0.2
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	0.0	0.0	0.0
Arkansas	0.0	0.0	0.0
California	0.2	0.3	0.2
Colorado	0.0	0.0	0.0
Connecticut	0.2	0.0	0.0
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.0	0.0	0.0
Georgia	0.0	0.0	0.0
Hawaii	0.0	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.2	0.0	0.0
Indiana	0.0	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.6	0.0	0.0
Louisiana	2.9	0.0	0.0
Maine	0.0	0.0	0.0
Maryland	0.0	0.0	0.1
Massachusetts	0.0	0.0	0.0
Michigan	0.0	0.0	0.2
Minnesota	0.3	0.0	0.0
Mississippi	0.0	0.0	0.5
Missouri	0.3	0.0	0.0
Montana	0.0	0.0	0.0
Nebraska	0.5	0.0	0.0
Nevada	0.9	0.0	0.0
New Hampshire	0.0	0.0	0.0
New Jersey	0.2	0.0	0.0
New Mexico	0.0	0.0	0.0
New York	0.3	0.2	1.6
North Carolina	0.0	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.0	0.0	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.1	0.0	0.0
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

**Exhibit 57. Number of written, signed complaints; due process complaints; and mediation requests for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by State: 2020–21—Continued**

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

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of IDEA or 34 C.F.R. § 303, including cases in which some required content is absent from the document. The total number of *written, signed complaints* in 2020–21 was 56.

<sup>b</sup>A *due process complaint* is a filing by a parent, early intervention service provider, or State lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. The total number of *due process complaints* in 2020–21 was 25.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). The total number of *mediation requests* in 2020–21 was 66.

NOTE: Ratio for each State was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the State by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State, then multiplying the result by 1,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all States by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2020, and June 30, 2021, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, there were 0.1 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratio was 0 in 39 States and more than 1 per 1,000 infants and toddlers served in Louisiana (2.9 per 1,000 infants and toddlers).
- In 2020–21, there were 0.1 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratio was 1 or less per 1,000 infants and toddlers in 52 individual States, including 50 States in which the ratio was 0. The ratio was more than 0 per 1,000 infants and toddlers served in California (0.3 per 1,000 infants and toddlers) and New York (0.2 per 1,000 infants and toddlers).

- In 2020–21, there were 0.2 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratio was 0 in 47 States and more than 1 per 1,000 infants and toddlers served in New York (1.6 per 1,000 infants and toddlers).

## Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

### Part B Child Count

*How did the States compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2021, and how did the percentages change between 2012 and 2021?*

**Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2012 and fall 2021**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	6.1	6.2	0.1	2.5
Alabama	4.0	4.1	0.1	1.8
Alaska	6.6	6.4	-0.2	-3.2
Arizona	5.6	5.5	-0.1	-1.2
Arkansas	10.6	10.7	0.1	0.7
BIE schools	—	—	—	—
California	4.9	5.2	0.3	6.1
Colorado	6.1	6.6	0.5	7.6
Connecticut	6.6	8.7	2.1	32.1
Delaware	6.8	9.0	2.2	32.4
District of Columbia	7.7	7.8	0.1	1.0
Florida	5.7	5.4	-0.3	-6.0
Georgia	4.2	4.2	#	0.2
Hawaii	4.9	5.0	0.1	2.2
Idaho	4.5	4.9	0.5	10.1
Illinois	7.5	7.6	0.1	1.8
Indiana	7.1	7.1	#	-0.1
Iowa	5.8	5.8	#	0.5
Kansas	8.8	10.0	1.2	13.6
Kentucky	10.3	9.3	-1.0	-9.7
Louisiana <sup>1</sup>	5.9	0.2	†	†
Maine	9.0	9.6	0.6	6.6
Maryland	5.9	6.1	0.2	2.9
Massachusetts	7.5	7.8	0.3	4.1
Michigan	5.8	5.6	-0.3	-4.5
Minnesota	7.1	7.9	0.8	11.8
Mississippi	8.0	6.2	-1.8	-22.3
Missouri	6.9	6.6	-0.2	-3.5
Montana	4.5	3.8	-0.6	-13.8
Nebraska	6.7	8.2	1.5	21.9
Nevada	7.1	6.0	-1.2	-16.3
New Hampshire	7.7	8.2	0.5	6.1

See notes at end of exhibit.



**Exhibit 58. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2012 and fall 2021—Continued**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
New Jersey	5.5	6.1	0.6	11.4
New Mexico	5.2	7.0	1.8	35.4
New York	9.5	9.6	0.1	1.2
North Carolina	4.9	4.7	-0.1	-2.6
North Dakota	6.5	7.1	0.6	8.9
Ohio	5.4	6.2	0.8	15.0
Oklahoma	5.3	5.9	0.6	11.6
Oregon	7.0	7.2	0.2	3.2
Pennsylvania	7.5	8.3	0.8	11.2
Puerto Rico	10.2	12.9	2.7	27.0
Rhode Island	8.5	8.5	#	-0.5
South Carolina	5.7	5.4	-0.3	-5.6
South Dakota	7.3	7.6	0.3	4.3
Tennessee	5.3	5.4	0.2	3.6
Texas	3.7	4.5	0.7	19.7
Utah	6.2	7.2	0.9	15.0
Vermont	9.5	9.8	0.4	3.7
Virginia	5.4	5.5	0.1	1.9
Washington	5.5	5.5	0.1	0.9
West Virginia	8.7	8.5	-0.2	-1.9
Wisconsin	7.5	7.2	-0.3	-4.5
Wyoming	—	14.7	—	—

— Percentage cannot be calculated because data were not available.

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

! Interpret data with caution. For 2021, data for children ages 3 through 5 (early childhood) in Louisiana were not available. For 2021, data for Louisiana only include 5-year-olds in kindergarten.

† Not applicable. For 2012, data for children ages 3 through 5 in Louisiana were available. For 2021, data for Louisiana only include 5-year-olds in kindergarten. Therefore, the change and percent change between 2012 and 2021 for Louisiana could not be calculated.

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Exhibit results were calculated for children ages 3 through 5. This approach differs from Exhibit 59, which calculates exhibit results for children ages 3 through 5 (early childhood). The phrasing “(early childhood)” denotes that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments. Percentage for each State was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the State in the year by the estimated U.S. resident population ages 3 through 5 in the State for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 served under IDEA, Part B, by all States in the year by the estimated U.S. resident population ages 3 through 5 in all States for that year, then multiplying the result by 100. Percentage for “All States” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925; IDEA Part B Child Count and Educational Environments Collection, 2012 and 2021. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012 and 2021. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, 6.2 percent of children ages 3 through 5 in the resident population in the 51 States (“All States”) for which data were available were served under IDEA, Part B. The percentages served in the individual States ranged from 3.8 to 14.7 percent. The percentage was 10 percent or more in the following four States: Wyoming (14.7 percent), Puerto Rico (12.9 percent), Arkansas (10.7 percent), and Kansas (10.0 percent). In contrast, the percentage was less than 5 percent in the following six States: Idaho (4.9 percent), North Carolina (4.7 percent), Texas (4.5 percent), Georgia (4.2 percent), Alabama (4.1 percent), and Montana (3.8 percent).
- In 2012, 6.1 percent of children ages 3 through 5 in the resident population in the 51 States (“All States”) for which data were available were served under IDEA, Part B.
- The percentage of the population served increased by more than 10 percent between 2012 and 2021 for 14 of the 50 States for which data were available at both time points.
- Between 2012 and 2021, the following three States experienced a percent change decrease of more than 13 percent: Mississippi (-22.3 percent), Nevada (-16.3 percent), and Montana (-13.8 percent). However, this change represented a difference of less than two percentage points for all three of these States: Mississippi (-1.8 percentage points), Nevada (-1.2 percentage points), and Montana (-0.6 percentage points).

*How did the States compare with regard to the percentage of the resident population ages 3 through 5 (early childhood) within each racial/ethnic group who were served under IDEA, Part B, in 2021?*

**Exhibit 59. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States <sup>a</sup>	4.9	2.8	3.6	3.8	4.9	4.3	4.3
Alabama	x	2.5	2.2	1.8	x	2.5	1.5
Alaska	3.5	2.6	4.6	3.2	2.6	3.2	4.4
Arizona	2.5	2.3	2.5	3.1	4.8	3.6	2.8
Arkansas	4.1	3.0	11.5	6.4	4.6	8.4	4.6
BIE schools	—	—	—	—	—	—	—
California	3.5	2.1	2.8	3.3	2.2	2.3	5.0
Colorado	4.5	3.8	3.4	4.6	2.8	4.1	3.9
Connecticut	2.2	3.7	5.8	6.3	12.3	4.7	5.6
Delaware	x	5.9	7.2	5.4	x	6.9	2.6
District of Columbia	x	x	5.7	5.3	0.0	1.7	0.9
Florida	3.2	2.4	3.3	3.4	3.1	2.8	3.1
Georgia	2.8	2.0	2.2	2.6	1.6	2.4	2.6
Hawaii	x	3.7	x	3.5	6.1	4.1	2.3
Idaho	4.4	1.4	3.8	3.4	4.4	3.1	2.7
Illinois	8.3	4.2	3.9	5.6	9.4	5.2	6.3
Indiana	3.4	4.2	3.9	4.8	6.0	5.2	5.8
Iowa	5.8	3.0	3.8	3.0	2.8	3.6	4.3
Kansas	7.0	4.8	5.9	6.6	2.6	7.2	7.0
Kentucky	8.6	3.7	5.1	6.3	6.5	6.5	6.5
Louisiana	—	—	—	—	—	—	—
Maine	4.3	5.8	9.5	3.6	15.4	5.7	5.0
Maryland	6.1	3.9	4.8	4.1	7.1	3.8	3.5
Massachusetts	5.9	4.0	5.3	5.5	11.8	4.6	4.9
Michigan	5.2	3.3	2.3	3.1	11.2	3.6	2.8
Minnesota	6.9	3.9	4.8	6.6	3.9	5.5	6.2
Mississippi	0.7	2.2	3.1	1.8	9.4	4.0	5.1
Missouri	5.3	4.1	4.1	4.7	3.3	4.9	4.8
Montana	2.2	1.5	2.3	1.3	22.7	2.1	1.5
Nebraska	7.5	5.5	4.7	5.0	12.1	5.5	4.9
Nevada	2.8	2.3	3.3	3.3	3.3	3.0	3.0
New Hampshire	x	x	6.3	6.0	x	4.9	4.0
New Jersey	6.8	3.1	3.5	4.6	27.4	4.0	3.3
New Mexico	3.4	x	2.2	3.5	x	6.0	4.7
New York	18.6	3.1	4.8	5.9	8.5	6.8	5.2

See notes at end of exhibit.

**Exhibit 59. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	4.0	2.1	2.9	3.0	4.0	3.1	2.5
North Dakota	9.6	4.1	6.3	4.6	7.0	4.7	4.4
Ohio	2.8	3.3	3.3	4.3	11.8	5.0	5.0
Oklahoma	5.5	1.7	1.9	2.0	1.8	3.3	4.1
Oregon	5.8	3.4	5.5	5.5	6.3	5.0	4.5
Pennsylvania	10.3	5.1	7.9	6.8	11.4	6.1	10.7
Rhode Island	x	2.9	6.1	6.4	x	6.3	7.4
South Carolina	x	2.2	3.4	3.7	x	3.1	3.6
South Dakota	6.6	x	4.3	3.2	x	5.0	5.3
Tennessee	3.4	3.7	3.2	3.4	6.7	3.8	2.8
Texas	3.6	2.0	2.4	2.6	3.5	2.4	2.6
Utah	5.2	3.2	5.5	4.7	5.7	5.0	3.7
Vermont	x	5.7	11.5	x	0.0	7.1	2.4
Virginia	5.7	3.1	3.3	3.9	6.9	3.4	3.4
Washington	2.7	2.9	4.3	3.9	3.4	3.4	3.2
West Virginia	x	x	6.1	3.5	x	6.5	4.6
Wisconsin	3.7	2.7	3.7	4.9	8.7	4.2	4.8
Wyoming	15.6	3.5	12.2	9.1	29.4	11.1	8.9

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Child count is the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 245 children served under Part B in 11 States. The total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2021. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for PR were not available. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, larger percentages of the resident populations ages 3 through 5 (early childhood) who were American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander were served under IDEA, Part B, in the 50 States (“All States”) for which data were available, compared to the percentages of the resident populations of the other racial/ethnic groups. Specifically, 4.9 percent of the resident population who were Native Hawaiian or Other Pacific Islander and 4.9 percent of the resident population who were American Indian or Alaska Native

were served under Part B in “All States.” In contrast, 2.8 percent of the resident population who were Asian were served under IDEA, Part B, in “All States.”

- In 2021, 4.9 percent of the resident population ages 3 through 5 (early childhood) who were American Indian or Alaska Native were served under Part B in “All States.” The percentages ranged from 0.7 to 18.6 percent in the 41 individual States for which data were available. The percentage was more than 10 percent in the following three States: New York (18.6 percent), Wyoming (15.6 percent), and Pennsylvania (10.3 percent). In contrast, the percentage was 2.5 percent or less in the following four States: Arizona (2.5 percent), Connecticut (2.2 percent), Montana (2.2 percent), and Mississippi (0.7 percent).
- In 2021, 2.8 percent of the resident population ages 3 through 5 (early childhood) who were Asian were served under Part B in “All States.” The percentages ranged from 1.4 to 5.9 percent in the 45 individual States for which data were available. The percentage was more than 5 percent in the following five States: Delaware (5.9 percent), Maine (5.8 percent), Vermont (5.7 percent), Nebraska (5.5 percent), and Pennsylvania (5.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Oklahoma (1.7 percent), Montana (1.5 percent), and Idaho (1.4 percent).
- In 2021, 3.6 percent of the resident population ages 3 through 5 (early childhood) who were Black or African American were served under Part B in “All States.” The percentages ranged from 1.9 to 12.2 percent in the 49 individual States for which data were available. In the following six States, the percentage was more than 7 percent: Wyoming (12.2 percent), Arkansas (11.5 percent), Vermont (11.5 percent), Maine (9.5 percent), Pennsylvania (7.9 percent), and Delaware (7.2 percent). In contrast, the percentage was less than 2 percent in Oklahoma (1.9 percent).
- In 2021, 3.8 percent of the resident population ages 3 through 5 (early childhood) who were Hispanic/Latino were served under Part B in “All States.” The percentages ranged from 1.3 to 9.1 percent in the 49 individual States for which data were available. The percentage was more than 9 percent in Wyoming (9.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Alabama (1.8 percent), Mississippi (1.8 percent), and Montana (1.3 percent).
- In 2021, 4.9 percent of the resident population ages 3 through 5 (early childhood) who were Native Hawaiian or Other Pacific Islander were served under Part B in “All States.” The percentages ranged from 0 to 29.4 percent in the 42 individual States for which data were available and not anomalous. The percentage was more than 22 percent in the following three States: Wyoming (29.4 percent), New Jersey (27.4 percent), and Montana (22.7 percent). In contrast, the percentage was less than 2 percent in the following four States: Oklahoma (1.8 percent), Georgia (1.6 percent), the District of Columbia (0.0 percent), and Vermont (0.0 percent).
- In 2021, 4.3 percent of the resident population ages 3 through 5 (early childhood) who were White were served under Part B in “All States.” The percentages ranged from 1.7 to 11.1 percent in the 50 individual States for which data were available. The percentage was 11.1 percent in Wyoming. In contrast, the percentage was 1.7 percent in the District of Columbia.

- In 2021, 4.3 percent of the resident population ages 3 through 5 (early childhood) who were associated with two or more races were served under Part B in “All States.” The percentages ranged from 0.9 to 10.7 percent in the 50 individual States for which data were available. The percentage was more than 8 percent in the following two States: Pennsylvania (10.7 percent) and Wyoming (8.9 percent). In contrast, the percentage was less than 2 percent in the following three States: Alabama (1.5 percent), Montana (1.5 percent), and the District of Columbia (0.9 percent).

## Part B Educational Environments

*How did the States compare with regard to the distribution of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment, in 2021?*

**Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2021**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
All States	36.1	12.3	4.9	3.5	28.6	2.4	#	3.6	8.6
Alabama	44.3	21.5	10.3	3.3	2.8	0.6	0.2	2.5	14.6
Alaska	11.5	13.7	1.5	1.7	64.8	0.3	0.0	2.1	4.3
Arizona	28.5	2.8	2.4	1.0	58.9	1.4	0.0	0.4	4.6
Arkansas	18.5	54.5	0.1	0.4	1.5	20.1	#	0.4	4.5
BIE schools	—	—	—	—	—	—	—	—	—
California	13.3	5.3	5.8	1.9	45.3	3.1	#	8.1	17.1
Colorado	90.6	4.4	1.4	0.5	1.6	1.2	#	0.2	0.1
Connecticut	61.8	6.2	4.9	0.3	20.1	0.8	#	0.4	5.4
Delaware	34.5	10.0	0.4	1.9	46.3	2.8	0.0	0.7	3.4
District of Columbia	53.8	21.2	0.6	0.7	22.3	1.4	0.0	0.1	0.0
Florida	20.6	4.4	5.9	4.7	58.7	2.8	#	0.4	2.4
Georgia	25.4	14.0	2.8	4.7	44.5	0.2	#	1.1	7.1
Hawaii	13.0	2.6	7.4	36.5	37.6	0.5	0.2	0.6	1.5
Idaho	6.5	5.6	5.5	2.8	59.5	12.8	0.0	0.3	7.1
Illinois	48.8	14.9	1.5	1.9	22.7	3.0	#	0.3	6.9
Indiana	23.7	12.0	5.6	3.8	37.0	1.3	#	0.4	16.1
Iowa	43.0	28.6	4.7	9.1	4.0	0.1	0.0	1.6	8.8
Kansas	34.6	15.4	8.7	4.3	35.0	0.4	0.0	1.0	0.7
Kentucky	71.9	13.7	4.2	1.8	6.2	0.2	#	0.3	1.7
Louisiana	—	—	—	—	—	—	—	—	—

See notes at end of exhibit.

**Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State:  
Fall 2021—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Maine	28.8	16.8	4.1	2.5	11.9	14.1	0.0	0.4	21.5
Maryland	52.7	4.5	7.1	3.3	20.2	1.1	#	0.5	10.5
Massachusetts	41.8	10.5	8.7	5.6	18.9	1.1	0.0	0.1	13.4
Michigan	16.4	7.4	2.1	3.1	45.8	1.7	#	2.9	20.6
Minnesota	35.1	11.3	19.6	6.2	19.6	0.4	0.0	4.8	3.0
Mississippi	41.0	13.9	3.1	1.2	22.4	4.2	0.0	1.6	12.6
Missouri	23.2	18.7	2.2	3.5	44.3	1.3	0.0	1.0	5.8
Montana	19.5	5.3	10.5	1.7	44.8	4.0	0.0	0.6	13.6
Nebraska	72.9	1.5	6.0	3.2	2.2	0.4	0.0	9.6	4.2
Nevada	35.0	3.5	2.1	2.9	50.7	0.3	0.0	0.6	4.9
New Hampshire	29.4	30.6	9.7	11.0	12.2	0.3	0.0	0.2	6.7
New Jersey	40.0	4.0	5.1	8.4	38.4	3.8	#	0.2	0.1
New Mexico	48.5	9.5	3.2	2.5	26.9	2.3	0.0	0.4	6.8
New York	39.4	12.9	3.1	2.5	23.5	6.5	#	9.8	2.4
North Carolina	28.6	21.0	1.0	1.9	27.8	1.4	#	1.9	16.4
North Dakota	18.2	26.6	3.5	3.7	37.8	1.8	0.0	1.0	7.4
Ohio	65.4	4.9	1.7	0.8	18.8	1.7	#	1.9	4.7
Oklahoma	34.3	33.0	2.0	2.0	19.2	0.2	0.2	0.6	8.5
Oregon	39.4	8.7	7.5	3.2	18.5	0.3	0.0	20.1	2.5
Pennsylvania	46.9	4.2	7.1	2.5	17.2	1.2	#	12.2	8.7
Puerto Rico	80.7	0.0	0.6	0.0	0.0	0.3	—	2.1	16.2
Rhode Island	47.1	8.5	4.2	1.5	11.7	1.1	0.1	0.7	25.1
South Carolina	24.0	12.2	10.4	5.4	31.9	2.2	0.0	1.0	12.8
South Dakota	15.3	45.8	6.0	5.5	18.4	0.8	0.1	0.9	7.2
Tennessee	36.9	16.2	2.0	1.4	32.2	0.4	0.0	0.6	10.4

See notes at end of exhibit.



**Exhibit 60. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2021—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Texas	24.8	23.6	1.4	8.7	26.6	0.1	0.0	0.9	13.9
Utah	19.5	2.4	31.3	6.3	30.2	1.4	0.0	0.3	8.6
Vermont	63.2	13.2	3.2	1.5	0.5	0.6	0.0	6.9	10.9
Virginia	24.1	14.8	1.5	5.8	39.0	0.1	#	5.0	9.8
Washington	21.9	9.7	3.9	2.1	46.3	3.0	0.1	0.6	12.5
West Virginia	51.1	24.9	1.9	2.3	6.2	#	#	0.9	12.5
Wisconsin	31.6	27.9	4.4	4.3	19.2	0.2	0.0	3.7	8.7
Wyoming	52.4	7.9	24.2	0.6	13.9	0.3	0.0	0.3	0.4

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

— Percentage cannot be calculated because data were not available.

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State who were reported in the educational environment by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State, then multiplying the result by 100.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage (36.1 percent) of children ages 3 to 5 (early childhood) served under IDEA, Part B, in the 53 States (“All States”) for which data were available. *Separate class* accounted for the second largest percentage of students in “All States,” with 28.6 percent of children receiving services in this environment.
- In 28 States, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children than any other educational environment category. In 11 of those States, this category accounted for a majority of the children. The percentage was more than 80 percent in Colorado (90.6 percent) and Puerto Rico (80.7 percent).
- In 19 States, *separate class* accounted for a larger percentage of children than any other educational environment category. The percentage of children accounted for by *separate class* was less than 50 percent in all of these States except for the following five States: Alaska (64.8 percent), Idaho (59.5 percent), Arizona (58.9 percent), Florida (58.7 percent), and Nevada (50.7 percent).
- The category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children than any other educational environment category in three states: Arkansas (54.5 percent), South Dakota (45.8 percent), and New Hampshire (30.6 percent).
- The category of *children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location* did not account for more children than any other educational environment category in any State.

How did the States compare with regard to the distribution of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were English learners, by educational environment, in 2021?

**Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2021**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
All States	39.9	11.7	3.1	3.9	29.8	1.8	#	3.7	6.0
Alabama	—	—	—	—	—	—	—	—	—
Alaska	—	—	—	—	—	—	—	—	—
Arizona	87.5	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0
Arkansas	23.9	47.8	0.0	0.0	1.6	21.6	0.0	0.8	4.3
BIE schools	—	—	—	—	—	—	—	—	—
California	—	—	—	—	—	—	—	—	—
Colorado	89.9	2.0	1.0	0.3	2.7	3.7	0.0	0.0	0.3
Connecticut	75.2	4.3	0.0	0.0	17.0	2.8	0.0	0.0	0.7
Delaware	—	—	—	—	—	—	—	—	—
District of Columbia	70.1	20.9	0.0	0.6	8.5	0.0	0.0	0.0	0.0
Florida	20.5	1.3	5.5	3.6	66.0	1.8	0.0	0.3	1.0
Georgia	—	—	—	—	—	—	—	—	—
Hawaii	—	—	—	—	—	—	—	—	—
Idaho	—	—	—	—	—	—	—	—	—
Illinois	60.9	6.8	1.5	0.5	23.6	3.7	0.0	0.1	3.0
Indiana	—	—	—	—	—	—	—	—	—
Iowa	—	—	—	—	—	—	—	—	—
Kansas	48.8	10.8	7.3	2.1	30.0	0.0	0.0	0.3	0.7
Kentucky	—	—	—	—	—	—	—	—	—
Louisiana	—	—	—	—	—	—	—	—	—
Maine	17.6	10.7	7.6	2.3	27.5	8.4	0.0	0.8	25.2

See notes at end of exhibit.

**Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2021—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Maryland	55.0	4.3	10.9	2.8	15.6	0.9	0.5	0.0	10.0
Massachusetts	48.5	9.3	5.5	2.6	26.7	0.4	0.0	0.2	6.9
Michigan	9.5	4.8	0.0	0.0	61.9	0.0	0.0	9.5	14.3
Minnesota	82.8	3.1	4.7	1.6	6.3	0.0	0.0	0.0	1.6
Mississippi	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Missouri	8.5	19.1	0.0	4.3	51.1	0.0	0.0	0.0	17.0
Montana	—	—	—	—	—	—	—	—	—
Nebraska	30.8	0.0	23.1	15.4	30.8	0.0	0.0	0.0	0.0
Nevada	—	—	—	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—	—	—	—
New Jersey	56.5	1.5	3.6	9.7	27.8	0.9	0.0	0.0	0.0
New Mexico	—	—	—	—	—	—	—	—	—
New York	52.1	31.5	0.4	0.2	12.1	3.7	0.0	0.0	0.0
North Carolina	49.0	17.6	2.0	2.0	19.6	0.0	0.0	0.0	9.8
North Dakota	—	—	—	—	—	—	—	—	—
Ohio	68.3	1.6	0.0	0.0	28.6	0.0	0.0	0.0	1.6
Oklahoma	31.9	22.5	1.9	1.9	34.4	0.6	0.0	0.0	6.9
Oregon	43.6	5.4	6.0	1.3	12.5	0.5	0.0	27.2	3.5
Pennsylvania	42.1	3.4	2.8	1.0	22.4	1.1	0.1	16.4	10.6
Puerto Rico <sup>d</sup>	—	—	—	—	—	—	—	—	—
Rhode Island	46.4	3.6	0.0	0.0	14.3	0.0	0.0	7.1	28.6
South Carolina	20.4	5.9	14.0	7.2	32.6	3.4	0.0	1.0	15.4
South Dakota	—	—	—	—	—	—	—	—	—
Tennessee	—	—	—	—	—	—	—	—	—
Texas	27.9	25.4	1.2	9.6	26.4	#	0.0	0.5	9.1
Utah	—	—	—	—	—	—	—	—	—

See notes at end of exhibit.

**Exhibit 61. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2021—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Vermont	—	—	—	—	—	—	—	—	—
Virginia	27.5	25.5	0.0	2.0	43.1	0.0	0.0	0.0	2.0
Washington	—	—	—	—	—	—	—	—	—
West Virginia	—	—	—	—	—	—	—	—	—
Wisconsin	45.3	32.6	2.3	0.0	17.4	0.0	0.0	0.0	2.3
Wyoming	56.4	5.1	23.1	0.0	12.8	2.6	0.0	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

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

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

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

<sup>d</sup>Language proficiency is determined with regard to Spanish for Puerto Rico.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage (39.9 percent) of children ages 3 to 5 (early childhood) who were *English learners* served under IDEA, Part B, in the 29 States (“All States”) that reported some children who were *English learners* and for which data were available. Attendance in *separate class* accounted for the second largest percentage of children in “All States,” with 29.8 percent of children receiving services in this environment.
- In 19 individual States, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were *English learners* than any other educational environment category. The percentage was larger than 80 percent in the following three States: Colorado (89.9 percent), Arizona (87.5 percent), and Minnesota (82.8 percent).
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children who were *English learners* than any other educational environment category in Arkansas (47.8 percent).
- Attendance in *separate class* accounted for a larger percentage of children who were *English learners* than any other educational environment category in eight States. The percentage was greater than 60 percent in the following three States: Mississippi (100.0 percent), Florida (66.0 percent), and Michigan (61.9 percent).

## Part B Personnel

How did the States compare with regard to the following ratios in 2020:

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

**Exhibit 62. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, by certification status and State: Fall 2020**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
All States	7.3	6.9	0.4
Alabama	9.4	9.2	0.2
Alaska	7.0	5.7	1.3
Arizona	7.4	6.8	0.7
Arkansas	4.4	4.2	0.3
BIE schools <sup>b</sup>	163.8	163.8	0.0
California	7.2	6.9	0.4
Colorado	5.9	5.6	0.3
Connecticut	9.1	8.9	0.2
Delaware	1.4	1.3	0.1
District of Columbia	5.2	4.7	0.5
Florida	9.7	9.7	0.0
Georgia	10.3	9.0	1.3
Hawaii	13.0	12.4	0.6
Idaho	6.5	6.4	#
Illinois	8.3	8.3	0.0
Indiana	1.0	0.7	0.2
Iowa	13.4	13.4	0.0
Kansas	7.6	7.0	0.7
Kentucky	6.8	6.6	0.2
Louisiana	6.1	5.2	0.9
Maine	1.2	1.2	0.0
Maryland	6.9	6.3	0.6
Massachusetts	10.8	10.2	0.5

See notes at end of exhibit.

**Exhibit 62. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, by certification status and State: Fall 2020—Continued**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
Michigan	5.4	5.2	0.1
Minnesota	10.3	9.1	1.3
Mississippi	2.5	2.5	#
Missouri	12.4	12.0	0.4
Montana	6.5	5.9	0.5
Nebraska	5.8	5.4	0.5
Nevada	13.5	13.1	0.4
New Hampshire	10.3	10.3	0.0
New Jersey	8.7	8.7	0.0
New Mexico	12.2	12.0	0.2
New York	7.7	6.9	0.8
North Carolina	10.0	9.5	0.4
North Dakota	6.2	6.2	0.0
Ohio	6.3	6.2	0.1
Oklahoma	17.9	16.8	1.1
Oregon	2.5	2.2	0.3
Pennsylvania	4.7	4.7	0.1
Puerto Rico	1.2	0.6	0.6
Rhode Island	7.5	7.5	0.0
South Carolina	9.8	9.7	0.1
South Dakota	5.5	5.3	0.2
Tennessee	7.6	7.2	0.3
Texas	5.5	4.9	0.6
Utah	4.4	4.0	0.4
Vermont	9.8	9.3	0.6
Virginia	5.1	5.0	0.1
Washington	7.1	6.8	0.3
West Virginia	15.9	13.9	2.0
Wisconsin	10.5	9.5	1.0
Wyoming	5.6	3.9	1.7

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

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State’s public charter school law; has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and holds at least a bachelor’s degree.

<sup>b</sup>Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).



- In 2020, there were 7.3 FTE *special education teachers* (including those who were fully certified and not fully certified) employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 53 States for which data were available (“All States”). A ratio of more than 15 FTE *special education teachers* per 100 children served was observed in the following three States: Bureau of Indian Education schools (163.8 FTEs per 100 children), Oklahoma (17.9 FTEs per 100 children), and West Virginia (15.9 FTEs per 100 children). In contrast, the following four States had a ratio of less than 2 FTE *special education teachers* per 100 children served: Delaware (1.4 FTEs per 100 children), Maine (1.2 FTEs per 100 children), Puerto Rico (1.2 FTEs per 100 children), and Indiana (1.0 FTEs per 100 children).
- In 2020, there were 6.9 FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 53 States for which data were available (“All States”). A ratio of more than 13 FTE fully certified *special education teachers* per 100 children served was observed in the following five States: Bureau of Indian Education schools (163.8 FTEs per 100 children), Oklahoma (16.8 FTEs per 100 children), West Virginia (13.9 FTEs per 100 children), Iowa (13.4 FTEs per 100 children), and Nevada (13.1 FTEs per 100 children). In contrast, a ratio of less than 1 FTE fully certified *special education teacher* per 100 children served was found for the following two States: Indiana (0.7 FTEs per 100 children) and Puerto Rico (0.6 FTEs per 100 children).
- In 2020, there were 0.4 FTE not fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 53 States for which data were available (“All States”). The ratio was less than 1 FTE not fully certified *special education teacher* per 100 children served for all but the following seven States: West Virginia (2.0 FTEs per 100 children), Wyoming (1.7 FTEs per 100 children), Alaska (1.3 FTEs per 100 children), Georgia (1.3 FTEs per 100 children), Minnesota (1.3 FTEs per 100 children), Oklahoma (1.1 FTEs per 100 children), and Wisconsin (1.0 FTEs per 100 children).

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B

### Part B Child Count

*How did the States compare with regard to the percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2021, and how did the percentages change between 2012 and 2021?*

**Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2012 and fall 2021**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	8.5	9.7	1.2	14.0
Alabama	7.0	8.5	1.5	21.5
Alaska	9.6	10.8	1.3	13.0
Arizona	7.8	8.7	0.9	12.0
Arkansas	8.1	10.2	2.1	25.4
BIE schools	—	—	—	—
California	7.3	8.7	1.5	20.3
Colorado	6.9	8.3	1.4	19.8
Connecticut	8.1	10.6	2.6	32.0
Delaware	8.9	12.1	3.2	36.1
District of Columbia	10.1	10.8	0.7	6.5
Florida	8.5	9.8	1.2	14.4
Georgia	7.4	8.8	1.4	18.9
Hawaii	6.4	6.3	#	-0.1
Idaho	6.3	7.8	1.4	22.8
Illinois	9.1	9.8	0.7	7.8
Indiana	10.2	11.1	0.9	9.1
Iowa	8.7	9.1	0.4	4.8
Kansas	8.6	10.2	1.6	18.1
Kentucky	8.7	9.6	0.9	10.8
Louisiana	7.0	8.0	1.0	14.5
Maine	11.2	13.0	1.8	16.4
Maryland	7.4	7.7	0.4	5.1
Massachusetts	11.0	11.9	0.9	8.6
Michigan	8.5	8.7	0.2	2.4
Minnesota	9.4	10.8	1.4	14.4
Mississippi	8.0	9.5	1.5	18.3
Missouri	8.3	8.7	0.4	4.8
Montana	7.2	8.5	1.3	17.7
Nebraska	9.7	10.5	0.8	8.6
Nevada	7.3	8.9	1.6	21.7
New Hampshire	9.6	10.7	1.1	11.7
New Jersey	11.6	11.9	0.3	2.3
New Mexico	9.2	11.0	1.8	19.7
New York	9.7	12.1	2.4	24.8

See notes at end of exhibit.

**Exhibit 63. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2012 and fall 2021—Continued**

State	2012	2021	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
North Carolina	8.2	8.2	#	0.5
North Dakota	7.7	8.7	1.0	13.2
Ohio	9.4	10.3	0.9	9.2
Oklahoma	10.9	12.3	1.4	12.5
Oregon	9.2	9.5	0.3	3.1
Pennsylvania	10.0	12.2	2.1	21.4
Puerto Rico	14.4	13.8	-0.6	-3.9
Rhode Island	9.5	9.9	0.3	3.6
South Carolina	8.9	9.6	0.6	7.3
South Dakota	8.6	9.9	1.2	14.5
Tennessee	8.4	8.1	-0.3	-3.5
Texas	6.4	8.6	2.2	33.7
Utah	9.0	9.0	#	0.2
Vermont	9.3	10.9	1.6	17.5
Virginia	8.5	8.9	0.4	5.0
Washington	8.2	8.7	0.6	6.9
West Virginia	10.9	12.4	1.5	14.0
Wisconsin	8.8	9.0	0.2	2.8
Wyoming	9.8	10.5	0.7	7.1

— Percentage cannot be calculated because data were not available.

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

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Exhibit results were calculated for students ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 64-67), which calculate exhibit results for students ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments. Percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State in the year by the estimated U.S. resident population ages 6 through 21 in the State for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States in the year by the estimated U.S. resident population ages 6 through 21 in all States for that year, then multiplying the result by 100. Percentage for “All States” includes data for students served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012 and 2021. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012 and 2021. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, 9.7 percent of the resident population ages 6 through 21 in the 52 States (“All States”) for which data were available were served under IDEA, Part B. The percentages served in the individual States ranged from 6.3 percent to 13.8 percent. In the following seven States, the percentage was larger than 12 percent: Puerto Rico (13.8 percent), Maine (13.0 percent), West Virginia (12.4 percent), Oklahoma (12.3 percent), Pennsylvania (12.2 percent), Delaware (12.1 percent), and New York (12.1 percent). In contrast, 8 percent or less of the resident

population ages 6 through 21 was served in the following four States: Louisiana (8.0 percent), Idaho (7.8 percent), Maryland (7.7 percent), and Hawaii (6.3 percent).

- In 2012, 8.5 percent of the resident population ages 6 through 21 in the 52 States (“All States”) for which data were available were served under IDEA, Part B. Between 2012 and 2021, the percentage of students served increased by 1.2 percentage points, which represents a percent change of 14 percent.
- The percentage of the population served increased by more than 10 percent between 2012 and 2021 for 29 of the 52 States for which data were available at both time points. A percent change greater than 30 percent occurred in the following three States: Delaware (36.1 percent), Texas (33.7 percent), and Connecticut (32.0 percent). This change represented a difference greater than 3 percentage points in Delaware (3.2 percentage points).
- Between 2012 and 2021, the following three States experienced a percent change decrease: Puerto Rico (-3.9 percent), Tennessee (-3.5 percent), and Hawaii (-0.1 percent). These changes represented a difference of less than 1 percentage point for each State.

*How did the States compare with regard to the percentage of the resident population ages 5 (school age) through 21 within each racial/ethnic group who were served under IDEA, Part B, in 2021?*

**Exhibit 64. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	15.3	4.8	12.3	10.4	13.2	8.7	10.7
Alabama	13.2	4.0	10.1	8.0	12.5	7.6	7.3
Alaska	16.2	6.6	10.0	9.0	12.7	9.1	13.2
Arizona	10.3	3.6	10.7	9.1	12.8	8.0	8.6
Arkansas	9.4	5.0	12.7	9.8	11.5	9.4	10.8
BIE schools	—	—	—	—	—	—	—
California	15.5	4.4	12.3	9.9	8.1	7.2	8.7
Colorado	14.1	4.5	10.7	10.3	9.9	7.0	8.7
Connecticut	9.4	4.7	14.1	14.4	20.9	8.7	11.3
Delaware	17.8	5.1	16.5	12.6	42.6	9.7	10.3
District of Columbia	x	1.9	15.9	11.6	x	2.3	5.3
Florida	11.9	4.4	12.0	10.2	18.5	8.3	10.4
Georgia	9.9	4.2	10.0	9.7	7.9	7.5	10.2
Hawaii	7.9	4.3	5.4	7.3	17.9	4.8	3.3
Idaho	14.0	4.9	11.3	9.2	11.3	7.2	7.5
Illinois	19.0	4.7	12.6	10.8	25.8	8.6	12.4
Indiana	12.5	4.5	12.8	10.7	15.8	10.6	15.1
Iowa	16.6	4.0	16.0	10.7	13.4	8.2	13.8
Kansas	13.7	4.8	13.5	10.5	13.9	9.7	13.0
Kentucky	9.3	4.8	10.8	9.8	8.2	9.4	11.3
Louisiana	6.7	3.7	9.9	6.4	11.5	6.3	7.1
Maine	20.7	6.1	16.0	12.9	29.3	12.9	12.8
Maryland	9.9	4.1	9.8	8.8	21.4	6.2	7.2
Massachusetts	17.9	5.3	14.2	16.6	18.7	10.7	12.9
Michigan	12.6	3.7	10.7	8.4	23.9	8.2	9.6
Minnesota	22.9	7.1	12.5	14.1	13.0	9.6	15.5
Mississippi	4.2	5.0	10.7	6.5	13.0	8.6	13.9
Missouri	10.3	4.3	11.3	8.0	8.9	8.2	9.8
Montana	13.5	4.3	11.5	7.8	18.8	7.8	8.9
Nebraska	18.8	6.7	14.7	11.9	14.8	9.4	14.8
Nevada	15.7	3.8	12.3	9.0	12.4	8.1	9.3
New Hampshire	14.5	4.4	11.2	12.5	26.9	10.7	10.5
New Jersey	9.7	5.3	13.6	12.8	46.9	11.8	9.3
New Mexico	11.8	4.4	11.6	11.5	13.0	9.4	9.9
New York	27.8	6.8	15.7	16.3	45.8	9.5	12.3

See notes at end of exhibit.

**Exhibit 64. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	9.9	3.8	10.7	8.9	10.7	6.7	10.7
North Dakota	12.6	4.2	12.8	10.5	25.7	7.7	12.7
Ohio	9.6	4.3	13.4	10.2	14.5	9.3	12.7
Oklahoma	17.9	5.1	13.6	11.0	9.6	10.8	16.1
Oregon	14.8	4.2	11.6	10.7	10.2	8.8	10.5
Pennsylvania	17.4	5.2	15.7	13.5	25.8	10.9	16.4
Rhode Island	26.4	4.5	12.7	11.4	22.9	8.6	12.5
South Carolina	8.7	3.9	12.2	10.0	13.5	7.7	12.9
South Dakota	12.4	6.4	11.1	11.2	9.6	9.0	13.9
Tennessee	7.8	4.4	9.3	7.9	8.8	7.7	8.6
Texas	12.3	4.2	10.5	8.9	12.0	7.4	9.4
Utah	18.0	4.6	12.7	11.0	9.9	8.3	8.5
Vermont	34.6	4.6	17.7	4.5	30.4	11.2	5.7
Virginia	12.8	4.7	11.2	10.8	17.6	7.7	9.7
Washington	12.1	4.3	10.9	10.7	9.0	8.0	9.7
West Virginia	8.0	3.8	13.9	7.8	20.9	12.2	12.0
Wisconsin	15.3	6.3	13.8	10.8	15.6	7.9	12.9
Wyoming	20.0	6.3	10.0	10.9	32.1	10.0	16.7

— Percentage cannot be calculated because data were not available.

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

NOTE: Child count is the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 21 students served under Part B in one State. The total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group in all States, then multiplying the result by 100. Percentage for “All States” includes data for BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2021. Data for PR were not available. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a larger percentage of the resident population ages 5 (school age) through 21 who were American Indian or Alaska Native was served under IDEA, Part B, in the 52 States (“All States”) for which data were available, compared to the resident populations of the other racial/ethnic groups. Specifically, 15.3 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, 4.8 percent of the resident population who were Asian were served under IDEA, Part B, in the 50 States (“All States”) for which data were available.

- In 2021, 15.3 percent of the resident population ages 5 (school age) through 21 who were American Indian or Alaska Native were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 4.2 to 34.6 percent in the individual States. In the following three States, the percentage was larger than 26 percent: Vermont (34.6 percent), New York (27.8 percent), and Rhode Island (26.4 percent). In contrast, the percentage was less than 8 percent in the following four States: Hawaii (7.9 percent), Tennessee (7.8 percent), Louisiana (6.7 percent), and Mississippi (4.2 percent).
- In 2021, 4.8 percent of the resident population ages 5 (school age) through 21 who were Asian were served under Part B in the 51 States (“All States”) for which data were available. The percentages ranged from 1.9 to 7.1 percent in the individual States. The percentage was larger than 7 percent in Minnesota (7.1 percent). In contrast, the percentage was less than 4 percent in eight States, including the District of Columbia, where the percentage was 1.9 percent.
- In 2021, 12.3 percent of the resident population ages 5 (school age) through 21 who were Black or African American were served under Part B in the 51 States (“All States”) for which data were available. The percentages ranged from 5.4 to 17.7 percent in the individual States. In the following two States, the percentage was larger than 16 percent: Vermont (17.7 percent) and Delaware (16.5 percent). In contrast, the percentage was 10 percent or less in seven States, including Hawaii, where the percentage was 5.4 percent.
- In 2021, 10.4 percent of the resident population ages 5 (school age) through 21 who were Hispanic/Latino were served under Part B in the 51 States (“All States”) for which data were available. The percentages ranged from 4.5 to 16.6 percent in the individual States. The percentage was more than 16 percent in Massachusetts (16.6 percent) and New York (16.3 percent). In contrast, the percentage was less than 7 percent in Mississippi (6.5 percent), Louisiana (6.4 percent), and Vermont (4.5 percent).
- In 2021, 13.2 percent of the resident population ages 5 (school age) through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 7.9 to 46.9 percent in the individual States. The percentage was more than 42 percent in the following three States: New Jersey (46.9 percent), New York (45.8 percent), and Delaware (42.6 percent). In contrast, the percentage was less than 9 percent in the following five States: Missouri (8.9 percent), Tennessee (8.8 percent), Kentucky (8.2 percent), California (8.1 percent), and Georgia (7.9 percent).
- In 2021, 8.7 percent of the resident population ages 5 (school age) through 21 who were White were served under Part B in the 51 States (“All States”) for which data were available. The percentages ranged from 2.3 to 12.9 percent in the individual States. The percentage was larger than 11 percent in the following four States: Maine (12.9 percent), West Virginia (12.2 percent), New Jersey (11.8 percent), and Vermont (11.2 percent). In contrast, the percentage was less than 5 percent in Hawaii (4.8 percent) and the District of Columbia (2.3 percent).
- In 2021, 10.7 percent of the resident population ages 5 (school age) through 21 who were associated with two or more races were served under Part B in the 51 States (“All States”) for which data were available. The percentages ranged from 3.3 to 16.7 percent in the individual States. The percentage was greater than 16 percent in the following three States: Wyoming (16.7 percent), Pennsylvania (16.4 percent), and Oklahoma (16.1 percent). In contrast, the percentage was less than 4 percent in Hawaii (3.3 percent).

*How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of autism in 2021, and how did the percentages change between 2012 and 2021?*

**Exhibit 65. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2012 and fall 2021**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	7.6	12.0	4.4	57.9
Alabama	6.8	10.1	3.3	48.2
Alaska	5.8	9.4	3.5	60.3
Arizona	7.7	11.7	4.0	52.6
Arkansas	6.2	9.0	2.7	44.0
BIE schools	2.1	5.5	3.4	158.9
California	10.4	16.1	5.6	54.2
Colorado	5.9	9.4	3.5	59.8
Connecticut	10.6	13.8	3.1	29.6
Delaware	6.0	11.1	5.1	84.0
District of Columbia	5.1	10.5	5.4	106.0
Florida	6.9	12.6	5.6	81.6
Georgia	7.6	11.8	4.2	54.9
Hawaii	7.0	11.2	4.2	59.6
Idaho	8.8	11.3	2.5	27.8
Illinois	6.8	10.6	3.8	56.2
Indiana	8.4	9.8	1.4	16.8
Iowa	1.1	—	—	—
Kansas	5.2	7.2	2.1	39.5
Kentucky	5.4	9.3	3.9	72.5
Louisiana	5.3	8.3	3.1	58.5
Maine	9.0	11.7	2.7	30.0
Maryland	9.9	13.1	3.3	32.9
Massachusetts	8.2	14.3	6.1	74.3
Michigan	8.1	11.3	3.2	39.2
Minnesota	13.3	15.8	2.5	19.2
Mississippi	5.5	8.9	3.4	62.8
Missouri	7.7	12.4	4.7	61.3
Montana	3.2	5.6	2.4	76.1
Nebraska	5.8	9.8	3.9	67.2
Nevada	9.0	15.3	6.2	68.8
New Hampshire	7.4	10.8	3.4	46.2
New Jersey	6.8	11.1	4.3	63.4
New Mexico	4.3	7.9	3.7	85.4
New York	6.3	11.2	4.8	76.3
North Carolina	7.4	12.4	5.0	67.6
North Dakota	6.2	10.3	4.1	66.6

See notes at end of exhibit.



**Exhibit 65. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2012 and fall 2021—Continued**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
Ohio	7.4	11.3	3.9	53.3
Oklahoma	4.2	7.4	3.1	73.7
Oregon	10.9	13.5	2.6	23.5
Pennsylvania	8.4	12.6	4.2	49.6
Puerto Rico	2.5	7.8	5.3	207.2
Rhode Island	9.0	11.4	2.4	26.6
South Carolina	5.0	10.2	5.2	103.2
South Dakota	4.9	8.3	3.4	70.1
Tennessee	5.7	11.5	5.8	101.9
Texas	9.1	14.5	5.4	58.8
Utah	6.6	9.1	2.5	37.6
Vermont	7.4	8.2	0.8	10.3
Virginia	9.2	14.8	5.6	60.4
Washington	8.0	12.6	4.6	57.1
West Virginia	3.9	7.2	3.3	83.5
Wisconsin	8.2	11.6	3.4	41.3
Wyoming	6.0	7.1	1.2	19.7

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. Since 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *autism* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *autism* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2019 and prior years, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012 and 2021. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a total of 12 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *autism*. The percentages ranged from 5.5 to 16.1 percent in the individual States. In the following three States, more than 15 percent of the students served were reported under the category of *autism*: California (16.1 percent), Minnesota (15.8 percent), and Nevada (15.3 percent). In contrast, less than 6 percent of the students served in the following two States

were reported under the category of *autism*: Montana (5.6 percent) and Bureau of Indian Education schools (5.5 percent).

- In 2012, a total of 7.6 percent of students ages 6 through 21 served under IDEA, Part B, in the 53 States (“All States”) for which data were available were reported under the category of *autism*. Between 2012 and 2021, the percentage of students served increased by 57.9 percent, which represents a difference of 4.4 percentage points.
- The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism* in 2021 was larger than the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism* in 2012 in all 52 of the States for which data for both time periods were available.
- The percent change for 5 of the 52 States between 2012 and 2021 exceeded 100 percent. A percent change increase of more than 200 percent was found in Puerto Rico (207.2 percent). This percent change represented a difference of 5.3 percentage points for Puerto Rico.

How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of other health impairment in 2021, and how did the percentages change between 2012 and 2021?

**Exhibit 66. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2012 and fall 2021**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	13.2	16.4	3.2	23.9
Alabama	12.1	14.6	2.5	20.4
Alaska	15.0	15.3	0.3	1.8
Arizona	8.2	12.0	3.8	46.9
Arkansas	18.0	19.0	1.0	5.7
BIE schools	8.1	10.3	2.2	27.7
California	10.2	14.7	4.5	44.3
Colorado!	#	13.5	13.4	57,085.0
Connecticut	20.7	20.7	-0.1	-0.3
Delaware	12.3	14.0	1.7	13.6
District of Columbia	11.7	16.5	4.8	41.3
Florida	8.5	13.2	4.7	54.6
Georgia	15.9	16.6	0.7	4.4
Hawaii	15.4	17.2	1.8	11.6
Idaho	16.5	23.9	7.4	44.9
Illinois	11.2	14.8	3.6	32.1
Indiana	11.0	16.5	5.5	50.2
Iowa	0.1	—	—	—
Kansas	12.6	11.6	-1.0	-7.9
Kentucky	16.8	16.6	-0.2	-0.9
Louisiana	13.6	14.5	0.8	6.2
Maine	20.6	23.9	3.2	15.6
Maryland	18.0	18.6	0.6	3.4
Massachusetts	11.1	15.6	4.5	40.9
Michigan	11.1	15.2	4.0	36.1
Minnesota	15.7	14.9	-0.8	-4.9
Mississippi	15.0	18.8	3.8	25.7
Missouri	18.6	23.0	4.5	24.2
Montana	12.3	11.0	-1.3	-10.4
Nebraska	14.1	14.3	0.3	2.0
Nevada	9.2	11.3	2.1	22.7
New Hampshire	19.4	19.6	0.2	0.9
New Jersey	17.8	22.0	4.2	23.5
New Mexico	8.7	10.2	1.5	16.7
New York	15.5	17.3	1.9	12.1
North Carolina	18.9	18.1	-0.8	-4.1
North Dakota	14.9	17.2	2.3	15.3

See notes at end of exhibit.

**Exhibit 66. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2012 and fall 2021—Continued**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
Ohio	14.3	19.9	5.6	38.8
Oklahoma	14.4	17.8	3.4	23.5
Oregon	15.2	18.4	3.2	21.1
Pennsylvania	11.3	17.8	6.5	57.7
Puerto Rico	10.1	26.7	16.7	165.5
Rhode Island	16.3	18.5	2.2	13.5
South Carolina	12.5	16.2	3.7	30.0
South Dakota	12.3	15.0	2.7	22.0
Tennessee	12.6	17.0	4.5	35.6
Texas	13.2	14.0	0.9	6.6
Utah	8.5	11.1	2.6	31.1
Vermont	16.9	19.5	2.6	15.5
Virginia	20.7	21.8	1.1	5.5
Washington	20.1	20.2	0.1	0.3
West Virginia	14.2	17.6	3.4	23.9
Wisconsin	17.9	21.0	3.1	17.6
Wyoming	15.9	16.1	0.2	1.4

! Interpret data with caution. In 2012, the percentage for Colorado was non-zero but less than 0.05 or 5/100 of 1 percent. In 2021, the percentage for Colorado was 13.5 percent. The percent change between 2012 and 2021 is, therefore, extremely large and considered to be anomalous.

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

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. Since 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *other health impairment* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *other health impairment* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2019 and prior years, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012 and 2021. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a total of 16.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *other health impairment*. The percentages ranged from 10.2 to 26.7 percent in the

individual States. More than 22 percent of the students served were reported under the category of *other health impairment* in the following four States: Puerto Rico (26.7 percent), Idaho (23.9 percent), Maine (23.9 percent), and Missouri (23.0 percent). In contrast, 11 percent or less of the students served in the following three States were reported under the category of *other health impairment*: Montana (11.0 percent), the Bureau of Indian Education schools (10.3 percent), and New Mexico (10.2 percent).

- In 2012, a total of 13.2 percent of students ages 6 through 21 served under IDEA, Part B, in the 53 States (“All States”) for which data were available were reported under the category of *other health impairment*. Between 2012 and 2021, the percentage of students served increased by 23.9 percent, which represents a difference of 3.2 percentage points.
- In 46 of the 52 States for which data were available for both years, the percentage of students reported under the category of *other health impairment* was larger in 2021 than in 2012. The percentage of students reported under the category of *other health impairment* was smaller in 2021 than in 2012 in six States; however, the difference was 1 percentage point or less in all of those States except Montana, in which the difference was 1.2 percentage points.
- The percent change for 5 of the 52 States between 2012 and 2021 exceeded 50 percent. A percent change of more than 100 percent was found in Puerto Rico (165.5 percent), representing an increase of 16.7 percentage points.

How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of specific learning disability in 2021, and how did the percentages change between 2012 and 2021?

**Exhibit 67. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2012 and fall 2021**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
All States	40.1	34.2	-6.0	-14.9
Alabama	44.4	41.1	-3.2	-7.3
Alaska	45.3	37.5	-7.9	-17.3
Arizona	46.2	39.6	-6.5	-14.2
Arkansas	34.9	29.0	-5.9	-17.0
BIE schools	50.8	48.2	-2.6	-5.2
California	45.5	38.0	-7.5	-16.5
Colorado	44.9	42.1	-2.8	-6.1
Connecticut	35.1	37.6	2.6	7.3
Delaware	51.3	43.8	-7.5	-14.6
District of Columbia	39.0	32.9	-6.0	-15.5
Florida	43.0	40.1	-3.0	-6.9
Georgia	34.9	36.5	1.5	4.4
Hawaii	49.6	41.9	-7.8	-15.6
Idaho	27.7	21.2	-6.5	-23.6
Illinois	41.1	35.7	-5.5	-13.3
Indiana	35.9	30.8	-5.1	-14.3
Iowa	60.4	—	—	—
Kansas	41.7	37.2	-4.5	-10.9
Kentucky	17.7	18.6	0.9	5.3
Louisiana	33.1	34.4	1.3	4.0
Maine	32.3	29.0	-3.4	-10.4
Maryland	34.6	28.3	-6.3	-18.2
Massachusetts	30.8	25.2	-5.5	-17.9
Michigan	37.5	29.6	-7.9	-21.0
Minnesota	27.4	27.5	0.1	0.2
Mississippi	26.1	28.1	2.0	7.8
Missouri	28.7	26.8	-1.9	-6.6
Montana	32.3	30.9	-1.4	-4.3
Nebraska	35.4	32.7	-2.7	-7.6
Nevada	52.6	45.4	-7.2	-13.8
New Hampshire	39.7	34.4	-5.3	-13.3
New Jersey	37.4	31.6	-5.8	-15.4
New Mexico	44.8	48.2	3.4	7.6
New York	38.8	32.1	-6.7	-17.3
North Carolina	40.2	36.8	-3.4	-8.5

See notes at end of exhibit.

**Exhibit 67. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2012 and fall 2021—Continued**

State	2012 percent	2021 percent	Change between 2012 and 2021 <sup>a</sup>	Percent change between 2012 and 2021 <sup>b</sup>
North Dakota	36.3	30.7	-5.6	-15.5
Ohio	41.8	37.9	-3.9	-9.3
Oklahoma	43.8	33.1	-10.8	-24.6
Oregon	37.3	28.5	-8.8	-23.5
Pennsylvania	46.3	38.9	-7.5	-16.2
Puerto Rico	53.2	40.0	-13.2	-24.9
Rhode Island	39.0	34.6	-4.4	-11.2
South Carolina	46.7	40.2	-6.5	-13.9
South Dakota	40.5	35.6	-5.0	-12.3
Tennessee	41.1	27.8	-13.3	-32.4
Texas	42.1	33.8	-8.3	-19.7
Utah	48.7	42.8	-5.9	-12.1
Vermont	32.3	30.3	-2.0	-6.2
Virginia	37.8	32.7	-5.1	-13.4
Washington	38.9	32.9	-6.0	-15.5
West Virginia	30.6	35.5	4.9	16.2
Wisconsin	31.0	21.8	-9.2	-29.6
Wyoming	35.8	31.8	-4.0	-11.2

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2012 and 2021 was calculated for each State and “All States” by subtracting the percentage for 2012 from the percentage for 2021, dividing the difference by the percentage for 2012, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. Since 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *specific learning disability* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *specific learning disability* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2019 and prior years, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012 and 2021. Data for 2012 were accessed fall 2013. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a total of 34.2 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *specific learning disability*. The percentages ranged from 18.6 to 48.2 percent in the individual States. More than 45 percent of the students served were reported under the category of *specific learning disability* in the following three States: the Bureau of Indian Education

schools (48.2 percent), New Mexico (48.2 percent), and Nevada (45.4 percent). In contrast, less than 22 percent of students served in the following three States were reported under the category of *specific learning disability*: Wisconsin (21.8 percent), Idaho (21.2 percent), and Kentucky (18.6 percent).

- In 2012, a total of 40.1 percent of students ages 6 through 21 served under IDEA, Part B, in the 53 States (“All States”) for which data were available were reported under the category of *specific learning disability*. Between 2012 and 2021, the percentage of students served decreased by 14.9 percent, which represents a difference of 6 percentage points.
- The percentage of students reported under the category of *specific learning disability* decreased by more than 10 percent between 2012 and 2021 for 34 of the 52 States for which data were available for both time periods. A decrease of more than 29 percent occurred in the following two States: Tennessee (-32.4 percent) and Wisconsin (-29.6 percent). Tennessee’s change represented a decrease of more than 13 percentage points (-13.3 percentage points).
- The percentage of students reported under the category of *specific learning disability* increased by more than 7 percent between 2012 and 2021 for four of the 52 States for which data were available for both time periods: West Virginia (16.2 percent), Mississippi (7.8 percent), New Mexico (7.6 percent), and Connecticut (7.3 percent). West Virginia’s change represented an increase of more than 4 percentage points for West Virginia (4.9 percentage points).



## Part B Educational Environments

*How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment, in 2021?*

**Exhibit 68. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2021**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	66.7	16.0	12.5	2.4	0.2	0.4	0.1	1.7
Alabama	83.8	6.3	7.4	1.2	0.6	0.3	#	0.4
Alaska	68.3	18.4	10.8	1.7	0.2	0.2	0.3	#
Arizona	68.7	14.6	13.6	2.4	0.1	0.2	0.1	0.3
Arkansas	59.8	26.1	11.6	0.6	0.8	0.4	0.1	0.7
BIE schools	78.1	15.2	5.5	0.1	0.1	1.0	#	—
California	60.8	17.4	18.6	2.2	0.1	0.3	0.1	0.5
Colorado	79.4	13.3	4.8	1.7	0.1	0.2	0.1	0.5
Connecticut	68.0	17.0	7.4	6.3	0.2	0.3	0.2	0.7
Delaware	64.9	14.8	15.1	4.1	0.1	0.6	0.2	0.2
District of Columbia	59.7	16.1	17.0	6.5	0.1	0.2	#	0.3
Florida	78.1	5.2	12.6	2.3	0.1	0.6	0.2	0.7
Georgia	61.8	18.8	17.4	1.0	0.1	0.2	0.2	0.4
Hawaii	52.5	29.7	16.2	0.7	0.1	0.4	0.1	0.2
Idaho	65.2	24.1	9.1	0.9	0.1	0.1	0.3	0.3
Illinois	53.2	25.8	13.0	5.8	0.2	0.2	#	1.8
Indiana	77.9	8.3	7.9	0.8	0.3	0.6	0.1	4.1
Iowa	74.7	16.2	6.5	0.8	0.2	0.1	0.3	1.3
Kansas	71.3	18.2	6.6	1.7	0.2	0.2	0.2	1.6
Kentucky	75.5	13.4	8.3	0.4	0.3	1.0	0.1	1.0
Louisiana	67.8	17.5	13.4	0.4	0.1	0.7	#	#
Maine	55.3	30.1	11.2	2.6	0.5	0.1	#	0.3
Maryland	71.7	9.2	11.5	5.9	0.1	0.3	0.1	1.2
Massachusetts	66.2	13.2	13.4	5.1	0.5	0.5	#	1.1
Michigan	71.7	11.9	10.0	4.0	0.1	0.2	0.2	1.8
Minnesota	62.7	21.5	9.9	3.5	#	0.3	#	2.0
Mississippi	78.8	7.0	11.4	0.7	0.2	0.7	#	1.3
Missouri	56.5	29.3	8.6	2.9	#	0.7	0.2	1.8
Montana	56.1	32.1	9.9	0.7	0.2	0.1	0.1	0.8
Nebraska	80.9	7.2	5.5	1.7	0.1	0.2	#	4.4
Nevada	62.1	20.6	15.7	1.0	#	0.3	0.2	0.2
New Hampshire	75.4	14.0	8.4	1.6	0.3	#	0.0	0.3
New Jersey	44.2	28.4	15.5	5.8	0.1	0.2	0.1	5.7
New Mexico	52.4	30.1	16.0	0.4	0.1	0.3	#	0.7
New York	58.8	11.7	17.6	4.5	0.3	0.2	0.1	6.8

See notes at end of exhibit.

**Exhibit 68. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2021—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	69.6	16.8	11.5	0.9	0.1	0.4	0.1	0.5
North Dakota	73.2	16.9	6.6	0.8	0.6	0.3	0.0	1.6
Ohio	65.6	14.1	11.5	2.8	0.2	0.4	0.1	5.3
Oklahoma	75.7	16.8	6.7	#	0.2	0.3	0.1	0.2
Oregon	77.1	11.5	8.9	1.1	#	0.3	0.2	0.9
Pennsylvania	61.8	23.6	9.9	4.0	0.3	0.1	0.1	0.2
Puerto Rico	75.1	3.5	11.6	1.3	#	0.4	#	8.1
Rhode Island	71.9	10.3	10.5	4.7	0.4	0.1	0.1	2.1
South Carolina	64.1	18.7	14.8	0.4	0.2	0.9	0.1	0.7
South Dakota	75.5	16.0	5.6	0.6	0.6	0.2	0.1	1.4
Tennessee	72.9	13.1	11.3	0.6	0.2	0.7	#	1.2
Texas	72.6	12.7	13.5	0.4	#	0.6	0.1	0.1
Utah	72.1	16.9	8.4	2.4	#	0.1	#	#
Vermont	81.1	7.5	4.7	4.8	0.9	0.1	#	0.8
Virginia	69.2	15.1	10.9	2.9	0.3	0.6	0.1	1.0
Washington	62.4	24.3	11.6	0.7	0.1	0.1	0.1	0.6
West Virginia	65.2	25.7	6.6	0.2	0.3	1.0	0.4	0.7
Wisconsin	75.5	14.3	6.9	0.8	0.2	0.2	0.1	2.1
Wyoming	76.7	16.5	4.6	0.6	0.5	0.2	#	0.8

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2021, a total of 66.7 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 53 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In each of the 53 individual States for which data were available, a larger percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category. Moreover, in 52 of these States, a majority of such students were educated *inside the regular class 80% or more of the day*. This category accounted for more than 78 percent of such students in the following seven States: Alabama (83.8 percent), Vermont (81.1 percent), Nebraska (80.9 percent), Colorado (79.4 percent), Mississippi (78.8 percent), Bureau of Indian Education schools (78.1 percent), and Florida (78.1 percent).
- In New Jersey, 44.2 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were accounted for by the category of *inside the regular class 80% or more of the day*.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were English learners, by educational environment, in 2021?

**Exhibit 69. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2021**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	63.2	19.8	15.2	1.3	#	0.2	#	0.2
Alabama	—	—	—	—	—	—	—	—
Alaska	61.7	25.5	10.0	1.6	0.3	0.3	0.7	0.0
Arizona	70.4	16.8	12.2	0.5	#	#	0.0	#
Arkansas	62.3	24.8	12.0	0.3	#	0.3	0.0	0.2
BIE schools	87.9	8.8	3.2	0.0	0.0	0.2	0.0	—
California	57.7	19.7	20.6	1.5	#	0.3	0.1	0.1
Colorado	80.2	13.6	5.3	0.5	0.0	0.2	0.1	0.1
Connecticut	67.7	21.2	7.7	3.0	#	0.1	0.1	0.1
Delaware	69.0	19.7	10.0	1.1	0.0	0.2	0.0	0.0
District of Columbia	71.4	12.7	13.1	2.7	0.1	0.1	0.0	0.0
Florida	82.3	6.6	9.9	0.4	0.1	0.3	0.1	0.2
Georgia	52.3	28.7	18.7	0.2	#	0.1	#	#
Hawaii	35.9	38.9	23.5	1.4	0.1	0.2	0.0	0.1
Idaho	57.9	34.2	7.0	0.7	#	0.0	0.2	0.0
Illinois	51.1	28.6	16.3	3.6	#	0.1	#	0.2
Indiana	74.8	10.2	10.8	0.5	0.1	0.5	#	3.1
Iowa	70.2	22.0	6.8	0.7	0.1	#	0.1	0.1
Kansas	77.1	20.1	2.3	0.1	0.0	0.0	0.0	0.4
Kentucky	69.1	18.6	10.9	0.5	0.1	0.5	#	0.3
Louisiana	—	—	—	—	—	—	—	—
Maine	47.1	39.0	10.4	3.1	0.1	0.0	0.2	0.2
Maryland	77.2	10.5	10.1	1.9	0.1	0.1	#	0.2
Massachusetts	60.8	16.0	19.7	2.4	0.1	0.5	0.1	0.5
Michigan	75.5	12.5	9.3	1.8	0.1	0.1	#	0.6
Minnesota	55.4	28.6	13.4	2.0	0.0	0.2	0.0	0.4
Mississippi	80.0	8.2	11.2	0.0	0.1	0.4	0.1	0.0
Missouri	55.7	34.3	8.5	1.2	0.0	0.2	0.0	0.2
Montana	49.0	43.2	7.2	0.1	0.1	0.1	0.0	0.1
Nebraska	91.1	5.6	1.1	#	0.0	#	0.0	2.1
Nevada	54.4	25.4	18.9	0.9	#	0.3	0.1	#
New Hampshire	50.4	24.1	24.1	0.9	0.0	0.0	0.0	0.4
New Jersey	44.0	32.1	22.8	0.9	#	0.1	#	0.1
New Mexico	47.9	34.3	17.3	#	#	0.2	0.1	0.2
New York	51.6	16.4	27.4	4.3	#	0.1	#	0.2

See notes at end of exhibit.

**Exhibit 69. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2021—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	68.6	18.9	11.5	0.7	#	0.3	0.0	#
North Dakota	64.0	29.0	5.6	0.9	0.4	0.2	0.0	0.0
Ohio	61.1	20.7	15.2	1.1	#	0.1	#	1.7
Oklahoma	67.6	23.7	8.4	#	#	0.1	#	0.1
Oregon	79.7	12.8	6.8	0.4	#	0.2	#	0.2
Pennsylvania	50.9	33.1	14.1	1.7	#	0.1	#	0.1
Puerto Rico	77.1	4.2	17.3	0.5	0.0	0.9	0.0	0.0
Rhode Island	73.6	11.2	12.8	1.9	0.0	0.0	0.0	0.6
South Carolina	61.5	20.4	16.7	0.5	0.1	0.4	0.1	0.2
South Dakota	71.4	22.6	5.8	0.0	0.0	0.0	0.0	0.2
Tennessee	72.6	15.5	10.5	0.8	#	0.3	0.1	0.2
Texas	74.9	14.6	10.0	#	#	0.4	#	#
Utah	66.1	23.9	8.4	1.6	#	0.1	#	0.0
Vermont	88.4	8.2	2.6	0.0	0.4	0.0	0.0	0.4
Virginia	54.5	24.6	18.9	1.5	0.1	0.3	#	0.1
Washington	54.6	32.6	12.5	0.1	#	0.1	0.1	0.1
West Virginia	60.9	32.0	6.1	0.0	0.0	0.3	0.0	0.7
Wisconsin	77.0	15.3	6.6	0.4	#	0.1	#	0.5
Wyoming	74.9	22.4	2.2	0.2	0.4	0.0	0.0	0.0

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of students ages 5 (school age) through 21 who were *English learners* served under IDEA, Part B, by the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of students ages 5 (school age) through 21 who were *English learners* served under IDEA, Part B, by all States, then multiplying the result by 100. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to

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

- In 2021, a total of 63.2 percent of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B, in the 51 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In 50 individual States, *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B. In 46 of those States, this educational environment accounted for a majority of such students. In the following five States, more than 80 percent of such students were in this environment: Nebraska (91.1 percent), Vermont (88.4 percent), Bureau of Indian Education schools (87.9 percent), Florida (82.3 percent), and Colorado (80.2 percent).
- In Hawaii, the most prevalent category was *inside the regular class 40% through 79% of the day*, which accounted for 38.9 percent of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment, in 2021?

**Exhibit 70. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2021**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	54.7	17.0	14.6	10.8	0.9	0.7	0.8	0.5
Alabama	70.6	8.7	8.6	5.5	4.8	1.6	0.3	0.0
Alaska	56.3	19.4	14.9	5.3	1.0	0.0	3.0	0.1
Arizona	47.0	14.2	17.7	18.9	1.0	0.4	0.9	0.1
Arkansas	38.7	28.1	14.6	5.2	10.3	1.7	1.3	0.1
BIE schools	70.3	15.7	11.6	1.2	0.0	1.2	0.0	—
California	40.7	19.2	24.1	12.6	1.5	0.6	1.0	0.2
Colorado	60.7	18.8	6.9	11.5	0.4	0.2	1.2	0.2
Connecticut	43.1	13.5	11.7	28.1	1.0	1.2	1.2	0.2
Delaware	43.3	14.7	25.1	14.7	0.4	0.6	1.2	0.0
District of Columbia	43.3	15.9	23.4	15.7	0.9	0.4	0.5	0.0
Florida	51.5	10.0	26.4	8.2	0.2	0.7	2.7	0.4
Georgia	53.1	19.2	15.3	9.6	0.7	0.3	1.7	0.1
Hawaii	45.9	29.9	18.0	3.2	1.1	0.6	1.2	0.0
Idaho	56.8	24.2	11.4	4.2	0.1	0.2	3.2	0.0
Illinois	36.0	20.8	13.7	27.8	0.6	0.5	0.3	0.3
Indiana	66.2	11.9	13.1	3.3	0.9	2.1	0.8	1.6
Iowa	x	x	x	x	x	x	x	x
Kansas	53.1	21.1	10.8	12.3	1.0	0.2	1.4	0.3
Kentucky	61.3	18.3	12.7	2.7	2.4	2.1	0.6	#
Louisiana	62.7	19.6	13.2	2.1	0.6	1.6	0.3	0.0
Maine	42.7	27.2	18.3	9.1	2.2	0.3	0.1	#
Maryland	54.3	11.4	14.6	18.2	0.1	0.6	0.9	0.1
Massachusetts	55.3	9.9	14.8	18.2	0.8	0.2	0.3	0.5
Michigan	62.8	14.7	11.6	8.5	0.3	0.2	1.5	0.4
Minnesota	54.5	23.2	12.0	9.3	#	0.3	0.3	0.5
Mississippi	78.4	9.5	4.2	4.4	1.4	1.9	#	0.1
Missouri	47.5	30.0	9.5	10.1	#	1.9	0.8	0.3
Montana	51.9	27.2	15.1	4.7	0.1	0.2	0.5	0.4
Nebraska	73.3	7.3	8.6	9.0	0.4	0.4	0.3	0.7
Nevada	45.3	23.4	24.6	4.3	0.2	0.4	1.8	0.0
New Hampshire	64.4	15.9	11.1	7.6	1.1	0.0	0.0	0.1
New Jersey	35.3	24.4	15.5	22.0	0.7	1.1	0.5	0.5
New Mexico	45.2	28.5	24.8	0.1	0.2	0.6	0.4	0.2
New York	36.4	14.8	24.2	17.5	2.5	0.9	0.9	2.9

See notes at end of exhibit.

**Exhibit 70. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2021—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	61.6	21.6	12.1	2.5	0.2	1.3	0.8	0.0
North Dakota	66.3	16.7	10.8	3.9	1.5	0.6	0.0	0.3
Ohio	46.5	15.4	17.8	15.9	1.3	1.0	1.0	1.0
Oklahoma	65.5	20.7	9.1	0.2	2.0	1.5	1.0	0.0
Oregon	65.5	15.4	10.8	6.0	#	0.8	1.2	0.2
Pennsylvania	51.2	21.5	11.2	14.3	1.1	0.1	0.5	0.1
Puerto Rico	68.2	2.7	21.9	1.6	0.0	1.9	0.0	3.7
Rhode Island	45.6	10.2	16.4	23.9	2.9	0.1	0.6	0.4
South Carolina	43.2	27.6	20.9	1.5	1.1	3.9	1.7	0.1
South Dakota	72.5	16.6	7.9	1.0	1.4	0.3	0.2	0.1
Tennessee	65.4	13.4	13.4	5.0	1.4	0.8	0.3	0.2
Texas	74.4	13.4	10.4	0.6	0.1	0.5	0.5	#
Utah	57.1	19.5	20.7	1.9	0.0	0.3	0.4	0.0
Vermont	62.0	6.3	8.6	18.2	4.1	0.2	#	0.5
Virginia	58.3	15.0	8.1	14.3	2.1	1.5	0.4	0.3
Washington	53.9	25.3	13.9	5.1	0.9	0.1	0.7	0.2
West Virginia	48.1	33.7	9.9	0.2	1.0	2.2	4.8	0.0
Wisconsin	70.9	14.2	10.9	2.2	0.5	0.4	0.7	0.2
Wyoming	63.7	15.5	9.9	4.4	5.1	0.8	0.2	0.5

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States under the category of *emotional disturbance*, then multiplying the result by 100.



- In 2021, a total of 54.7 percent of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* were served *inside the regular class 80% or more of the day*. The percentage of students served in this environment was larger than that for each of the other educational environments in the 52 States (“All States”) for which data were available. The percentage exceeded 50 percent in 34 States, including the following seven States in which the percentage exceeded 70 percent: Mississippi (78.4 percent), Texas (74.4 percent), Nebraska (73.3 percent), South Dakota (72.5 percent), Wisconsin (70.9 percent), Alabama (70.6 percent), and Bureau of Indian Education schools (70.3 percent).
- *Inside the regular class for 40% through 79% of the day* accounted for the second largest percentage (17.0 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of intellectual disability, by educational environment, in 2021?

**Exhibit 71. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2021**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	18.7	27.7	47.2	4.9	0.2	0.7	0.1	0.4
Alabama	42.0	22.8	31.4	2.8	0.7	0.3	#	0.1
Alaska	21.5	22.8	45.8	9.4	0.2	0.2	0.2	0.0
Arizona	11.6	17.4	67.3	2.7	#	0.7	0.1	0.1
Arkansas	19.8	43.4	34.0	0.5	1.6	0.4	0.1	0.1
BIE schools	32.1	42.6	23.5	0.0	0.6	1.2	0.0	—
California	8.5	20.0	63.7	6.7	0.1	0.9	0.1	0.1
Colorado	13.6	55.4	27.9	2.6	0.0	0.4	#	#
Connecticut	20.6	46.4	24.0	8.4	0.1	0.3	0.2	0.0
Delaware	11.2	21.6	57.6	8.4	0.3	0.6	0.3	0.0
District of Columbia	11.2	16.5	54.3	17.2	0.1	0.3	0.1	0.1
Florida	12.8	9.2	65.1	10.5	#	1.5	0.2	0.7
Georgia	14.8	20.9	61.3	1.4	0.2	1.0	0.2	0.1
Hawaii	15.4	35.3	48.6	0.2	0.0	0.3	0.1	0.2
Idaho	19.9	47.1	30.5	2.1	0.0	#	0.2	0.2
Illinois	3.4	29.9	49.8	16.1	0.2	0.4	#	0.2
Indiana	37.3	25.1	34.0	0.6	0.2	1.0	0.1	1.7
Iowa	x	x	x	x	x	x	x	x
Kansas	15.8	46.0	32.6	4.1	0.3	0.5	0.2	0.6
Kentucky	45.2	31.0	21.2	0.4	0.5	1.4	#	0.2
Louisiana	24.3	26.5	47.4	0.5	0.3	1.0	#	0.0
Maine	5.6	43.7	47.2	3.0	0.3	0.1	0.0	0.1
Maryland	20.1	23.4	49.5	6.1	#	0.4	0.2	0.2
Massachusetts	11.6	19.4	58.4	7.2	1.5	0.1	#	1.9
Michigan	19.5	20.9	44.0	14.3	0.1	0.4	0.2	0.6
Minnesota	9.0	36.3	44.7	8.6	#	0.7	0.0	0.6
Mississippi	17.6	12.2	68.6	0.4	0.5	0.7	#	#
Missouri	8.7	51.4	31.3	7.1	0.0	1.0	0.1	0.4
Montana	11.9	48.0	39.4	0.2	0.0	0.0	0.2	0.4
Nebraska	37.8	24.0	29.6	6.6	0.2	0.2	0.0	1.6
Nevada	9.0	23.3	64.7	2.0	0.0	1.0	#	0.0
New Hampshire	28.0	29.8	37.4	3.6	1.1	0.0	0.0	0.1
New Jersey	7.5	31.5	50.3	9.9	0.1	0.3	#	0.5
New Mexico	11.5	22.6	64.7	0.2	0.2	0.5	0.2	0.2
New York	7.7	27.3	45.5	17.8	0.5	0.1	0.1	1.0

See notes at end of exhibit.

**Exhibit 71. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2021—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	21.1	34.5	41.1	2.4	0.2	0.6	0.1	0.1
North Dakota	13.7	48.8	34.2	1.1	1.5	0.1	0.0	0.6
Ohio	33.8	31.1	31.8	1.4	0.1	0.2	0.2	1.4
Oklahoma	37.6	33.9	27.7	0.1	0.3	0.3	0.1	#
Oregon	22.0	34.9	40.1	1.8	0.1	0.8	0.1	0.3
Pennsylvania	8.8	34.5	46.9	8.7	0.5	0.3	#	0.2
Puerto Rico	28.2	4.8	53.2	10.9	0.0	0.5	#	2.4
Rhode Island	18.4	26.5	47.9	5.8	0.4	0.0	0.0	1.1
South Carolina	10.3	25.3	61.1	1.0	0.1	1.9	0.1	0.2
South Dakota	26.7	49.8	20.5	1.2	1.1	0.2	0.0	0.6
Tennessee	15.4	27.6	53.8	1.3	0.2	1.3	0.0	0.4
Texas	21.9	26.8	49.7	0.7	#	0.8	0.1	#
Utah	9.0	33.0	44.5	13.2	0.1	0.2	#	0.0
Vermont	54.7	25.8	13.7	4.9	0.3	0.0	0.0	0.6
Virginia	21.4	30.5	41.9	4.1	0.3	1.3	0.1	0.4
Washington	8.4	36.5	53.7	1.0	#	0.1	0.1	0.2
West Virginia	27.8	49.7	19.8	0.1	0.4	1.7	0.3	0.1
Wisconsin	19.3	39.0	37.9	2.7	0.2	0.3	0.2	0.3
Wyoming	17.9	52.0	28.3	0.8	0.2	0.6	0.0	0.2

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

— Percentage cannot be calculated because data were not available.

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

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

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

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

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

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

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

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *intellectual disability*, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability*, then multiplying the result by 100.

- In 2021, a total of 47.2 percent of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability* were served *inside the regular class less than 40% of the day*. The percentage of students served in this educational environment category was larger than that for each of the other educational environment categories in the 52 States (“All States”) for which data were available. The percentage exceeded 50 percent in 15 States, including the following three States in which the percentage exceeded 65 percent: Mississippi (68.6 percent), Arizona (67.3 percent), and Florida (65.1 percent).
- In 13 States, *inside the regular class 40% through 79% of the day* accounted for the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*. The percentage of students served in this educational environment category exceeded 50 percent in the following three States: Colorado (55.4 percent), Wyoming (52.0 percent), and Missouri (51.4 percent).
- In the following seven States, *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*: Vermont (54.7 percent), Kentucky (45.2 percent), Alabama (42.0 percent), Nebraska (37.8 percent), Oklahoma (37.6 percent), Indiana (37.3 percent), and Ohio (33.8 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Part B Participation in State Assessments

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

**Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State math assessment, by State: School year 2020–21**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	75.9	67.8	73.8	24.1	32.2	26.2
Alabama	94.8	90.2	85.7	5.2	9.8	14.3
Alaska	72.9	63.3	60.4	27.1	36.7	39.6
Arizona	89.7	84.5	68.3	10.3	15.5	31.7
Arkansas	98.0	95.8	93.8	2.0	4.2	6.2
BIE schools	70.7	74.0	—	29.3	26.0	—
California	19.5	20.1	31.9	80.5	79.9	68.1
Colorado	68.7	54.0	60.9	31.3	46.0	39.1
Connecticut	92.8	83.6	70.2	7.2	16.4	29.8
Delaware	66.2	50.6	51.7	33.8	49.4	48.3
District of Columbia	—	—	—	—	—	—
Florida	93.8	86.5	80.7	6.2	13.5	19.3
Georgia	77.7	61.5	60.7	22.3	38.5	39.3
Hawaii	90.0	76.8	54.5	10.0	23.2	45.5
Idaho	97.2	95.5	90.1	2.8	4.5	9.9
Illinois	73.1	64.6	86.1	26.9	35.4	13.9
Indiana	96.6	93.0	79.3	3.4	7.0	20.7
Iowa	98.2	93.5	89.3	1.8	6.5	10.7
Kansas	94.0	89.8	85.2	6.0	10.2	14.8
Kentucky	89.0	81.7	73.7	11.0	18.3	26.3
Louisiana	97.4	95.5	89.1	2.6	4.5	10.9
Maine	91.8	85.8	60.7	8.2	14.2	39.3
Maryland	94.4	74.9	89.7	5.6	25.1	10.3
Massachusetts	95.2	90.1	91.9	4.8	9.9	8.1
Michigan	69.8	62.4	60.6	30.2	37.6	39.4
Minnesota	81.0	67.6	48.4	19.0	32.4	51.6
Mississippi	95.4	91.9	96.0	4.6	8.1	4.0
Missouri	98.1	97.3	95.3	1.9	2.7	4.7
Montana	96.2	91.0	79.6	3.8	9.0	20.4
Nebraska	95.0	90.3	85.1	5.0	9.7	14.9
Nevada	73.0	57.5	92.3	27.0	42.5	7.7
New Hampshire	78.3	67.0	57.0	21.7	33.0	43.0
New Jersey	94.6	88.9	85.9	5.4	11.1	14.1
New Mexico	7.7	6.2	4.1	92.3	93.8	95.9
New York	38.0	26.1	97.3	62.0	73.9	2.7
North Carolina	92.9	89.0	96.6	7.1	11.0	3.4
North Dakota	92.6	91.0	89.2	7.4	9.0	10.8

See notes at end of exhibit.

**Exhibit 72. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State math assessment, by State: School year 2020–21—Continued**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	92.9	89.9	88.6	7.1	10.1	11.4
Oklahoma	92.4	87.8	87.2	7.6	12.2	12.8
Oregon	32.9	24.0	10.9	67.1	76.0	89.1
Pennsylvania	71.7	60.4	74.0	28.3	39.6	26.0
Puerto Rico	—	—	—	—	—	—
Rhode Island	90.1	78.5	74.5	9.9	21.5	25.5
South Carolina	90.1	80.4	75.2	9.9	19.6	24.8
South Dakota	95.2	91.5	93.0	4.8	8.5	7.0
Tennessee	98.5	96.9	97.1	1.5	3.1	2.9
Texas	88.2	81.8	85.2	11.8	18.2	14.8
Utah	90.2	77.4	65.2	9.8	22.6	34.8
Vermont	90.6	82.7	73.0	9.4	17.3	27.0
Virginia	81.1	68.5	80.3	18.9	31.5	19.7
Washington	89.4	79.4	75.8	10.6	20.6	24.2
West Virginia	99.7	99.0	—	0.3	1.0	—
Wisconsin	83.2	78.6	71.9	16.8	21.4	28.1
Wyoming	97.0	96.0	93.6	3.0	4.0	6.4

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Participants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following math assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

<sup>b</sup>Nonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following math assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

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

SOURCE: U.S. Department of Education, ED*FACTS* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2020–21, 75.9 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 51 States (“All States”). In 14 States, at least 95 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 21 States. Of those 21 States, less than 40 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following four States: New York (38.0 percent), Oregon (32.9 percent), California (19.5 percent), and New Mexico (7.7 percent).

- In school year 2020–21, 67.8 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 51 States (“All States”). In seven States, at least 95 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment. In contrast, less than 90 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 35 States. Of those 35 States, less than 30 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following four States: New York (26.1 percent), Oregon (24.0 percent), California (20.1 percent), and New Mexico (6.2 percent).
- In school year 2020–21, 73.8 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 49 States (“All States”). In the following five States, at least 95 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment: New York (97.3 percent), Tennessee (97.1 percent), North Carolina (96.6 percent), Mississippi (96.0 percent), and Missouri (95.3 percent). In contrast, less than 85 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in 26 States. Of those 26 States, less than 60 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a math assessment in the following seven States: New Hampshire (57.0 percent), Hawaii (54.5 percent), Delaware (51.7 percent), Minnesota (48.4 percent), California (31.9 percent), Oregon (10.9 percent), and New Mexico (4.1 percent).

*How did the States compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State math assessments, by assessment type and student grade level, in school year 2020–21?*

**Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State math assessments, by assessment type and State: School year 2020–21**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	92.4	90.6	91.0	7.6	9.4	9.0
Alabama	92.2	90.6	87.9	7.8	9.4	12.1
Alaska	97.1	93.9	92.2	2.9	6.1	7.8
Arizona	93.7	91.9	90.7	6.3	8.1	9.3
Arkansas	94.1	93.9	93.6	5.9	6.1	6.4
BIE schools	94.5	93.8	92.1	5.5	6.2	7.9
California	85.6	87.7	92.7	14.4	12.3	7.3
Colorado	94.6	91.8	91.6	5.4	8.2	8.4
Connecticut	93.1	93.5	92.0	6.9	6.5	8.0
Delaware	92.9	91.1	89.8	7.1	8.9	10.2
District of Columbia	—	—	—	—	—	—
Florida	91.6	89.5	87.8	8.4	10.5	12.2
Georgia	91.4	88.5	90.2	8.6	11.5	9.8
Hawaii	91.0	90.8	84.2	9.0	9.2	15.8
Idaho	94.6	94.3	92.8	5.4	5.7	7.2
Illinois	92.6	92.1	90.0	7.4	7.9	10.0
Indiana	95.3	92.3	90.6	4.7	7.7	9.4
Iowa	94.7	94.9	93.3	5.3	5.1	6.7
Kansas	94.3	93.5	93.2	5.7	6.5	6.8
Kentucky	93.6	90.4	90.3	6.4	9.6	9.7
Louisiana	92.0	84.6	84.7	8.0	15.4	15.3
Maine	96.3	96.2	93.7	3.7	3.8	6.3
Maryland	92.9	90.7	90.8	7.1	9.3	9.2
Massachusetts	93.8	93.9	92.8	6.2	6.1	7.2
Michigan	88.3	85.8	83.1	11.7	14.2	16.9
Minnesota	93.2	90.6	86.2	6.8	9.4	13.8
Mississippi	91.6	89.8	92.3	8.4	10.2	7.7
Missouri	94.7	93.9	94.2	5.3	6.1	5.8
Montana	93.8	93.3	89.4	6.2	6.7	10.6
Nebraska	94.6	92.6	91.4	5.4	7.4	8.6
Nevada	95.2	93.3	93.8	4.8	6.7	6.2
New Hampshire	95.1	95.6	93.6	4.9	4.4	6.4
New Jersey	—	94.0	—	—	6.0	—
New Mexico	84.2	82.1	94.8	15.8	17.9	5.2
New York	89.1	84.2	92.0	10.9	15.8	8.0
North Carolina	92.7	91.5	98.2	7.3	8.5	1.8
North Dakota	94.6	92.3	93.7	5.4	7.7	6.3

See notes at end of exhibit.



**Exhibit 73. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State math assessments, by assessment type and State: School year 2020–21—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	92.0	91.1	88.2	8.0	8.9	11.8
Oklahoma	92.7	91.5	90.8	7.3	8.5	9.2
Oregon	92.9	93.2	88.2	7.1	6.8	11.8
Pennsylvania	89.8	88.8	87.9	10.2	11.2	12.1
Puerto Rico	—	—	—	—	—	—
Rhode Island	92.8	91.5	89.5	7.2	8.5	10.5
South Carolina	94.7	92.4	91.1	5.3	7.6	8.9
South Dakota	94.4	92.3	89.7	5.6	7.7	10.3
Tennessee	91.1	86.7	88.4	8.9	13.3	11.6
Texas	89.2	88.1	88.9	10.8	11.9	11.1
Utah	94.5	91.4	88.1	5.5	8.6	11.9
Vermont	93.6	94.9	94.1	6.4	5.1	5.9
Virginia	91.2	89.3	92.4	8.8	10.7	7.6
Washington	94.2	94.3	92.9	5.8	5.7	7.1
West Virginia	95.3	93.5	90.4	4.7	6.5	9.6
Wisconsin	94.8	93.8	92.2	5.2	6.2	7.8
Wyoming	93.6	91.5	91.9	6.4	8.5	8.1

— Percentage cannot be calculated because data were not available.

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

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

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

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A regular assessment based on grade-level academic achievement standards in math was administered to some students in grade 4 and high school by 50 States, and to some students in grade 8 by 51 States. An alternate assessment based on alternate achievement standards was administered to some students in grade 4 and high school by 50 States and to some students in grade 8 by 51 States for which data were available.

- Of the two types of State math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in grade 4 (92.4 percent), grade 8 (90.6 percent), and high school (91.0 percent) in “All States” for which data were available.
- Compared to the other type of State math assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of students with disabilities in grade 4 and high school in 50 individual States, and by larger percentages of students with disabilities in grade 8 in 51 individual States.

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

**Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State reading assessment, by State: School year 2020–21**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	72.9	65.2	69.6	27.1	34.8	30.4
Alabama	95.1	90.7	77.4	4.9	9.3	22.6
Alaska	73.1	63.8	61.4	26.9	36.2	38.6
Arizona	89.5	84.2	67.6	10.5	15.8	32.4
Arkansas	97.9	95.3	93.0	2.1	4.7	7.0
BIE schools	75.3	74.4	—	24.7	25.6	—
California	18.6	20.1	33.1	81.4	79.9	66.9
Colorado	8.5	7.1	60.9	91.5	92.9	39.1
Connecticut	92.7	86.1	68.7	7.3	13.9	31.3
Delaware	67.0	51.8	51.7	33.0	48.2	48.3
District of Columbia	—	—	—	—	—	—
Florida	92.8	85.6	81.6	7.2	14.4	18.4
Georgia	77.8	63.3	62.7	22.2	36.7	37.3
Hawaii	89.5	75.3	54.9	10.5	24.7	45.1
Idaho	97.3	95.4	90.3	2.7	4.6	9.7
Illinois	74.0	65.8	86.1	26.0	34.2	13.9
Indiana	96.7	93.1	78.2	3.3	6.9	21.8
Iowa	98.2	93.8	89.8	1.8	6.2	10.2
Kansas	93.5	89.4	84.6	6.5	10.6	15.4
Kentucky	89.1	81.9	74.3	10.9	18.1	25.7
Louisiana	97.5	95.6	90.7	2.5	4.4	9.3
Maine	91.8	85.9	60.6	8.2	14.1	39.4
Maryland	94.8	76.1	90.6	5.2	23.9	9.4
Massachusetts	95.3	90.3	92.3	4.7	9.7	7.7
Michigan	70.9	62.8	60.6	29.1	37.2	39.4
Minnesota	81.1	68.4	56.3	18.9	31.6	43.7
Mississippi	95.5	92.1	97.0	4.5	7.9	3.0
Missouri	98.2	97.4	96.5	1.8	2.6	3.5
Montana	96.4	93.8	77.8	3.6	6.2	22.2
Nebraska	95.3	90.6	85.6	4.7	9.4	14.4
Nevada	73.2	57.3	88.6	26.8	42.7	11.4
New Hampshire	77.4	67.0	57.0	22.6	33.0	43.0
New Jersey	52.8	—	81.7	47.2	—	18.3
New Mexico	6.5	6.2	4.1	93.5	93.8	95.9
New York	37.8	28.1	55.3	62.2	71.9	44.7
North Carolina	93.1	88.9	88.9	6.9	11.1	11.1
North Dakota	92.3	89.7	87.8	7.7	10.3	12.2
Ohio	93.3	90.3	91.1	6.7	9.7	8.9
Oklahoma	92.2	88.5	82.0	7.8	11.5	18.0

See notes at end of exhibit.

**Exhibit 74. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated and did not participate in a State reading assessment, by State: School year 2020–21—Continued**

State	Participants <sup>a</sup>			Nonparticipants <sup>b</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Oregon	3.3	3.5	11.1	96.7	96.5	88.9
Pennsylvania	71.4	60.6	51.3	28.6	39.4	48.7
Puerto Rico	—	—	—	—	—	—
Rhode Island	90.3	78.7	75.6	9.7	21.3	24.4
South Carolina	89.8	79.7	82.1	10.2	20.3	17.9
South Dakota	95.5	92.1	93.3	4.5	7.9	6.7
Tennessee	97.8	96.0	94.6	2.2	4.0	5.4
Texas	87.8	80.7	74.3	12.2	19.3	25.7
Utah	90.6	81.1	68.4	9.4	18.9	31.6
Vermont	90.2	83.8	73.8	9.8	16.2	26.2
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	99.8	98.7	—	0.2	1.3	—
Wisconsin	83.5	78.8	71.7	16.5	21.2	28.3
Wyoming	97.1	96.1	93.3	2.9	3.9	6.7

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Participants are defined as students served under IDEA, Part B, who did not have a medical exemption and were administered any of the following reading assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

<sup>b</sup>Nonparticipants are defined as students served under IDEA, Part B, who did not have a medical exemption and were not administered any of the following reading assessments during the 2020–21 school year: *regular assessment based on grade-level academic achievement standards* or *alternate assessment based on alternate achievement standards*.

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

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In school year 2020–21, 72.9 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 49 States (“All States”). In 15 States, at least 95 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 92 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 26 States. Of those 26 States, less than 20 percent of students in grade 4 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following four States: California (18.6 percent), Colorado (8.5 percent), New Mexico (6.5 percent), and Oregon (3.3 percent).

- In school year 2020–21, 65.2 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 48 States (“All States”). In seven States, at least 95 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment. In contrast, less than 90 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 32 States. Of those 32 States, less than 25 percent of students in grade 8 served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following four States: California (20.1 percent), Colorado (7.1 percent), New Mexico (6.2 percent), and Oregon (3.5 percent).
- In school year 2020–21, 69.6 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 47 States (“All States”). In the following two States, at least 95 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment: Mississippi (97.0 percent) and Missouri (96.5 percent). In contrast, less than 85 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in 30 States. Of those 30 States, less than 35 percent of students in high school served under IDEA, Part B, who did not have a medical exemption, participated in a reading assessment in the following three States: California (33.1 percent), Oregon (11.1 percent), and New Mexico (4.1 percent).

*How did the States compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State reading assessments, by assessment type and student grade level, in 2020–21?*

**Exhibit 75. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State reading assessments, by assessment type and State: School year 2020–21**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All States	91.7	90.3	90.0	8.3	9.7	10.0
Alabama	92.2	90.6	86.6	7.8	9.4	13.4
Alaska	97.1	94.0	92.4	2.9	6.0	7.6
Arizona	93.6	91.7	90.4	6.4	8.3	9.6
Arkansas	94.1	93.8	93.5	5.9	6.2	6.5
BIE schools	94.8	93.3	91.5	5.2	6.7	8.5
California	84.8	87.5	92.8	15.2	12.5	7.2
Colorado	81.8	78.2	91.7	18.2	21.8	8.3
Connecticut	93.2	93.8	92.0	6.8	6.2	8.0
Delaware	93.0	91.3	89.6	7.0	8.7	10.4
District of Columbia	—	—	—	—	—	—
Florida	91.6	89.0	88.6	8.4	11.0	11.4
Georgia	91.4	88.7	87.4	8.6	11.3	12.6
Hawaii	90.8	90.9	84.3	9.2	9.1	15.7
Idaho	94.7	94.3	92.7	5.3	5.7	7.3
Illinois	92.7	92.2	90.0	7.3	7.8	10.0
Indiana	95.3	92.3	90.4	4.7	7.7	9.6
Iowa	94.7	94.8	93.1	5.3	5.2	6.9
Kansas	93.4	92.7	92.8	6.6	7.3	7.2
Kentucky	93.6	90.4	90.4	6.4	9.6	9.6
Louisiana	91.9	84.6	84.2	8.1	15.4	15.8
Maine	96.3	96.1	93.6	3.7	3.9	6.4
Maryland	92.9	90.8	90.7	7.1	9.2	9.3
Massachusetts	93.7	94.0	92.8	6.3	6.0	7.2
Michigan	88.6	86.2	83.8	11.4	13.8	16.2
Minnesota	93.2	90.8	88.4	6.8	9.2	11.6
Mississippi	91.5	89.8	85.2	8.5	10.2	14.8
Missouri	94.7	93.9	93.9	5.3	6.1	6.1
Montana	93.8	93.4	88.8	6.2	6.6	11.2
Nebraska	94.6	92.6	91.4	5.4	7.4	8.6
Nevada	95.2	93.2	93.5	4.8	6.8	6.5
New Hampshire	95.0	95.6	93.6	5.0	4.4	6.4
New Jersey	—	—	—	—	—	—
New Mexico	—	81.6	94.6	—	18.4	5.4
New York	89.1	85.2	86.5	10.9	14.8	13.5
North Carolina	92.7	91.5	92.6	7.3	8.5	7.4
North Dakota	94.4	92.3	93.6	5.6	7.7	6.4

See notes at end of exhibit.

**Exhibit 75. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in State reading assessments, by assessment type and State: School year 2020–21—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup> (alternate achievement standards <sup>c</sup> )		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Ohio	92.0	91.1	89.0	8.0	8.9	11.0
Oklahoma	92.7	91.6	90.2	7.3	8.4	9.8
Oregon	88.4	86.4	88.2	11.6	13.6	11.8
Pennsylvania	89.8	88.8	63.0	10.2	11.2	37.0
Puerto Rico	—	—	—	—	—	—
Rhode Island	92.8	91.5	89.7	7.2	8.5	10.3
South Carolina	94.7	92.4	90.5	5.3	7.6	9.5
South Dakota	94.4	92.4	89.6	5.6	7.6	10.4
Tennessee	91.0	86.7	87.7	9.0	13.3	12.3
Texas	89.1	87.5	90.3	10.9	12.5	9.7
Utah	94.5	91.8	88.7	5.5	8.2	11.3
Vermont	93.7	94.9	94.0	6.3	5.1	6.0
Virginia	—	—	—	—	—	—
Washington	—	—	—	—	—	—
West Virginia	95.3	93.5	90.4	4.7	6.5	9.6
Wisconsin	94.8	93.8	92.1	5.2	6.2	7.9
Wyoming	93.6	91.6	91.8	6.4	8.4	8.2

— Percentage cannot be calculated because data were not available.

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

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

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

NOTE: Percentage for each State (p) was calculated by dividing (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score by the sum of (a) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and (b) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [ $p = a / (a + b) * 100$ ]. Percentage (P) for “All States” was calculated for all States for which data were available by dividing (A) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score by the sum of (A) the number of students served under IDEA, Part B, in the grade level who participated in the specific content area assessment and received a valid score and (B) the number of students served under IDEA, Part B, who did not participate in an assessment, then multiplying the result by 100 [ $P = A / (A + B) * 100$ ]. The students who participated in the regular reading assessments include *English learners* served under IDEA, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Assessment Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A *regular assessment based on grade-level academic achievement standards* in reading was administered to some students in grade 4 and grade 8 by 47 States and to some students in high school by 48 States for which data were available. An *alternate assessment based on alternate achievement standards* was administered to some students in grade 4 by the 47 States for which data were available, and to some students in grade 8 and high school by the 48 States for which data were available.
- Of the two types of State reading assessments, a *regular assessment based on grade-level academic achievement standards* was taken by larger percentages of the students with disabilities in grade 4 (91.7 percent), grade 8 (90.3 percent), and high school (90.0 percent) in “All States.”



## Part B Exiting

*How did the States compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, who were exiting IDEA, Part B, and school by graduating or dropping out in 2020–21, and how did the percentages change between 2012–13 and 2020–21?*

**Exhibit 76. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and State: 2012–13 and 2020–21**

State	2012–13		2020–21		Change between 2012–13 and 2020–21 <sup>a</sup>		Percent change between 2012–13 and 2020–21 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
All States	63.9	20.5	75.4	14.7	11.5	-5.8	18.0	-28.4
Alabama	47.4	12.1	74.5	5.7	27.1	-6.4	57.1	-53.2
Alaska	48.3	36.3	69.5	24.0	21.2	-12.2	44.0	-33.8
Arizona	70.5	28.7	72.2	27.2	1.7	-1.6	2.4	-5.4
Arkansas	82.5	14.6	89.4	8.4	6.9	-6.2	8.3	-42.3
BIE schools	45.1	51.1	60.7	37.5	15.6	-13.6	34.5	-26.7
California	52.5	16.3	77.1	12.8	24.5	-3.5	46.7	-21.3
Colorado	67.4	28.1	80.9	16.0	13.5	-12.1	20.0	-43.1
Connecticut	81.2	15.2	87.1	11.5	5.9	-3.8	7.3	-24.8
Delaware	68.6	20.6	80.7	10.0	12.1	-10.6	17.6	-51.6
District of Columbia	45.9	43.5	72.0	22.5	26.1	-21.0	56.7	-48.3
Florida	52.5	21.1	87.3	11.9	34.8	-9.2	66.4	-43.7
Georgia	42.6	29.7	69.3	21.1	26.7	-8.7	62.6	-29.2
Hawaii	73.7	11.5	69.3	12.5	-4.5	1.0	-6.1	8.8
Idaho	57.2	13.8	59.9	17.2	2.7	3.5	4.7	25.1
Illinois	80.6	15.3	86.5	9.5	5.8	-5.8	7.3	-37.9
Indiana	74.0	10.8	79.6	9.9	5.6	-0.9	7.6	-8.5
Iowa	76.9	21.5	—	—	—	—	—	—
Kansas	78.8	18.5	81.6	16.6	2.8	-1.9	3.5	-10.4
Kentucky	72.1	16.9	83.7	6.4	11.6	-10.5	16.1	-62.3
Louisiana	32.9	39.3	74.1	19.0	41.2	-20.2	124.9	-51.6
Maine	80.4	16.7	83.2	16.4	2.9	-0.3	3.6	-1.8
Maryland	59.6	27.3	73.7	13.2	14.1	-14.1	23.6	-51.7

See notes at end of exhibit.

**Exhibit 76. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and State: 2012–13 and 2020–21—Continued**

State	2012–13		2020–21		Change between 2012–13 and 2020–21 <sup>a</sup>		Percent change between 2012–13 and 2020–21 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Massachusetts	70.3	20.2	81.9	11.4	11.6	-8.9	16.4	-43.9
Michigan	63.7	29.6	68.5	22.8	4.7	-6.9	7.4	-23.2
Minnesota	88.3	10.9	89.9	9.1	1.6	-1.7	1.8	-16.0
Mississippi	27.8	10.1	65.9	13.1	38.1	3.0	137.2	30.0
Missouri	80.7	17.3	84.1	10.8	3.4	-6.5	4.2	-37.8
Montana	78.7	21.0	73.5	20.6	-5.2	-0.5	-6.6	-2.3
Nebraska	82.6	15.1	76.2	14.4	-6.5	-0.7	-7.8	-4.8
Nevada	36.0	44.6	65.9	26.0	29.9	-18.6	83.2	-41.7
New Hampshire	77.1	12.4	78.3	9.5	1.3	-2.9	1.6	-23.2
New Jersey	82.9	15.0	75.7	5.4	-7.2	-9.6	-8.7	-64.1
New Mexico	57.7	23.6	91.0	7.2	33.3	-16.4	57.7	-69.4
New York	60.5	20.7	77.2	12.4	16.8	-8.3	27.7	-40.2
North Carolina	69.5	24.1	78.8	14.9	9.3	-9.2	13.3	-38.1
North Dakota	73.3	19.4	76.1	20.3	2.8	0.9	3.9	4.7
Ohio	49.3	27.8	67.2	16.0	17.9	-11.8	36.3	-42.4
Oklahoma	78.9	20.7	72.0	27.8	-6.9	7.1	-8.8	34.1
Oregon	42.7	27.5	79.6	8.1	37.0	-19.3	86.6	-70.4
Pennsylvania	86.1	12.2	89.5	9.9	3.5	-2.4	4.0	-19.5
Puerto Rico	48.1	44.8	62.2	30.7	14.0	-14.1	29.2	-31.4
Rhode Island	83.1	10.4	86.5	4.2	3.4	-6.2	4.1	-59.9
South Carolina	41.6	46.2	51.4	31.5	9.8	-14.7	23.4	-31.9
South Dakota	66.1	24.4	60.8	31.3	-5.3	6.9	-8.1	28.5
Tennessee	75.6	7.3	76.3	8.9	0.8	1.6	1.0	22.7
Texas	54.0	17.6	46.1	16.0	-7.9	-1.6	-14.7	-9.4
Utah	51.5	44.1	68.6	25.7	17.1	-18.4	33.2	-41.8
Vermont	74.8	22.1	78.6	19.2	3.7	-2.9	5.0	-13.0
Virginia	52.3	9.3	71.0	8.3	18.6	-1.1	35.6	-11.3
Washington	67.8	28.6	75.8	23.5	8.1	-5.1	11.9	-17.7

See notes at end of exhibit.

**Exhibit 76. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and State: 2012–13 and 2020–21—Continued**

State	2012–13		2020–21		Change between 2012–13 and 2020–21 <sup>a</sup>		Percent change between 2012–13 and 2020–21 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
West Virginia	69.9	18.2	92.5	6.6	22.6	-11.5	32.3	-63.6
Wisconsin	78.1	17.5	84.1	14.0	6.0	-3.5	7.6	-20.2
Wyoming	62.0	27.3	56.0	32.5	-6.1	5.2	-9.8	19.1

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2012–13 and 2020–21 was calculated for each State and “All States” by subtracting the percentage for 2012–13 from the percentage for 2020–21. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2012–13 and 2020–21 was calculated for each State and “All States” by subtracting the percentage for 2012–13 from the percentage for 2020–21, dividing the difference by the percentage for 2012–13, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

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

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

NOTE: The U.S. Department of Education collects data on eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma, graduated with an alternate diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight exiting categories, see Exhibit 77. Percentage for each State was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the exiting category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the exiting category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation and dropout rates submitted by States under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates under ESEA. In particular, States often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. For 2012–13, data are from the reporting period between July 1, 2012, and June 30, 2013. For 2020–21, data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2012–13 and 2020–21. Data for 2012–13 were accessed fall 2013. Data for 2020–21 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, a total of 75.4 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *graduated with a regular high school diploma*. The percentages of students reported under the category of *graduated with a regular high school diploma* by the individual States ranged from 46.1 to 92.5 percent. Less than 50 percent of the students who exited services under IDEA, Part B, and school *graduated with a regular high school diploma* in Texas (46.1 percent). In contrast, at least 90 percent of such students *graduated with a regular high school diploma* in the following two States: West Virginia (92.5 percent) and New Mexico (91.0 percent).
- In 2012–13, a total of 63.9 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 53 States (“All States”) for which data were available *graduated with a regular high school diploma*. Between 2012–13 and 2020–21, the percentage of students in this category increased by 18 percent, which represents a difference of 11.5 percentage points.
- In 26 of the 52 States for which data were available for both 2012–13 and 2020–21, the percentage of students who exited IDEA, Part B, and school who *graduated with a regular high school diploma* increased by at least 10 percent. Of those 26 States, the following two were associated with a percent change increase larger than 100 percent: Mississippi (137.2 percent) and Louisiana (124.9 percent). This percent change represented an increase of more than 35 percentage points for both States.
- In 2020–21, a total of 14.7 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *dropped out*. The percentages for the individual States ranged from 4.2 to 37.5 percent. In the following three States, less than 6 percent of such students *dropped out*: Alabama (5.7 percent), New Jersey (5.4 percent), and Rhode Island (4.2 percent). In contrast, more than 30 percent of such students *dropped out* in the following five States: Bureau of Indian Education schools (37.5 percent), Wyoming (32.5 percent), South Carolina (31.5 percent), South Dakota (31.3 percent), and Puerto Rico (30.7 percent).
- In 2012–13, a total of 20.5 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 53 States (“All States”) for which data were available *dropped out*. Between 2012–13 and 2020–21, the percentage of students in this category decreased by 28.4 percent, which represents a difference of 5.8 percentage points.
- In 38 of the 52 States for which data were available for both 2012–13 and 2020–21, the percentage of students who exited IDEA, Part B, and school who *dropped out* decreased by at least 10 percent. Of those 38 States, the following two were associated with a percent change decrease of at least 65 percent: Oregon (-70.4 percent) and New Mexico (-69.4 percent). This percent change represented a decrease of at least 16 percentage points for both States.

*How did the States compare with regard to the percentage of students ages 14 through 21 who exited IDEA, Part B, for specific reasons in 2020–21?*

**Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2020–21**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All States	52.9	6.7	10.3	0.5	0.3	7.6	21.6
Alabama	47.8	10.9	3.6	1.5	0.4	7.5	28.3
Alaska	50.3	3.2	17.4	0.9	0.6	12.8	14.8
Arizona	55.2	—	20.8	0.3	0.2	7.7	15.9
Arkansas	43.6	0.8	4.1	0.1	0.2	5.8	45.5
BIE schools	43.8	0.7	27.1	0.2	0.4	3.0	24.8
California	57.9	7.2	9.6	0.1	0.3	#	24.9
Colorado	47.6	1.0	9.4	0.5	0.4	13.0	28.2
Connecticut	62.4	0.3	8.2	0.4	0.3	18.2	10.2
Delaware	51.0	4.5	6.3	1.2	0.2	3.7	33.1
District of Columbia	63.7	—	19.9	4.1	0.8	3.0	8.5
Florida	56.0	0.3	7.6	—	0.3	2.1	33.8
Georgia	53.7	7.2	16.3	—	0.3	3.2	19.4
Hawaii	51.1	10.1	9.2	2.9	0.5	5.8	20.5
Idaho	33.3	10.7	9.6	1.7	0.3	15.7	28.8
Illinois	66.4	1.4	7.3	1.4	0.3	5.4	17.7
Indiana	71.1	9.1	8.8	0.1	0.2	4.6	6.1
Iowa	51.4	—	13.9	0.9	0.4	25.0	8.4
Kansas	53.3	—	10.8	0.9	0.2	10.9	23.9
Kentucky	65.5	6.9	5.0	0.5	0.5	8.7	13.0
Louisiana	52.0	3.6	13.3	0.7	0.6	15.6	14.2
Maine	56.6	—	11.2	0.1	0.1	19.8	12.2
Maryland	52.1	8.3	9.3	0.6	0.3	8.6	20.7
Massachusetts	66.8	2.3	9.3	3.0	0.2	9.2	9.2
Michigan	42.5	5.0	14.1	0.1	0.4	6.6	31.4
Minnesota	53.7	—	5.5	0.4	0.2	3.1	37.1
Mississippi	53.9	16.7	10.7	0.2	0.3	4.0	14.3
Missouri	54.1	2.8	6.9	0.2	0.3	14.3	21.4
Montana	52.4	3.9	14.7	0.1	0.2	7.3	21.4
Nebraska	39.6	4.0	7.5	0.5	0.3	22.5	25.4
Nevada	51.4	3.7	20.3	2.5	0.2	4.2	17.2
New Hampshire	47.9	5.8	5.8	1.5	0.1	22.6	16.3
New Jersey	56.6	13.8	4.0	0.1	0.2	3.8	21.4
New Mexico	69.2	0.0	5.5	1.4	0.0	0.4	23.5
New York	53.5	6.6	8.6	0.4	0.2	3.1	27.5
North Carolina	55.4	3.8	10.5	0.3	0.4	7.0	22.7
North Dakota	40.3	—	10.7	1.7	0.2	17.2	29.8

See notes at end of exhibit.

**Exhibit 77. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2020–21—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
Ohio	39.4	9.5	9.4	0.1	0.2	4.9	36.4
Oklahoma	63.2	—	24.4	#	0.2	8.2	3.9
Oregon	50.5	5.6	5.1	1.9	0.3	8.8	27.8
Pennsylvania	76.8	#	8.5	0.2	0.3	7.3	6.9
Puerto Rico	50.4	3.7	24.9	1.8	0.2	11.3	7.6
Rhode Island	64.9	3.8	3.1	2.9	0.3	8.2	16.7
South Carolina	29.1	6.7	17.8	2.7	0.3	9.6	33.8
South Dakota	28.6	—	14.7	3.5	0.2	27.3	25.6
Tennessee	50.0	8.4	5.8	0.9	0.3	8.6	25.7
Texas	37.0	29.9	12.8	0.3	0.3	12.5	7.2
Utah	42.5	2.3	15.9	1.0	0.3	6.2	30.1
Vermont	50.0	0.3	12.2	0.7	0.4	18.0	18.3
Virginia	42.1	12.1	4.9	#	0.2	26.4	14.3
Washington	60.8	—	18.9	0.2	0.3	7.6	12.2
West Virginia	54.4	0.0	3.9	0.3	0.2	11.9	23.3
Wisconsin	65.7	1.0	10.9	0.3	0.3	15.0	6.9
Wyoming	37.8	5.4	22.0	2.3	0.1	15.3	17.2

— Percentage cannot be calculated because data were not available.

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

NOTE: The U.S. Department of Education collects data on eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. The exiting category *graduated with an alternate diploma* is not shown in the exhibit. All States reported 0 percent for this exiting category in 2020–21 or the State percentage could not be calculated because data were not available. Percentage for each State was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in all the exiting categories, then multiplying the result by 100. Data are from the reporting period between July 1, 2020, and June 30, 2021.

SOURCE: U.S. Department of Education, ED *Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2020–21. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, a total of 52.9 percent of students ages 14 through 21 exiting IDEA, Part B, in the 53 States (“All States”) for which data were available *graduated with a regular high school diploma*. In “All States,” the percentage for this exiting category was larger than the percentage for each of the other exiting categories. This category also was associated with the largest percentage of such students who exited special education in 51 of the 53 individual States. In 37 of those 53 States, this category represented the majority of such students who exited special education. In the following two States, the percentage was greater than 70 percent: Pennsylvania (76.8 percent) and Indiana (71.1 percent). The second most prevalent exiting category, accounting for 21.6 percent of students ages 14 through 21 who exited special education in “All

States” in 2020–21, was *moved, known to be continuing* in an educational program. In two of the 53 individual States, this category was associated with the largest percentage of such students who exited special education: Arkansas (45.5 percent) and South Carolina (33.8 percent).

## Part B Personnel

How did the States compare with regard to the following ratios in 2020:

1. The number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B;
2. The number of FTE fully certified special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B; and
3. The number of FTE not fully certified special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B?

**Exhibit 78. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B, by certification status and State: Fall 2020**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
All States	6.5	6.1	0.5
Alabama	5.6	5.6	#
Alaska	6.3	5.9	0.4
Arizona	5.7	5.3	0.4
Arkansas	6.7	5.9	0.9
BIE schools	5.2	5.0	0.2
California	5.4	5.1	0.3
Colorado	5.9	5.7	0.2
Connecticut	7.2	7.2	#
Delaware	5.3	3.6	1.7
District of Columbia	11.3	9.7	1.6
Florida	5.1	5.1	0.0
Georgia	8.8	8.0	0.9
Hawaii	10.9	10.2	0.7
Idaho	3.8	3.7	#
Illinois	8.9	8.9	#
Indiana	3.4	3.0	0.4
Iowa	8.7	8.7	0.0
Kansas	6.6	5.9	0.7
Kentucky	7.1	7.0	0.1
Louisiana	—	—	—
Maine	6.5	6.4	0.1
Maryland	7.7	6.9	0.8
Massachusetts	5.0	4.5	0.5
Michigan	6.1	5.9	0.2

See notes at end of exhibit.



**Exhibit 78. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B, by certification status and State: Fall 2020—Continued**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
Minnesota	6.8	5.7	1.1
Mississippi	8.8	8.8	#
Missouri	7.1	6.8	0.3
Montana	5.7	5.3	0.4
Nebraska	6.4	5.8	0.6
Nevada	6.9	6.2	0.6
New Hampshire	7.3	7.3	0.0
New Jersey	7.8	7.8	—
New Mexico	5.1	5.0	0.1
New York	9.9	8.1	1.8
North Carolina	5.6	5.3	0.3
North Dakota	7.1	7.1	0.0
Ohio	6.0	5.8	0.1
Oklahoma	3.3	2.9	0.4
Oregon	4.3	3.9	0.4
Pennsylvania	8.1	8.0	0.1
Puerto Rico	5.4	4.0	1.4
Rhode Island	6.8	6.8	#
South Carolina	5.5	5.5	0.1
South Dakota	5.9	5.6	0.3
Tennessee	7.2	6.9	0.3
Texas	5.8	4.7	1.1
Utah	3.8	3.6	0.3
Vermont	9.3	9.0	0.3
Virginia	6.6	6.2	0.3
Washington	5.0	4.8	0.1
West Virginia	6.5	5.6	0.9
Wisconsin	8.0	7.2	0.8
Wyoming	8.0	7.4	0.6

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

— Ratio cannot be calculated because data were not available.

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law; has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and holds at least a bachelor's degree.

NOTE: Ratio for each State was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and

- In 2020, there were 6.5 FTE *special education teachers* (including those who were fully certified and those who were not fully certified) employed by the 52 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. A ratio of more than 9 FTE *special education teachers* per 100 students served was found for the following four States: the District of Columbia (11.3 FTEs per 100 students), Hawaii (10.9 FTEs per 100 students), New York (9.9 FTEs per 100 students), and Vermont (9.3 FTEs per 100 students). In contrast, a ratio of less than 4 FTE *special education teachers* per 100 students served was found for the following four States: Idaho (3.8 FTEs per 100 students), Utah (3.8 FTEs per 100 students), Indiana (3.4 FTEs per 100 students), and Oklahoma (3.3 FTEs per 100 students).
- In 2020, there were 6.1 FTE fully certified *special education teachers* employed by the 52 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. A ratio of 9 or more fully certified FTE *special education teachers* per 100 students served was found for the following three States: Hawaii (10.2 FTEs per 100 students), the District of Columbia (9.7 FTEs per 100 students), and Vermont (9.0 FTEs per 100 students). In contrast, a ratio of less than 3 FTE fully certified *special education teachers* per 100 students served was found in Oklahoma (2.9 FTEs per 100 students).
- In 2020, there were 0.5 FTE not fully certified *special education teachers* employed by the 51 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. The ratio was more than 1 FTE not fully certified *special education teachers* per 100 students served for the following six States: New York (1.8 FTEs per 100 students), Delaware (1.7 FTEs per 100 students), the District of Columbia (1.6 FTEs per 100 students), Puerto Rico (1.4 FTEs per 100 students), Minnesota (1.1 FTEs per 100 students), and Texas (1.1 FTEs per 100 students).

related services for students ages 5 (school age) through 21 by the State by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, then multiplying the result by 100. Ratio for “All States” was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 by all States by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2020. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

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

### Part B Discipline

*How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during school year 2020–21?*

**Exhibit 79. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2020–21**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
All States	4
Alabama	7
Alaska	0
Arizona	#
Arkansas	1
BIE schools	0
California	1
Colorado	0
Connecticut	2
Delaware	0
District of Columbia	0
Florida	#
Georgia	3
Hawaii	1
Idaho	0
Illinois	—
Indiana	9
Iowa	0
Kansas	2
Kentucky	#
Louisiana	—
Maine	0
Maryland	0
Massachusetts	#
Michigan	0
Minnesota	#
Mississippi	8
Missouri	#
Montana	21
Nebraska	0
Nevada	3

See notes at end of exhibit.

**Exhibit 79. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2020–21—Continued**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
New Hampshire	0
New Jersey	#
New Mexico	1
New York	2
North Carolina	#
North Dakota	9
Ohio	2
Oklahoma	0
Oregon	#
Pennsylvania	2
Puerto Rico	0
Rhode Island	0
South Carolina	5
South Dakota	5
Tennessee	14
Texas	25
Utah	1
Vermont	0
Virginia	0
Washington	1
West Virginia	2
Wisconsin	#
Wyoming	11

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

— Ratio cannot be calculated because data were not available.

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

<sup>b</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2020 by the 51 States (“All States”) for which data were available, 4 children and students experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* in school year 2020–21.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2020–21 ranged from 0 to 25 per 10,000 children and students served in the 51 individual States. More than 20 for every 10,000 children and students served were removed to an interim alternative educational setting by school personnel for such offenses in the following two States: Texas (25 per 10,000 children and students) and Montana (21 per 10,000 children and students). In contrast, no more than one child or student for every 10,000 children and students served was removed to an interim alternative educational setting by school personnel for these offenses in 33 States.

*How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during school year 2020–21?*

**Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2020–21**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All States	11
Alabama	12
Alaska	8
Arizona	16
Arkansas	25
BIE schools	0
California	1
Colorado	11
Connecticut	12
Delaware	3
District of Columbia	0
Florida	23
Georgia	10
Hawaii	3
Idaho	8
Illinois	1
Indiana	25
Iowa	15
Kansas	14
Kentucky	2
Louisiana	—
Maine	14
Maryland	1
Massachusetts	4
Michigan	26
Minnesota	3
Mississippi	20
Missouri	54
Montana	5
Nebraska	48
Nevada	2
New Hampshire	16
New Jersey	1
New Mexico	1
New York	9

See notes at end of exhibit.

**Exhibit 80. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2020–21—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
North Carolina	8
North Dakota	7
Ohio	20
Oklahoma	35
Oregon	2
Pennsylvania	6
Puerto Rico	0
Rhode Island	2
South Carolina	39
South Dakota	45
Tennessee	7
Texas	8
Utah	5
Vermont	1
Virginia	5
Washington	4
West Virginia	22
Wisconsin	4
Wyoming	103

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2020–21 school year, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2020 by the 52 States (“All States”) for which data were available, 11 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2020–21.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days during school year 2020–21 ranged from 0 to 103 per 10,000 children and students served in the 52 individual States. In the following two States, more than 50 children and students for every 10,000 children

and students served were suspended out of school or expelled for more than 10 days during school year 2020–21: Wyoming (103 per 10,000 children and students) and Missouri (54 per 10,000 children and students). In contrast, 1 or fewer children and students for every 10,000 children and students served received *out-of-school suspensions or expulsions* for more than 10 days in the following nine States: California (1 per 10,000 children and students), Illinois (1 per 10,000 children and students), Maryland (1 per 10,000 children and students), New Jersey (1 per 10,000 children and students), New Mexico (1 per 10,000 children and students), Vermont (1 per 10,000 children and students), Bureau of Indian Education schools (0 per 10,000 children and students), the District of Columbia (0 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).



How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance and suspended out of school or expelled for more than 10 days during school year 2020–21?

**Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2020–21**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All States	56
Alabama	84
Alaska	28
Arizona	68
Arkansas	120
BIE schools	0
California	6
Colorado	69
Connecticut	39
Delaware	0
District of Columbia	0
Florida	182
Georgia	47
Hawaii	44
Idaho	78
Illinois	8
Indiana	143
Iowa	x
Kansas	50
Kentucky	7
Louisiana	—
Maine	57
Maryland	5
Massachusetts	13
Michigan	153
Minnesota	13
Mississippi	93
Missouri	248
Montana	35
Nebraska	257
Nevada	5
New Hampshire	72
New Jersey	6
New Mexico	11

See notes at end of exhibit.

**Exhibit 81. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2020–21—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
New York	57
North Carolina	56
North Dakota	31
Ohio	81
Oklahoma	103
Oregon	13
Pennsylvania	28
Puerto Rico	0
Rhode Island	6
South Carolina	138
South Dakota	152
Tennessee	34
Texas	42
Utah	45
Vermont	4
Virginia	21
Washington	27
West Virginia	167
Wisconsin	21
Wyoming	780

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

— Ratio cannot be calculated because data were not available.

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

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2020–21 school year, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2020 by the 51 States (“All States”) for which data were available, 56 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2020–21.

- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and received *out-of-school suspensions or expulsions* for more than 10 days during school year 2020–21 ranged from 0 to 780 per 10,000 children and students served in the 51 individual States for which data were available. More than 200 such children and students for every 10,000 children and students served were suspended out of school or expelled for more than 10 days during school year 2020–21 in the following three States: Wyoming (780 per 10,000 children and students), Nebraska (257 per 10,000 children and students), and Missouri (248 per 10,000 children and students). In contrast, less than 5 out of every 10,000 such children and students served received *out-of-school suspensions or expulsions* for more than 10 days during school year 2020–21 in the following five States: Vermont (4 per 10,000 children and students), Bureau of Indian Education schools (0 per 10,000 children and students), Delaware (0 per 10,000 children and students), the District of Columbia (0 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).

## Part B Dispute Resolution

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

*How did the States compare with regard to the following ratios in 2020–21:*

- 1. The number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
- 2. The number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
- 3. The number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 82. Number of *written, signed complaints; due process complaints; and mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by State: 2020–21**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
All States	6	33	12
Alabama	#	13	3
Alaska	6	1	1
Arizona	7	4	3
Arkansas	3	5	3
BIE schools	9	2	2
California	9	44	50
Colorado	3	4	6
Connecticut	11	23	32
Delaware	2	5	3
District of Columbia	3	127	9
Florida	4	5	2
Georgia	7	3	5
Hawaii	3	27	3
Idaho	8	2	6
Illinois	3	6	10
Indiana	7	5	4
Iowa	2	2	3
Kansas	4	#	1
Kentucky	1	1	1
Louisiana	—	—	—
Maine	9	10	19
Maryland	11	18	19
Massachusetts	35	18	53
Michigan	7	2	7
Minnesota	7	1	3
Mississippi	4	3	1
Missouri	3	3	2
Montana	1	1	1
Nebraska	4	1	1
Nevada	2	10	2
New Hampshire	12	13	10
New Jersey	5	47	24
New Mexico	4	4	7
New York	5	274	5
North Carolina	8	3	4
North Dakota	5	1	2
Ohio	4	3	6
Oklahoma	3	1	1
Oregon	3	2	2
Pennsylvania	2	25	9

See notes at end of exhibit.

**Exhibit 82. Number of written, signed complaints; due process complaints; and mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by State: 2020–21—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
Puerto Rico	1	63	15
Rhode Island	3	6	19
South Carolina	3	3	1
South Dakota	2	1	1
Tennessee	3	4	2
Texas	4	4	5
Utah	4	2	3
Vermont	10	7	20
Virginia	6	5	5
Washington	8	13	5
West Virginia	3	2	#
Wisconsin	4	1	8
Wyoming	3	2	1

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

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State educational agency by an individual or organization that alleges a violation of a requirement of Part B of IDEA. The total number of *written, signed complaints* in 2020–21 was 4,150.

<sup>b</sup>A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. The total number of *due process complaints* in 2020–21 was 23,542.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2020–21 was 8,707.

NOTE: Ratio for each State was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2020, and June 30, 2021, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020–21, there were 6 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios ranged from 0.3 to 35 per 10,000 children and students served in the individual States. The ratio was larger than 10 *written, signed complaints* per 10,000 children and students served in four States, and of those four States, the ratio was larger than 30 per 10,000 children and students served in Massachusetts (35 per 10,000 children and students). In contrast, the ratio was at most 2 per 10,000 children and students served in Alabama, Delaware, Iowa, Kentucky, Montana, Nevada, Pennsylvania, Puerto Rico, and South Dakota.

- In 2020–21, there were 33 *due process complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0.4 to 274 per 10,000 children and students served. The ratio was larger than 100 *due process complaints* for every 10,000 children and students served in the following two States: New York (274 per 10,000 children and students) and the District of Columbia (127 per 10,000 children and students). In contrast, the ratio was no larger than 1 for every 10,000 children and students served in the following 10 States: Alaska, Kansas, Kentucky, Minnesota, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin.
- In 2020–21, there were 12 *mediation requests* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0.2 to 53 per 10,000 children and students served. A ratio of at least 50 *mediation requests* for every 10,000 children and students served was found in Massachusetts (53 per 10,000 children and students) and California (50 per 10,000 children and students). In contrast, the ratio was 1 or less for every 10,000 children and students served in the following 11 States: Alaska, Kansas, Kentucky, Mississippi, Montana, Nebraska, Oklahoma, South Carolina, South Dakota, West Virginia, and Wyoming.

How did the States compare with regard to the following ratios in 2020–21:

1. The number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
2. The number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
3. The number of fully adjudicated due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and
4. The number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?

**Exhibit 83. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and State: 2020–21**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students served			
All States	4	2	2	14
Alabama	#	0	#	11
Alaska	5	1	0	1
Arizona	6	1	0	3
Arkansas	3	1	1	2
BIE schools	9	0	0	0
California	7	1	1	39
Colorado	2	1	#	3
Connecticut	6	5	#	14
Delaware	2	1	#	4
District of Columbia	3	0	32	69
Florida	2	2	#	5
Georgia	4	3	#	2
Hawaii	1	1	7	11
Idaho	7	2	1	1
Illinois	2	1	#	4
Indiana	3	4	#	3
Iowa	1	1	#	1
Kansas	2	2	0	#
Kentucky	1	#	0	#
Louisiana	—	—	—	—
Maine	5	3	0	10
Maryland	9	2	1	15
Massachusetts	25	9	1	12
Michigan	6	1	#	1
Minnesota	5	2	#	1
Mississippi	2	1	0	3

See notes at end of exhibit.



**Exhibit 83. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and State: 2020–21—Continued**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students served			
Missouri	2	1	#	3
Montana	1	1	0	1
Nebraska	4	0	#	1
Nevada	1	#	#	8
New Hampshire	9	3	1	10
New Jersey	1	3	6	40
New Mexico	2	2	1	3
New York	3	1	12	49
North Carolina	6	2	#	3
North Dakota	4	1	1	0
Ohio	2	2	0	2
Oklahoma	2	1	0	1
Oregon	2	#	0	1
Pennsylvania	1	1	1	20
Puerto Rico	1	0	20	42
Rhode Island	3	1	#	5
South Carolina	1	2	#	2
South Dakota	2	#	0	1
Tennessee	2	1	0	3
Texas	3	2	#	3
Utah	3	1	#	2
Vermont	6	4	1	6
Virginia	3	3	#	4
Washington	5	3	1	10
West Virginia	1	2	0	2
Wisconsin	3	1	#	1
Wyoming	3	1	0	2

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

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *complaint with report issued* refers to a written decision that was provided by the State educational agency (SEA) to the complainant and local educational agency regarding alleged violations of a requirement of Part B of IDEA. The total number of complaints with reports issued in 2020–21 was 2,804.

<sup>b</sup>A *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint, or it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content. The total number of *complaints withdrawn or dismissed* in 2020–21 was 1,253.

<sup>c</sup>A *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated *due process complaints* in 2020–21 was 1,291.

<sup>d</sup>A *due process complaint* resolved without a hearing is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *due process complaints* resolved without a hearing in 2020–21 was 9,768.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to an SEA by an individual or organization that alleges a violation of a requirement of Part B of IDEA. A hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a

- In 2020–21, there were 4 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0.3 to 25 per 10,000 children and students served. The ratio was 25 for every 10,000 children and students served in Massachusetts. In contrast, the ratio was 1 for every 10,000 children and students served in the following 11 States: Alabama, Hawaii, Iowa, Kentucky, Montana, Nevada, New Jersey, Pennsylvania, Puerto Rico, South Carolina, and West Virginia.
- In 2020–21, there were 2 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 9 per 10,000 children and students served. The ratio was 5 or more for every 10,000 children and students served in the following two States: Massachusetts (9 per 10,000 children and students) and Connecticut (5 per 10,000 children and students). In contrast, the ratio was less than 1 for every 10,000 children and students served in the following nine States: Alaska, Bureau of Indian Education schools, the District of Columbia, Kentucky, Nebraska, Nevada, Oregon, Puerto Rico, and South Dakota.
- In 2020–21, there were 2 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 32 per 10,000 children and students served. The ratio was at least 20 for every 10,000 children and students served in the following two States: the District of Columbia (32 per 10,000 children and students) and Puerto Rico (20 per 10,000 children and students). In contrast, the ratio was 0 in 15 States.
- In 2020–21, there were 14 *due process complaints* resolved without a hearing per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 69 per 10,000 children and students served. The ratio was larger than 40 for every 10,000 children and students served in the following three States: the District of Columbia (69 per 10,000 children and students), New York (49 per 10,000 children and students), and Puerto Rico (42 per 10,000 children and students). In contrast, the ratio was no more than 1 for every 10,000 children and students served in 15 States.

disability or to the provision of free appropriate public education to such child. Ratio for each State was calculated by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2020, and June 30, 2021, whereas the denominator is based on point-in-time data from fall 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2020–21. Data were accessed fall 2022. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## **Section III**

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



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

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

### **The State Performance Plan and Annual Performance Report**

Sections 616(b) and 642 of IDEA require each State to have an SPP in place for evaluating the State's efforts to implement the requirements and purposes of IDEA and for describing how the State will improve its implementation of IDEA. The original SPP that each State submitted in 2005 covered a period of six years for Federal fiscal year (FFY)<sup>10</sup> 2005 through FFY 2010 and was made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the Secretary under Sections 616(a)(3) and 642 of IDEA, which measured either compliance with specific statutory or regulatory provisions of IDEA (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). Each SPP includes measurable and rigorous targets and improvement activities for each indicator. The original SPP was extended for two years for FFYs 2011 and 2012. On February 2, 2015, each State was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included a new qualitative indicator for both Part B and Part C, the State Systemic Improvement Plan (SSIP) that is part of the RDA framework. The SPP for FFYs 2013 through 2018 was extended one year for FFY 2019. On February 2, 2022, States were required to submit their third SPP for the six-year period covering FFYs 2020 through 2025 on the same 17 Part B and 11 Part C indicators as in the second SPP cycle.

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<sup>10</sup> References to FFY in this section refer to the SPP/APR reporting period. For example, the FFY 2005 SPP/APR reporting period is for data reported for July 1, 2005, through June 30, 2006.

Every February, pursuant to Sections 616(b)(2)(C)(ii)(II) and 642 of IDEA, each State must submit an APR that documents its progress toward or slippage in meeting the measurable and rigorous targets established for each indicator in the SPP for a specific FFY. In February 2022, each State submitted an SPP/APR under Part B and Part C to OSEP for the IDEA FFY 2020 SPP/APR reporting period (for the data reported for July 1, 2020, through June 30, 2021). For the FFY 2020 SPP/APR, no State received a determination of “Needs Improvement” due solely to data affected by the COVID-19 pandemic. Beginning with the FFY 2018 SPP/APR submitted in February 2020, each State was required to submit its SPP/APR online using the SPP/APR module on the *EDFacts Metadata and Process System (EMAPS)* (<https://emaps.ed.gov/suite/>). This section examines and summarizes the States’ performance during FFY 2020 under both Part B and Part C of IDEA.

Please note that throughout this section, the term “States” is used to refer to all of the jurisdictions that submitted FFY 2020 SPPs/APRs. The jurisdictions include the 50 States, the District of Columbia (DC), Puerto Rico (PR), and the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE), as well as the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands, submitted SPPs/APRs. The Bureau of Indian Education, which receives funds under both Part B and Part C of IDEA, has a separate reporting requirement under Part C of IDEA.<sup>11</sup> Thus, unless stated otherwise, the discussion and exhibits in this section concern the 60 States for Part B and 56 States for Part C.

## Indicators

In 2005, the Secretary established, with broad stakeholder input, a reporting requirement for the SPP/APR for FFYs 2005 through 2010 to include reporting on 20 quantitative indicators for Part B (nine compliance indicators, 10 results indicators, and one results/compliance indicator) and 14 quantitative indicators for Part C (seven compliance indicators and seven results indicators) for the very first SPP/APR submitted after the enactment of the IDEA 2004 amendments. The Department extended the original SPP for FFYs 2011 and 2012, and States reported under their original SPP. On February 2, 2015, each State was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018, as

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<sup>11</sup> The Bureau of Indian Education reports separately on infants and toddlers under IDEA Section 643(b)(5) and 34 Code of Federal Regulations (C.F.R.) § 303.731(e)(3) on its child find coordination efforts as well as payments made to tribal entities through biennial and annual reporting requirements. The Department responds to these separately from the RDA annual determination process.

well as the one year extension to FFY 2019, and included the State Systemic Improvement Plan (SSIP) as a new (and the first) qualitative indicator for both Part B and Part C.

Exhibits 84 and 85 explain the measurement that was in place during the FFY 2020 reporting period for each Part B and Part C indicator on which States were required to report by February 2022 (17 Part B indicators and 11 Part C indicators) and identify whether each indicator is a compliance or a results indicator.

**Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2020**

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.	Results
B2 – Dropout	Percent of youth with IEPs who exited special education due to dropping out.	Results
B3 – Assessment	Participation and performance of children with IEPs on statewide assessments: (A) participation rate for children with IEPs, (B) proficiency rate for children with IEPs against grade level academic achievement standards, (C) proficiency rate for children with IEPs against alternate academic achievement standards, and (D) gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards <sup>a</sup>	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of local educational agencies (LEAs) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of LEAs that have (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B-4 (A) Results B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children age 5 who are enrolled in kindergarten and ages 6 through 21 with IEPs served (A) inside the regular class 80 percent or more of the day; (B) inside the regular class less than 40 percent of the day; and (C) in separate schools, residential facilities, or homebound/hospital placements.	Results
B6 – Preschool LRE	Percent of children with IEPs ages 3, 4, and 5 who are enrolled in a preschool program attending a (A) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; (B) separate special education class, separate school, or residential facility; and (C) receiving special education and related services in the home.	Results
B7 – Preschool Outcomes	Percent of preschool children ages 3 through 5 with IEPs who demonstrated improved (A) positive social-emotional skills (including social relationships), (B) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (C) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results

See notes at end of exhibit.



**Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2020—Continued**

Indicator	Measurement	Type of indicator
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Compliance
B10 – Disproportionality (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Compliance
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Compliance
B13 – Secondary Transition	Percent of youth ages 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	Compliance
B14 – Post-school Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (A) enrolled in higher education within one year of leaving high school; (B) enrolled in higher education or competitively employed within one year of leaving high school; or (C) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B16 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results

See notes at end of exhibit.

**Exhibit 84. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2020—Continued**

Indicator	Measurement	Type of indicator
B17 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious yet achievable, multi-year plan for improving results for children with disabilities. The SSIP includes three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The State must provide baseline data expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Children with Disabilities. In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State’s FFY 2025 target must demonstrate improvement over the State’s baseline data. In its FFYs 2020 through 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Children with Disabilities. In its FFYs 2020 through 2025 SPPs/APRs, the State must report on whether it met its target.	Results

<sup>a</sup>Exhibit excludes Indicator 3a because measurement table lists 3a as “reserved.”

NOTE: The FFY 2020 SPP/APR reporting period was from July 1, 2020, through June 30, 2021.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: Part B State Performance Plan (SPP) and Annual Performance Report (APR): Part B Indicator Measurement Table, 2020. Available at [https://sites.ed.gov/idea/files/2022\\_Part-B\\_SPP-APR\\_Measurement\\_Table.pdf](https://sites.ed.gov/idea/files/2022_Part-B_SPP-APR_Measurement_Table.pdf) (accessed December 27, 2022).

**Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2020**

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrate improved (A) positive social-emotional skills (including social relationships), (B) acquisition and use of knowledge and skills (including early language/communication), and (C) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who report that early intervention services have 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.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has (A) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday; (B) notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and (C) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.	Compliance
C9 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures under Section 615 of IDEA are adopted).	Results
C10 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results

See notes at end of exhibit.

**Exhibit 85. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2020—Continued**

Indicator	Measurement	Type of indicator
C11 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious yet achievable, multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The State must provide baseline data expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State’s FFY 2025 target must demonstrate improvement over the State’s baseline data. In its FFYs 2020 through 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2020 through 2025 SPPs/APRs, the State must report on whether it met its target.	Results

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: Part C State Performance Plan/Annual Performance Report (Part C SPP/APR): Part C Indicator Measurement Table, 2020. Available at [https://sites.ed.gov/idea/files/2022\\_Part-C\\_SPP-APR\\_Measurement\\_Table.pdf](https://sites.ed.gov/idea/files/2022_Part-C_SPP-APR_Measurement_Table.pdf) (accessed December 27, 2022).

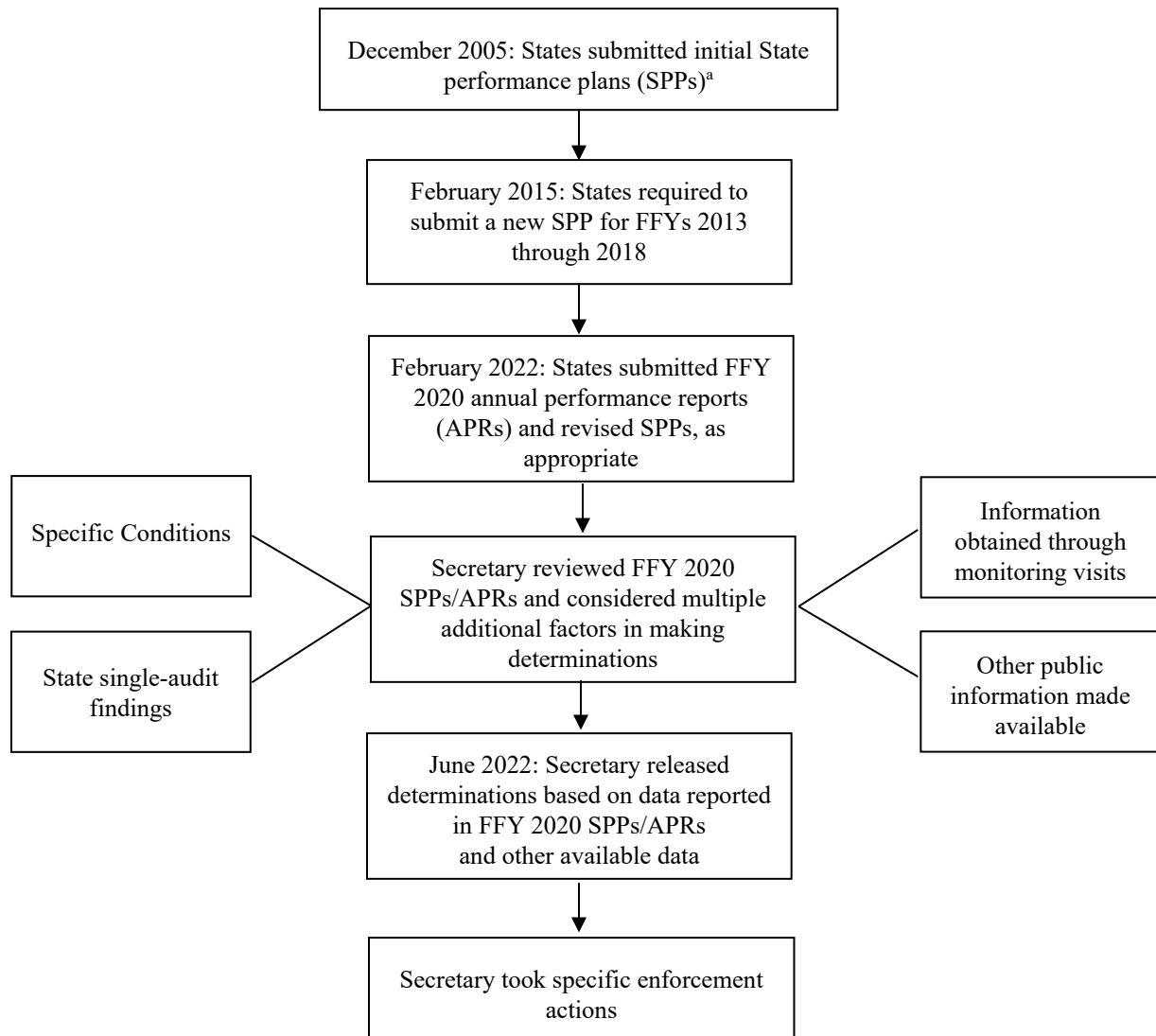
**The Determination Process**

Sections 616(d)(2)(A) and 642 of IDEA require the Secretary to make an annual determination as to the extent to which each State is meeting the requirements of Part B and Part C of IDEA. The Secretary determines if a State—

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

Exhibit 86 presents the key phases of the Department’s determination process.

**Exhibit 86. Process for determining the extent to which each State met IDEA, Part B and Part C, requirements: Federal fiscal year 2020**



<sup>a</sup>In December 2005, each State submitted its initial SPP that covered a period of six years for FFYs 2005 through 2010. Sections 616(b)(1)(C) and 642 require each State to review its SPP under Part B and Part C at least once every six years and submit any amendments to the Secretary. Each State is also required to post the most current SPP on its State website. Since December 2005, most States have revised their SPP at least once. The original SPP was extended for two years for FFYs 2011 and 2012. States were required to submit a new SPP for the six-year period FFYs 2013 through 2018, including the extension in FFY 2019, on February 2, 2015. States were required to submit their third SPP for the six-year period covering FFYs 2020 through 2025 on the same 17 Part B and 11 Part C indicators as in the second SPP cycle, on February 2, 2022.

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

## **Determinations From 2007 Through 2013—Use of Compliance Data**

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

## **Results Driven Accountability in 2014 Through 2022**

Beginning in 2014, except as set forth below, the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a State's determination. Specifically, the Department considered the totality of information available about a State, including information related to the participation of children with disabilities on regular statewide assessments; the proficiency gap between children with disabilities and all children on regular statewide assessments; the participation and performance of children with disabilities on the National Assessment of Educational Progress (NAEP); the State's FFY 2012 SPP/APR; information from monitoring and other public information, such as the Special Conditions on the State's grant award under Part B; and other issues related to State compliance with IDEA.

In making Part B determinations in 2015 through 2022, the Department continued to use results data related to the participation of children with disabilities on regular statewide assessments and the participation and performance of children with disabilities on the most recently administered NAEP. In addition, the Department used exiting data on children with disabilities who *dropped out* and children with disabilities who *graduated with a regular high school diploma*, as reported by States under Section 618 of IDEA.

The Department used a Compliance Matrix and a Results Matrix in making the Part B determinations for most States in 2014 through 2017. The exceptions were the three freely associated states, four outlying areas, and the Bureau of Indian Education, as the Department did not have sufficient results data to use when making the Part B determinations. Therefore, the Department used only compliance data when making Part B determinations for these entities in 2014 through 2017. However, beginning in 2018, the Department made Part B determinations for the three freely associated states, four outlying areas, and the Bureau of Indian Education, using both compliance and results data, with a 60 percent weight and 40 percent weight, respectively.

In making the 2014 Part C determination for each State, the Department used the prior compliance criteria it had used in 2013 Part C determinations, which considered the totality of the information available about the State. Specifically, the information included the State's FFY 2012 SPP/APR; information from monitoring and other public information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance with IDEA. However, in making each State's 2014 Part C determination, the Department used only a Compliance Matrix, as results data were not taken into consideration.

Beginning for the first time in 2015 and annually through 2022, the Department used both compliance and, for the first time starting in 2015, results data on early childhood outcomes in making each State's IDEA Part C determination under Sections 616(d) and 642 of IDEA for the State's early intervention program. Specifically, the Department considered the totality of the information available about a State, including information related to the State's SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance with IDEA. The Department evaluated States' data using the Results Driven Accountability (RDA) Matrix, which was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

## 2022 Part B Determinations<sup>12</sup>

As it did in 2014 through 2021, the Department used both a Compliance Matrix and a Results Matrix in the context of the RDA framework in making the Part B determinations in 2022 for the 50 States, the District of Columbia, and Puerto Rico. Beginning in 2018, sufficient results data were available for the three freely associated states, four outlying areas, and the Bureau of Indian Education. However, different results standards were used for these jurisdictions; therefore, the Results Matrix is described separately for them.

### *Part B Compliance Matrix and Score*

The Compliance Matrix used for each of the 50 States, the District of Columbia, Puerto Rico, the three freely associated states, the four outlying areas, and the Bureau of Indian Education considered the following data:

1. The State's FFY 2020 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13 (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance that it had identified in FFY 2019 under such indicators;
2. The timeliness and accuracy of data reported by the State under Sections 616 and 618 of IDEA;
3. The State's FFY 2020 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
  - a. Whether the Department imposed Specific Conditions on the State's FFY 2021 IDEA Part B grant award and those Specific Conditions were in effect at the time of the 2022 determination, and the number of years for which the State's Part B grant award had been subject to Specific or Special Conditions; and
  - b. Whether there were any findings of noncompliance identified in FFY 2018 or earlier by either the Department or the State that the State had not yet corrected.

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<sup>12</sup> In making the 2022 determinations based on FFY 2020 APR data, OSEP specifically considered whether and to what extent States and entities included in the narrative for each impacted indicator: (1) a description of the impact on data completeness, validity, and/or reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted that State's or entity's ability to collect or verify the data for the indicator; and (3) a description of any steps the State or entity took to mitigate the impact of COVID-19 on the data collection and verification. For 2022 determinations, no State or entity received a determination of "Needs Intervention" due solely to data affected by COVID-19. See *How the Department Made Determinations Under Section 616(d) of the Individuals with Disabilities Education Act in 2022: Part B*, Revised 06/23/2022 (<https://sites.ed.gov/idea/files/how-the-department-made-determinations-part-b-2022.pdf>) and *How the Department Made Determinations Under Section 616(d) of the Individuals with Disabilities Education Act in 2022: Freely Associated States, Outlying Areas, and the Bureau of Indian Education, Part B*, Revised 06/23/2022 (<https://sites.ed.gov/idea/files/how-the-department-made-determinations-part-b-entities-2022.pdf>).



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

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

The Results Matrix used for the 50 States, the District of Columbia, and Puerto Rico considered the following data.<sup>13</sup>

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

Using the Results Matrix, each of the 50 States, the District of Columbia, and Puerto Rico were assigned a score as follows for the results elements listed above.

- A State's NAEP score (basic and above) was rank-ordered. The top third of States received a score of 2, the middle third of States received a score of 1, and the bottom third of States received a score of 0.

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<sup>13</sup> In response to the COVID-19 pandemic, on February 22, 2021, the Office of Elementary and Secondary Education sent a letter to Chief State School Officers, offering them flexibility with respect to accountability, reporting systems, and assessments for SY 2020–21 (<https://www2.ed.gov/policy/elsec/guid/stateletters/dcl-assessments-and-acct-022221.pdf>). To ensure that States' use of these COVID-19 flexibilities would not negatively affect their determinations, OSEP determined that the SY 2020–21 statewide assessment data would not be scored on the Results Matrix. As such, a State's participation rates on the regular statewide assessments are shown as "N/A" on the Results Matrix.

- A State’s NAEP inclusion rate was assigned a score of either 0 or 1 based on whether the State’s NAEP inclusion rate for children with disabilities was higher than or not significantly different from the National Assessment Governing Board (NAGB) goal of 85 percent. Standard error estimates were reported with the inclusion rates of children with disabilities and taken into account in determining if a State’s inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.
- A State’s data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of States (i.e., those with the lowest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the highest percentage) received a score of 0.
- A State’s data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

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

*Part B Results Matrix and Score for the Three Freely Associated States, Four Outlying Areas, and the Bureau of Indian Education*

The Results Matrix used for each of the three freely associated states, four outlying areas, and the Bureau of Indian Education considered the following data:<sup>14</sup>

1. The percentage of fourth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
2. The percentage of fourth-grade children with disabilities included in NAEP testing in math and reading;
3. The percentage of eighth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
4. The percentage of eighth-grade children with disabilities included in NAEP testing in math and reading;
5. The percentage of children with disabilities exiting school by dropping out; and

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<sup>14</sup> In response to the COVID-19 pandemic, on February 22, 2021, the Office of Elementary and Secondary Education sent a letter to Chief State School Officers, offering them flexibility with respect to accountability, reporting systems, and assessments for SY 2020–21 (<https://www2.ed.gov/policy/elsec/guid/stateletters/dcl-assessments-and-acct-022221.pdf>). To ensure that States’ use of these COVID-19 flexibilities would not negatively affect their determinations, OSEP determined that the SY 2020–21 statewide assessment data would not be scored on the Results Matrix. As such, a State’s participation rates on the regular statewide assessments are shown as “N/A” on the Results Matrix.

6. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, each of the three freely associated states, four outlying areas, and the Bureau of Indian Education were assigned a score as follows for the results elements listed above.

- NAEP scores (basic and above) for each State and the Bureau of Indian Education<sup>15</sup> were rank-ordered, and the top, middle, and bottom thirds were determined using tertiles. The scores that fell in the top tertile of States and the Bureau of Indian Education (i.e., those with the highest scores) received a 2, the scores that fell in the middle tertile of States and the Bureau of Indian Education received a 1, and the scores that fell in the bottom tertile of States and the Bureau of Indian Education (i.e., those with the lowest scores) received a 0.
- A State's NAEP inclusion rate was assigned a score of either 0 or 1 based on whether the State's NAEP inclusion rate for children with disabilities was higher than or not significantly different from the National Assessment Governing Board (NAGB) goal of 85 percent. Standard error estimates were reported with the inclusion rates of children with disabilities and taken into account in determining if a State's inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.
- A State's data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of States (i.e., those with the lowest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the highest percentage) received a score of 0.
- A State's data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

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

#### *Part B RDA Percentage*

For each of the 50 States, the District of Columbia, and Puerto Rico, the RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. For each of the three freely associated states, four outlying areas, and the Bureau of Indian Education, the RDA Percentage was calculated by adding 40 percent of the State's Results Score and 60 percent of the State's Compliance Score. Each State's RDA Percentage was used to calculate the 2022 Part B determination, as follows:

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<sup>15</sup> Because the Bureau of Indian Education is the only entity that administers the math and reading NAEP, the NAEP-related Results Elements reflected N/A for all other entities on the Results Matrix.

1. Meets Requirements: A State's 2022 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2019, 2020, and 2021), and those Specific Conditions were in effect at the time of the 2022 determination.
2. Needs Assistance: A State's 2022 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A State's determination also was Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2019, 2020, and 2021), and those Specific Conditions were in effect at the time of the 2022 determination.
3. Needs Intervention: A State's 2022 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent. However, if a State's RDA Percentage was less than 60 percent based on data that were affected by the COVID-19 pandemic, the State's 2022 RDA Determination was Needs Assistance instead of Needs Intervention. The Department did not make a determination of Needs Intervention for any State in 2022.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any State in 2022.

## **2022 Part C Determinations<sup>16</sup>**

In 2022, as part of its RDA framework, the Department continued to use both compliance and early childhood outcomes results data in making each State's Part C determination under Sections 616(d) and 642 of IDEA for the State's early intervention program. Specifically, the Department considered the totality of the information available about a State, including information related to the State's FFY 2020 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's FFY 2020 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the State's grant award under Part C, the impact of COVID-19 on the State's ability to collect and report valid and reliable data, and other issues related to State compliance with IDEA. The RDA Matrix was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

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<sup>16</sup> In making the 2022 determinations based on FFY 2020 APR data, OSEP specifically considered whether and to what extent States and entities included in the narrative for each impacted indicator: (1) a description of the impact on data completeness, validity, and/or reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted that State's or entity's ability to collect or verify the data for the indicator; and (3) a description of any steps the State or entity took to mitigate the impact of COVID-19 on the data collection and verification. For 2022 determinations, no State or entity received a determination of "Needs Intervention" due solely to data affected by COVID-19. See *How the Department Made Determinations Under Section 616(D) and 642 of the Individuals with Disabilities Education Act in 2022: Part C*, Revised 06/22/2022 (<https://sites.ed.gov/idea/files/how-the-department-made-determinations-part-c-2022.pdf>).

### *Part C Compliance Matrix and Score*

In making each State's 2022 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The State's FFY 2020 data for Part C Compliance Indicators 1, 7, 8a, 8b, and 8c (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance it had identified in FFY 2019 under such indicators;
2. The timeliness and accuracy of data reported by the State under Sections 616, 618, and 642 of IDEA;
3. The State's FFY 2020 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
  - a. Whether the Department imposed Specific Conditions on the State's FFY 2021 IDEA Part C grant award and those Specific Conditions were in effect at the time of the 2022 determination, and the number of years for which the State's Part C grant award had been subject to Specific Conditions; and
  - b. Whether there were any findings of noncompliance identified in FFY 2018 or earlier by either the Department or the State that the State had not yet corrected.

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

### *Part C Results Matrix and Score*

In making each State's 2022 Part C determination, the Department used the FFY 2020 early childhood outcomes data that were reported under SPP/APR Indicator 3. Results elements related to data quality and child performance were considered in calculating the results scores in the manner described below.

Data quality was examined in terms of the completeness of the FFY 2020 Outcomes data and data anomalies identified within the State's FFY 2020 Outcomes data compared to four years of historic data, as follows:

- (a) **Data Completeness:** The data completeness score was calculated using the total number of Part C children who were included in the State’s FFY 2020 Outcomes data and the total number of children whom the State reported as exiting during FFY 2020 in its FFY 2020 IDEA Section 618 Exiting data. Each State received a percentage that was computed by dividing the number of children reported in the State’s FFY 2020 Outcomes data by the number of children whom the State reported as exiting during FFY 2020 in the State’s FFY 2020 IDEA Section 618 Exiting data. This percentage was used to score data completeness, as follows: a State received a score of 2 if the percentage was at least 65 percent, a score of 1 if the percentage was between 34 percent and 64 percent, and a score of 0 if the percentage was less than 34 percent. States with an approved sampling plan received a score of 2.
- (b) **Data Anomalies:** The data anomalies score for each State represented a summary of the data anomalies in the State’s FFY 2020 Outcomes data. Previous publicly available data reported by and across all States for Indicator 3 (in the APRs for FFY 2016 through FFY 2019) were used to determine an expected range of responses for each progress category under the following three child outcome areas: 3a (positive social-emotional skills, including social relationships), 3b (acquisition and use of knowledge and skills, including early language/communication), and 3c (use of appropriate behaviors to meet their needs). The following five progress categories were used under SPP/APR Indicator 3 for each of the three outcomes:
- a. Percentage of infants and toddlers who did not improve functioning;
  - b. Percentage of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
  - c. Percentage of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it;
  - d. Percentage of infants and toddlers who improved functioning to reach a level comparable to same-aged peers; and
  - e. Percentage of infants and toddlers who maintained functioning at a level comparable to same-aged peers.

For each of the five progress categories for each of the three outcomes, a mean was calculated using publicly available data. A lower and upper scoring percentage was set at one standard deviation above and below the mean for the first progress category and two standard deviations above and below the mean for the other four progress categories.<sup>17</sup> In cases where a State’s FFY 2020 score for a progress category was below the calculated “low percentage” or above the “high percentage” for that progress category for all States, the data in that particular category were considered an anomaly for that progress category. If a State’s score in a particular progress category was identified as an anomaly, the State received a score of 0 for that category. A percentage that was equal to or between the low percentage and high percentage for each progress category received 1 point. Hence, a State could receive a total number

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<sup>17</sup> In any case where the low scoring percentage set from one or two standard deviations below the mean resulted in a negative number, the low scoring percentage is equal to 0.

of points between 0 and 15. Thus, a point total of 0 indicated that all 15 progress categories contained data anomalies, and a point total of 15 indicated that there were no data anomalies in all 15 progress categories. An overall data anomalies score of 0, 1, or 2 was based on the total points awarded. Each State received a data anomalies score of 2 if the total number of points received in all progress categories was 13 through 15, a data anomalies score of 1 if the point total was 10 through 12, and a data anomalies score of 0 if the point total was 0 through 9.

Child performance was measured by examining how each State's FFY 2020 Outcomes data compared with all other States' FFY 2020 Outcomes data and examining the State's performance change over time, which involved comparing each State's FFY 2020 Outcomes data with its own FFY 2019 Outcomes data. The calculation of each of these results elements and scoring is further described as follows.

Data Comparison: The data comparison overall performance score represented how a State's FFY 2020 Outcomes data compared with other States' FFY 2020 Outcomes data. Each State received two scores for each of the three child outcome areas (3a, 3b, and 3c). Specifically, States were scored for each outcome in terms of the following two summary statements: (1) Of those infants and toddlers who entered or exited early intervention below age expectations for the Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and (2) the percentage of infants and toddlers who were functioning within age expectations for the Outcome by the time they turned 3 years of age or exited the program. The State's score on each of the resulting six summary statements was compared to the distribution of scores for the same summary statement for all States. The 10th and 90th percentiles for each of the six summary statements were identified and used to assign points to performance outcome data for each summary statement. Each summary statement outcome was assigned 0, 1, or 2 points, as follows. If a State's summary statement value fell at or below the 10th percentile, that summary statement was assigned a 0 or no points. If a State's summary statement value fell between the 10th and 90th percentiles, the summary statement was assigned 1 point. If a State's summary statement value fell at or above the 90th percentile, the summary statement was assigned 2 points. The points were added across the six summary statements. A State could receive between 0 and 12 total points, with a point total of 0 indicating all six summary statement values were below the 10th percentile and a point total of 12 indicating all six summary statements were above the 90th percentile. An overall comparison summary statement score of 0, 1, or 2 was assigned based on the total points awarded, as follows. States receiving a total of 9 through 12 points were assigned a score of 2, States receiving a total of 5 through 8 points were assigned a score of 1, and States receiving a total of 4 points or less were assigned a score of 0.

Performance Change Over Time: The Overall Performance Change Score represented how each State's FFY 2020 Outcomes data compared with its FFY 2019 Outcomes data and whether the State's data demonstrated progress. The data in each Outcome Area were assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase. The scores from all six Outcome Areas were totaled, resulting in a total number of points ranging from 0 to 12. The Overall Performance Change Score for this results element of 0, 1, or 2 for each State was based on the total points awarded. Each State received an Overall Performance Change Score of 2 if the point total was 8 or above, a score of 1 if the point total was 4 through 7, and a score of 0 if the point total was 3 points or below. Where OSEP has approved a State's reestablishment of its Indicator C3 Child Outcomes baseline data as its data for FFY 2020, because the State has changed its methodology for collecting these outcomes data, the State received a score of N/A for this element since determining performance change based on the percentages across these two years of data would not be a valid comparison. The points are not included in either the numerator or denominator in the overall calculation of the results score.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, the Results Score was calculated.

#### *Part C RDA Percentage and Determination*

Each State's RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. Based on the RDA Percentage, the State's RDA Determination was defined as follows:

1. Meets Requirements: A State's 2022 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Specific Conditions on the State's last three IDEA Part C grant awards (i.e., for FFYs 2019, 2020, and 2021), and those Specific Conditions were in effect at the time of the 2022 determination.
2. Needs Assistance: A State's 2022 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A State's determination was also Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Specific Conditions on the State's last three IDEA Part C grant awards (i.e., for FFYs 2019, 2020, and 2021), and those Specific Conditions were in effect at the time of the 2022 determination.
3. Needs Intervention: A State's 2022 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent. However, if a State's RDA percentage was less than 60 percent based on data that were affected by the COVID-19 pandemic, the State's 2022 RDA determination was Needs Assistance instead of Needs Intervention. The Department did not make a determination of Needs Intervention for any State in 2022.



4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any State in 2022.

## **Enforcement**

Sections 616(e) and 642 of IDEA require, under certain circumstances, that the Secretary take an enforcement action(s) based on a State's determination under Section 616(d)(2)(A). Specifically, the Secretary must take action (1) when the Department has determined that a State needs assistance for two or more consecutive years, (2) when the Department has determined that a State needs intervention for three or more consecutive years, or (3) at any time when the Secretary determines that a State needs substantial intervention in implementing the requirements of IDEA or that there is a substantial failure to comply with any condition of a State's eligibility under IDEA. The Department has taken enforcement actions based on the first two categories mentioned, but to date, no State has received a determination that it needs substantial intervention in implementing the requirements of IDEA.

## **Determination Status**

In June 2022, the Secretary issued determination letters on the implementation of IDEA to each State educational agency (SEA) for Part B and to each State lead agency for Part C. Exhibit 87 shows the results of the FFY 2020 determinations by State for Part B; Exhibit 88 shows the results for Part C.

**Exhibit 87. States determined in 2022 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2020**

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

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. Based on the States' data submissions in 2022, the Secretary of Education made the 2022 determinations based on the totality of each State's data, including its FFY 2020 APR data. These determinations were issued in June 2022.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Determination Letters on State Implementation of IDEA, 2022. Available at <https://sites.ed.gov/idea/idea-files/2022-determination-letters-on-state-implementation-of-idea/> (accessed September 26, 2022).

**Exhibit 88. States determined in 2022 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2020**

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

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. Based on the States' data submissions in 2022, the Secretary of Education made the 2022 determinations based on the totality of each State's data, including its FFY 2020 data, which were released in June 2022.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Determination Letters on State Implementation of IDEA, 2022. Available at <https://sites.ed.gov/idea/idea-files/2022-determination-letters-on-state-implementation-of-idea/> (accessed September 26, 2022).

The results of an examination of the States' Part B and Part C determinations for 2021 and 2022 (based on FFY 2019 and FFY 2020 SPP/APR data) are presented in Exhibits 89 and 90. A summation of the numbers presented in Exhibit 89 shows that 22 States met requirements for Part B in 2022 (based on FFY 2020 SPP/APR data). In addition, this exhibit shows that between 2021 and 2022 (based on FFY 2019 and FFY 2020 SPP/APR data), two States had a more positive determination, or made

progress; three States received a more negative determination, or slipped; and 55 States received the same determination for both years. The two States that showed progress made sufficient progress to meet requirements in 2022 (based on FFY 2020 SPP/APR data). Of the 55 States that received the same determination status in both years, 20 met requirements in both years, 35 were found to be in need of assistance for two or more consecutive years, and none were determined to be in need of intervention for three or more consecutive years.

**Exhibit 89. Number of States determined in 2021 and 2022 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2019 and 2020**

Determination status for 2022 (based on FFY 2020 data)	Change in determination status since 2021 (based on FFY 2019 data)			Total
	Progress	Slippage	No change	
Total	2	3	55	60
Meets requirements	2	0	20	22
Needs assistance	0	3	0	3
Needs assistance: two or more consecutive years	0	0	35	35
Needs intervention	0	0	0	0
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' FFY 2019 data submissions in 2021, the Secretary of Education made the 2021 determinations, which were released in June 2021. The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. Based on the States' FFY 2020 data submissions in 2022, the Secretary of Education made the 2022 determinations, which were released in June 2022. The 50 States, the District of Columbia, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Determination Letters on State Implementation of IDEA, 2022. Available at <https://sites.ed.gov/idea/idea-files/2022-determination-letters-on-state-implementation-of-idea/> (accessed September 26, 2022).

A summation of the numbers presented in Exhibit 90 shows that 30 States met requirements for Part C in 2022 (based on FFY 2020 SPP/APR data). In addition, this exhibit shows that between 2021 and 2022 (based on FFY 2019 and FFY 2020 SPP/APR data), 10 States had a more positive determination, or made progress; nine States received a more negative determination, or slipped; and 37 States received the same determination for both years. Of the 37 States that received the same determination status in both years, 20 met requirements in both years, and 17 were found to be in need of assistance for another year.

**Exhibit 90. Number of States determined in 2021 and 2022 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2019 and 2020**

Determination status for 2022 (based on FFY 2020 data)	Change in determination status since 2021 (based on FFY 2019 data)			Total
	Progress	Slippage	No change	
Total	10	9	37	56
Meets requirements	10	0	20	30
Needs assistance	0	9	0	9
Needs assistance: two or more consecutive years	0	0	17	17
Needs intervention	0	0	0	0
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' FFY 2019 data submissions in 2021, the Secretary of Education made the 2021 determinations, which were released in June 2021. The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. Based on the States' FFY 2020 data submissions in 2022, the Secretary of Education made the 2022 determinations, which were released in June 2022. The 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Determination Letters on State Implementation of IDEA, 2022. Available at <https://sites.ed.gov/idea/idea-files/2022-determination-letters-on-state-implementation-of-idea/> (accessed September 26, 2022).

As a result of the determinations for Part B and Part C that the Department issued to States for 2021 and 2022 (based on FFY 2019 and FFY 2020 SPP/APR data), the Secretary took enforcement actions against those States that were determined to need assistance for two or more consecutive years. Subject to the provisions in Section 616(e)(1)(A), the Secretary advised each of the States that were determined to need assistance for two or more consecutive years of available sources of technical assistance (TA) that would help the State address the areas in which the State needed to improve. See <https://osep.communities.ed.gov/#program> for additional information about the types of TA activities that are available and States have used in the past.

**Status of Selected Indicators**

This section summarizes the results of a 2022 analysis of the data for all States concerning four individual indicators: two Part C indicators and two Part B indicators included in the States' FFY 2020 APRs and used in making the determination for each State. In the APRs, States reported actual performance data from FFY 2020 on the indicators. The four indicators focus on early childhood transition and outcomes and include Part C Indicator 8 (Early Childhood Transition), Part C Indicator 3 (Infant and Toddler Outcomes), Part B Indicator 12 (Early Childhood Transition), and Part B Indicator 7 (Preschool Outcomes). The two early childhood transition indicators and the two outcome indicators were

chosen for examination in this section because their data and the results of the 2022 analyses were sufficiently complete to show how States performed on related Part C and Part B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes States' FFY 2020 actual performances on each indicator. Two documents, 2022 Part C FFY 2020 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2020.pdf>) and 2022 Part B FFY 2020 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2020.pdf>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on December 27, 2022.

### **Early Childhood Transition: Part C Indicator 8**

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition from the IDEA, Part C early intervention program to preschool under Part B or otherwise and other appropriate community services by their third birthday. Timely transition planning is measured by the following three sub-indicators: (a) individualized family service plans (IFSPs) with transition steps and services; (b) notification to the local educational agency (LEA) and State educational agency (SEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibit 91 displays the results of a 2022 analysis of FFY 2020 actual performance data on the three sub-indicators for the 56 States to which Indicator 8 applies.

**Exhibit 91. Number of States, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2020**

Percentage of children <sup>a</sup>	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to the LEA/SEA, if potentially Part B eligible	8c: Transition conference, if potentially Part B eligible
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	50	51	53
80 to 89	6	3	3
70 to 79	0	1	0
60 to 69	0	0	0
50 to 59	0	0	0
40 to 49	0	0	0
30 to 39	0	0	0
20 to 29	0	0	0
Valid and reliable actual performance data not available	0	1	0

<sup>a</sup>Percentage of children measures a State's performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part C FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

As shown in Exhibit 91, 50 States reported that they had complied with the requirement of sub-indicator 8a concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In addition, 51 States reported that they had complied with the requirement of sub-indicator 8b concerning notifications to the LEA and the SEA for 90 to 100 percent of the children. Finally, 53 States reported meeting the requirement of sub-indicator 8c concerning a transition conference for 90 to 100 percent of the children.

**Early Childhood Transition: Part B Indicator 12**

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had an individualized education program (IEP) developed and implemented by their third birthday. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibit 92 displays the results of a 2022 analysis of FFY 2020 actual performance data on Indicator 12 for the 56 States to which this indicator applies.

**Exhibit 92. Number of States, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthday (Indicator B12): Federal fiscal year 2020**

Percentage of children <sup>a</sup>	Number of States
Total	56
90 to 100	41
80 to 89	5
70 to 79	4
60 to 69	2
50 to 59	3
40 to 49	1
Valid and reliable actual performance data not available	0

<sup>a</sup>Percentage of children measures a State’s performance on Part B Indicator 12, for which the target is 100 percent. NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit. SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part B FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

For Indicator B12, 41 States reported percentages that were 90 to 100 percent of the target. Five States reported a percentage between 80 and 89 percent of the target, while four States reported a percentage between 70 and 79 percent of the target. Two States reported a percentage between 60 and 69 percent of the target. Three States reported a percentage between 50 and 59 percent of the target. One State reported a percentage between 40 and 49 percent of the target.

**Infant and Toddler Outcomes: Part C Indicator 3**

Part C Indicator 3 measures the percentages of infants and toddlers with individualized family service plans (IFSPs) who (1) demonstrated improved outcomes during their time in Part C and (2) were functioning within age expectations regarding the outcomes by the time they turned 3 years of age or exited Part C. Each of the two measures took the following three outcomes into account: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 3 is a results indicator and applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibits 93 and 94 display the results of a 2022 analysis of FFY 2020 actual performance data on Indicator 3 for the 56 States to which this indicator applies.



**Exhibit 93. Number of States, by percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement by age 3 or exit from Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2020**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	2	2	4
80 to 89	8	9	11
70 to 79	10	19	17
60 to 69	14	11	14
50 to 59	9	11	8
40 to 49	10	4	2
30 to 39	2	0	0
20 to 29	1	0	0
10 to 19	0	0	0
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement regarding the outcome by age 3 or exit from Part C.

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part C FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

As shown in Exhibit 93, 50 percent or more of infants and toddlers with IFSPs who were below age expectation when entering Part C demonstrated by age 3 or exit from Part C improved social-emotional skills in 43 States, acquisition and use of knowledge and skills in 52 States, and use of appropriate behaviors in 54 States.

**Exhibit 94. Number of States, by percentage of infants and toddlers with IFSPs who were functioning at age expectation for the outcome at age 3 or upon exiting Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2020**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	0	1	0
80 to 89	1	0	4
70 to 79	6	0	5
60 to 69	10	4	7
50 to 59	16	9	16
40 to 49	16	21	14
30 to 39	5	13	7
20 to 29	1	6	2
10 to 19	1	1	0
0 to 9	0	1	1
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who met the age expectation for the outcome at age 3 or upon exiting Part C.

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part C FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

As shown in Exhibit 94, 50 percent or more of infants and toddlers with IFSPs at age 3 or upon exiting Part C were functioning at age expectation with regard to social-emotional skills in 33 States, acquisition and use of knowledge and skills in 14 States, and use of appropriate behaviors to meet their needs in 32 States.

**Preschool Outcomes: Part B Indicator 7**

Part B Indicator 7 measures the percentages of preschool children with IEPs who (1) demonstrated improved outcomes during their time in preschool and (2) were functioning within age expectations regarding the outcomes by the time they turned 6 years of age or exited Part B preschool. Each of the two measures took into account the following three outcomes: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 7 is a results indicator and applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated

States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Exhibits 95 and 96 display the results of a 2022 analysis of FFY 2020 actual performance data on Indicator 7 for the 59 States to which this indicator applies.

**Exhibit 95. Number of States, by percentage of children with IEPs who were below age expectations for the outcome when entering Part B preschool who demonstrated improvement by age 6 or exit from Part B preschool, by sub-indicators of Part B Indicator 7: Federal fiscal year 2020**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	10	10	11
80 to 89	21	19	20
70 to 79	11	11	10
60 to 69	12	14	14
50 to 59	2	3	2
40 to 49	2	2	1
30 to 39	1	0	1
20 to 29	0	0	0
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were below age expectations for the outcome when entering Part B preschool who demonstrated improvement regarding the outcome by age 6 or exit from Part B preschool.  
 NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part B FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

As shown in Exhibit 95, 50 percent or more of children with IEPs who were below age expectations when entering Part B preschool demonstrated by age 6 or exit from Part B preschool improved positive social-emotional skills in 56 States with valid and reliable actual performance data available, improved acquisition and use of knowledge and skills in 57 States with valid and reliable available data, and improved use of appropriate behaviors to meet their needs in 57 States with valid and reliable available data.

**Exhibit 96. Number of States, by percentage of children with IEPs who were functioning at age expectations for the outcome at age 6 or upon exiting Part B preschool, by sub-indicators of Part B Indicator 7: Federal fiscal year 2020**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	0	0	0
80 to 89	1	0	1
70 to 79	7	1	7
60 to 69	9	8	15
50 to 59	16	14	18
40 to 49	16	17	10
30 to 39	7	13	5
20 to 29	2	1	1
10 to 19	0	3	1
0 to 9	1	2	1
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were functioning at age expectations for the outcome at age 6 or upon exiting Part B preschool.

NOTE: The FFY 2020 APR reporting period was from July 1, 2020, through June 30, 2021. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2022 Part B FFY 2020 SPP/APR Indicator Analysis Booklet, 2022. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2020.pdf> (accessed December 27, 2022).

As shown in Exhibit 96, 50 percent or more of children with IEPs at age 6 or upon exiting Part B preschool were functioning at age expectations with regard to positive social-emotional skills in 33 States, acquisition and use of knowledge and skills in 23 States, and use of appropriate behaviors to meet their needs in 41 States.

## **Section IV**

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



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

In December 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA) and, in doing so, amended the Education Sciences Reform Act of 2002 (ESRA), 20 United States Code (U.S.C.) 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of IDEA, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in Section 175(b) of ESRA, 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.

The Department issues its grants during the Federal fiscal year (FFY). Section IV of this report describes the research projects funded by grants NCSER made under Part E of the Education Sciences Reform Act of 2002 during the Department's FFY 2022 (October 1, 2021, through September 30, 2022).

In FFY 2022, NCSER did not hold grant competitions in the Special Education Research Grants Program, Research Training Programs in Special Education, Research Grants Focused on National Assessment of Educational Progress (NAEP) Process Data for Learners With Disabilities, and Research Grants Focused on Systematic Replication in Special Education. However, in FFY 2022, NCSER awarded five of the unfunded, high-quality grant applications submitted in FFY 2021. Under the Special Education Research Grants Program, NCSER awarded three grants for the Reading, Writing, and Language topic and one grant for the Transition to Postsecondary Education, Career, and/or Independent Living topic. In addition, NCSER awarded one grant under the Research Training Programs in Special Education.

Descriptions of the new FFY 2022 awards that NCSER made under Part E of ESRA follow. The descriptions summarize the proposed purposes of the grants based on information taken from the research grants and contracts database on the IES website. The descriptions of the five awarded grants are

organized and presented in terms of the four Special Education Research Grants Program awards, followed by the one Research Training Programs in Special Education award. Additional information on the grants funded in FFY 2022 and continuing projects can be found at <http://ies.ed.gov/funding/grantsearch/>. Information on the awards in this section was accessed originally from the IES website in August 2022 and updated as appropriate.

## Special Education Research Grants Program

### Reading, Writing, and Language

**Award Number:** R324A220038

**Institution:** University of Houston

**Principal Investigator:** Jeremy Miciak

**Description:** *Project LISTO: A Longitudinal Investigation of Reading Risk for Adolescent Newcomer English Learners.* The purpose of this project is to explore English reading risk among adolescent newcomer English learners (ELs) across their first two years of enrollment in U.S. middle schools. This project defines a newcomer EL as a student who initially enrolls in a U.S. school without completing a prior year of instruction in a U.S. school and the school classifies as limited English proficient upon entry. Few studies have examined reading risk with this population, and existing risk models may not be useful due to the complexity of the diverse language and prior education experiences in this population. This project has three primary aims: (1) characterize typical reading and language development for adolescent newcomer ELs in their first two years of U.S. school enrollment, (2) identify adolescent newcomer ELs who are at high risk for reading difficulties and who may require intensive interventions, and (3) investigate associations between early intensive reading intervention for newcomer ELs at significant risk for reading difficulties (including reading disabilities) and improved reading and language outcomes. The study will use a two-cohort, non-overlapping longitudinal design across participants' first two years of U.S. school enrollment. Researchers will use the data to predict which newcomers may have difficulties learning to read in English based on their performance when they enroll in a U.S. school, their education history, and other relevant student demographics. This project will result in an understanding of how to identify reading risk for adolescent newcomer ELs. These results will help schools identify reading risk more efficiently and will shed light on whether schools can improve high-risk newcomer ELs' reading development by providing intensive interventions soon after enrollment. The project also will result in a publicly available dataset for use in secondary analyses, peer-reviewed publications and conference presentations, student reports, targeted professional development for schools and districts, and additional dissemination through University of Houston research centers and the Texas Education Agency's professional development network.

**Amount:** \$1,696,403

**Period of Performance:** 7/1/2022–6/30/2026

**Award Number:** R324A220215

**Institution:** University of California, Riverside

**Principal Investigator:** Michael Solis

**Description:** *Reading Enhancements for Students With Autism Spectrum Disorders (Project READ): A Reading Comprehension Intervention.* The purpose of this study is to evaluate the efficacy of a reading comprehension intervention for 4th- to 8th-grade students with autism spectrum disorder (ASD) called Reading Enhancements for Students with Autism Spectrum Disorders (Project READ). Project READ is a tutoring intervention designed with prior Institute of Education Sciences funding that has demonstrated promise for meeting the heterogeneous reading comprehension needs of students with ASD. For students with ASD, improving reading comprehension is critical for increasing their opportunities to attend college



and obtain meaningful employment. Higher levels of reading comprehension are associated with greater gains in other academic areas, higher levels of employment, increased independence, and overall improved quality of life. This study will use a randomized controlled trial to evaluate the efficacy of Project READ. The study will match pairs of students and then randomly assign them to treatment and business-as-usual comparison conditions within districts. The team will conduct assessments before and after the intervention and collect follow-up data approximately three months after treatment. This project will provide evidence of the efficacy of Project READ and result in a publicly available dataset, peer-reviewed publications and presentations, and plain language summaries and short videos to reach education stakeholders, such as practitioners and policy makers. The research team also will make intervention materials, including lessons and resources, available for free download.

**Amount:** \$3,799,999

**Period of Performance:** 7/1/2022–6/30/2027

**Award Number:** R324A220267

**Institution:** University of Maryland, College Park

**Principal Investigator:** Kelli Cummings

**Description:** *Reading Mastery Project (RMP)*. The purpose of this project is to investigate the efficacy of Reading Mastery on first graders' reading achievement, reading disability (RD) identification, and risk of RD. Reading Mastery is a comprehensive reading program that emphasizes instruction from decoding to comprehension and critical thinking skills and helps students acquire the background knowledge necessary to succeed at these reading tasks. Schools have used Reading Mastery since the 1970s, and many schools still use the 2008 Signature Edition today. Despite the many publications that reference this comprehensive reading intervention, no one has rigorously tested its efficacy. This study seeks to fill this gap in research by examining the intervention's efficacy and whether the impact depends on student-level characteristics (entry-level reading, oral language skills, and cognitive profiles) and teacher-level characteristics (experiences with explicit instruction). Secondary aims include an investigation of the role effective instructional practices, fidelity, and dosage play and a complete cost analysis and cost-effectiveness evaluation. This study will test the efficacy of Reading Mastery using a randomized controlled trial. After randomly assigning small-group teachers (SGTs) to teach either Reading Mastery or business-as-usual instruction, researchers will randomly assign students to SGTs. SGTs in both conditions will teach small groups of students for the same amount of time, with each SGT teaching in only one condition. Researchers will collect data on reading, cognitive abilities, and demographics from students. They will also gather data about the reading programs including dosage, costs, practices, strategies, and focus of instruction (such as decoding, fluency, and comprehension) from teachers in both the small-group and whole classroom contexts. Investigators will follow participating students from grade 1 to grade 2 to examine both immediate and follow-up intervention effects. Researchers will also collect data on numerous aspects of instruction and program costs in both conditions. This project will produce evidence of the efficacy of Reading Mastery and the types of students or settings associated with the greatest impacts. The project will result in an understanding of the costs and cost-effectiveness of Reading Mastery, knowledge of other aspects of implementation, and how the practices relate to student outcomes. The project also will result in peer-reviewed publications and presentations, a publicly available final dataset, and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,799,999

**Period of Performance:** 7/1/2022–6/30/2027

## **Transition to Postsecondary Education, Career, and/or Independent Living**

**Award Number:** R324A220161

**Institution:** University of North Carolina, Charlotte

**Principal Investigator:** Valerie Mazzotti

**Description:** *Effects of CIRCLES on the Provision of Transition Services and Resulting Transition Outcomes for Students with Disabilities.* The purpose of this project is to evaluate the efficacy of the Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES) intervention for improving student, teacher, and community agency personnel outcomes. Research indicates that interagency collaboration models are needed to address gaps in the services provided to students with disabilities to ensure a successful transition from high school. The CIRCLES intervention aims to increase positive transition outcomes—student self-determination, knowledge and perspectives of the transition planning process, and secondary and postsecondary engagement—for students with disabilities by improving the interagency collaboration among teachers and community agency personnel. Improving upon the research design of a prior investigation of CIRCLES, the proposed study will use a cluster randomized trial to generate robust evidence of the intervention’s impact on proximal student, teacher, and community agency personnel outcomes and subsequent distal student outcomes. In Year 1, all CIRCLES schools will receive face-to-face training in the intervention and data collection procedures. CIRCLES schools will begin implementing the CIRCLES intervention in fall of Year 2. Ongoing coaching/technical assistance will continue across Years 2 through 5 for CIRCLES schools. The study team will collect treatment fidelity data throughout Years 2 through 5 and provide additional technical assistance, in the form of coaching, to schools based on their level of implementation. In Year 5, control schools will receive the CIRCLES intervention, online training materials for implementing CIRCLES, and contact information for technical assistance upon completion of the study. This project will result in evidence of the efficacy of CIRCLES for improving transition outcomes for students with disabilities. The project also will produce a final shared dataset, with results disseminated through peer-reviewed publications and presentations, brief reports, the intervention website, and social media to ensure target audiences, including students with disabilities, policy makers, practitioners, and researchers, have access to the findings.

**Amount:** \$3,753,314

**Period of Performance:** 7/1/2022–6/30/2027

## **Research Training Programs in Special Education**

**Award Number:** R324B220001

**Institution:** University of Michigan

**Principal Investigator:** Daniel Almirall

**Description:** *Comprehensive Program for Adaptive Interventions Training in Education Sciences (CATIE).* The purpose of this project is to conduct, evaluate, and continually refine a training program, Comprehensive Program for Adaptive Interventions Training in Education Sciences (CATIE). CATIE trains education scientists in the use of sequential multiple assignment randomized trials (SMARTs) for constructing adaptive interventions. The project has three aims: (1) create, maintain, and continually refine freely available online training modules and resources, (2) implement an in-person training institute that provides foundation in the design, funding, conduct, and analysis of novel experimental design methods for constructing adaptive interventions, including SMARTs, and (3) promote professional development by offering guidance and mentorship before, during, and after the in-person training institute. The ultimate outcome of this program is to increase the number of education researchers who can develop effective, replicable, and adaptive interventions that will improve behavioral and academic outcomes in education settings. The research team will assess both process-level and trainee-level outcomes of CATIE. *Process-level outcomes* focus on the continuous improvement of the processes or activities of CATIE, including assessing the maintenance of online resources, the implementation of the

training institute, and the support of scholars before, during, and after the institute. The *trainee-level outcomes* focus on longer-term, indirect measures of success of the training institute on participants and other educational scientists. Training institute scholars will respond to surveys via e-mail once per year for up to two years to determine the extent to which the program facilitated scholarly activities related to adaptive interventions. The research team will use a data analytics tool to track the total number of individuals who visit and use materials on the training website. The team also will track the total number of grant submissions to the Institute of Education Sciences that focus on adaptive interventions. During this project, the team will engage in the following activities: (1) continually update a dynamic website that contains publicly available products and learning materials, including training modules that introduce the most recent advances in research methodologies and a new code repository for software and related resources to help education scientists construct adaptive interventions; (2) recruit, select, and support trainees across the three years; and (3) hold three in-person training institutes, one each year of the project, with follow-up video conferences for participants' research teams.

**Amount:** \$800,000

**Period of Performance:** 7/1/2022–6/30/2025



## **Section V**

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



## Summary of Studies and Evaluations Under Section 664 of IDEA

In the December 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress required the Secretary to delegate to the Director of the Institute of Education Sciences (IES) responsibility to conduct studies and evaluations under Section 664(a), (b), (c), and (e) of IDEA. Section 664(a) of IDEA delegates the responsibility of carrying out Section 664 to IES, with the exception of Section 664(d) and (f). As Section 664(a) specifies, IES assesses the progress in the implementation of IDEA either directly or through grants, contracts, or cooperative agreements it awards to eligible entities on a competitive basis. This assessment includes the effectiveness of State and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if they did not receive early intervention services.

Section V of this report describes studies that Section 664(a) and 664(e) of IDEA authorizes. As Section 664(e) of IDEA specifies, IES may support additional objective studies, evaluations, and assessments. This includes studies that (1) analyze the measurable impacts and outcomes State and local educational agencies achieved through their reform activities to improve educational and transitional services and results 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.

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), (c), and (e) of IDEA. Section VI of this report describes studies that contribute to the national assessment of IDEA that Section 664(b) requires. At this time, work on Section 664(c), with its focus on a study of alternate achievement standards, is complete, and IES made no awards that focus on alternate achievement standards in Federal fiscal year (FFY) 2022. Therefore, as with the *44th Annual Report to Congress, 2022*, the *45th Annual Report to Congress, 2023* does not present studies that primarily address students with disabilities who take alternate assessments. Section 664(e) of IDEA authorized and IES supported the following studies during FFY 2022 (i.e., October 1, 2021, through September 30, 2022). The information that follows was accessed originally in fall 2022 and updated as appropriate.

**Contract Number:** 91990019C0002

**Contractor:** Westat

**Project Director:** Elizabeth Bissett

**Description:** *Design and Conduct of the Early Childhood Longitudinal Study, Kindergarten Class of 2023–24 (ECLS-K:2024).* The Early Childhood Longitudinal Study, Kindergarten Class of 2023–24 (ECLS-K:2024) is the fourth in a series of longitudinal studies of young children by the National Center for Education Statistics. The study will provide important information on children’s early learning and development, transitions into kindergarten and beyond, and progress through the elementary grades. The study has planned data collection for the children’s kindergarten (fall 2023 and spring 2024), first-grade (spring 2025), third-grade (spring 2027), and fifth-grade (spring 2029) years. The study will collect data directly from the child (including direct assessments in reading, math, and executive function and measures of the child’s height and weight, as well as child questionnaires in the later rounds) and the child’s parents/guardians, teachers, and school administrators. The current contract includes design work for all study rounds and data collection work through the third-grade round. Individuals with Disabilities Education Act studies and evaluations funding to date will support data collection from special education teachers on study children with an individualized education program. Information about the ECLS program studies is available at <https://nces.ed.gov/ecls>.

**Amount:** \$95,863,424

**Period of Performance:** 1/4/2019–1/3/2029

**Contract Number:** ED-IES-15-O-5016

**Contractor:** RTI International

**Project Director:** Deborah Herget

**Description:** *Middle Grades Longitudinal Study of 2017–18 (MGLS:2017).* The Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) is a study to gather information about U.S. public and private school students’ developmental and learning trajectories during their middle-grade years, or grades 6 through 8. This study also will identify factors in their school, classroom, home, and out-of-home experiences that may help explain differences in achievement and development that can contribute to academic success and other outcomes both during the middle-grade years and beyond. The study includes information on a subpopulation of students with disabilities; however, the sample is not necessarily a representative of the U.S. population of students with disabilities. The sixth-grade data collection for the Main Study 1, or MS1, took place from January through August 2018. A sample of about 14,000 students in sixth grade from about 570 schools participated in MS1, along with their parents, math teachers, special education teachers, and school administrators. One follow-up data collection, Main Study 2, or MS2, occurred from January through July 2020, when most students were in the eighth grade, regardless of whether they changed schools. While the COVID-19 pandemic interrupted data collection briefly in March 2020, all MGLS instruments were also available in online format by design, thus enabling data collection to resume in an exclusively online format from April through July 2020. Students with disabilities appear to have participated at similar rates pre- and post-pandemic as compared to students not identified as having a disability. To the extent possible, the team included all the students with disabilities the team selected for the study in the assessments. Students who were not able to take the assessments or survey remained in the study sample, and the study team asked their parents and teachers to provide information on the students’ educational experiences and proficiencies. The team field-tested the instruments they used in this study several times over the years preceding the Base Year data collection in order to improve validity and reliability. Survey instruments included parent, mathematics teacher, special education teacher, and school administrator surveys along with a School Environment Checklist that helps describe the physical aspects of the school. Assessments included mathematics, reading, and executive function as well as a survey component that asked students about such things as their peer relations, activities outside of school, technology use, aspirations, and socioemotional functioning. The study team took student height and weight measurements for the in-school administration only. Research and development (R&D) restricted-use data files available for MGLS:2017



contain information collected and derived from the MS1 and MS2 data collections. Data files include a school-level file, a student-level file, and two assessment item-level files (one for each round of data collection). MGLS:2017 experienced lower than expected response rates, which affects the precision of the data for certain key subgroups and limits the kinds of analyses that the MGLS data support. For example, the data do not support the production of official statistics for the population of students who were in sixth grade in the 2017–18 school year. As a result, the data are available only as an R&D restricted-use product to ensure that researchers understand these limitations and analyze the data accordingly. There are no plans to collect administrative records. Individuals with Disabilities Education Act studies and evaluations funding supported a portion of the design work and partly supported MGLS:2017 data collection. Study products are available at <https://nces.ed.gov/surveys/mglis/>.

**Amount:** \$47,897,067

**Period of Performance:** 8/14/2015–9/30/2023

**Contract Number:** ED-IES-15-C-0046

**Contractor:** RTI International, SRI International, Social Dynamics

**Project Director:** Michael Bryan

**Description:** *National Longitudinal Transition Study 2012 (NLTS 2012) Phase II* (also referred to as *Post-High School Outcomes for Youth with Disabilities Study*). Despite improvements over time, students with disabilities continue to face challenges in graduating and achieving other milestones toward independence after high school. The Individuals with Disabilities Education Act (IDEA) seeks to address these challenges by requiring schools to provide the supports students need to complete high school and pursue postsecondary education and work. This study will provide an updated national picture of students' paths through high school and beyond, as well as measure the progress youths with an individualized education program (IEP) have made since the most recent reauthorization of IDEA in 2004. The study also will provide the first direct comparisons of the in-school experiences and outcomes of high school-aged youths with and without an IEP. The study will address questions such as the following: How do the coursetaking paths of youths with disabilities compare to that of other youths? Are youths with disabilities achieving the post-high school outcomes envisioned by IDEA, and how does their college participation compare with those of other youths? How do these high school experiences and postsecondary outcomes vary by student characteristics, including their disability? Study plans included obtaining high school coursetaking and completion information from school district records in 2022 and postsecondary enrollment information from the Department's Federal Student Aid records and the National Student Clearinghouse (collected in 2022–23). The study team will link the administrative data with the 2012–2013 survey data to examine key steps in high school coursetaking and preparation as well as youths' experiences with college and training. The Institute of Education Sciences will announce study reports at <https://ies.ed.gov/ncee/>.

**Amount:** \$8,662,009

**Period of Performance:** 9/24/2015–9/23/2025



## **Section VI**

### **Extent and Progress of the Assessment of National Activities**



## **Extent and Progress of the Assessment of National Activities**

As specified in Section 664(b) of the Individuals with Disabilities Education Act (IDEA), as reauthorized in 2004, the Secretary has the responsibility to conduct a “national assessment” of activities carried out with Federal funds under IDEA. The Secretary has delegated to the Institute of Education Sciences (IES) the responsibility for performing this national assessment of the implementation and effectiveness of IDEA and of the Federal, State, and local programs and services supported under the law, as Section 664(b) requires. IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purposes; (2) provide timely information to the President, Congress, the States, local 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 IDEA’s purposes more effectively.

The national assessment scope includes examining the implementation and impact of programs supported under IDEA, the types of programs and services that have demonstrated the greatest likelihood of success, and the implementation and impact of professional development activities assisted under IDEA. The scope also includes assessing the impact of programs on addressing the developmental needs of children with disabilities to enable them to reach challenging developmental goals and achieve challenging state academic content standards. Additionally, it includes examining the effectiveness of State and local agencies assisted under IDEA in achieving IDEA’s purpose by improving the achievement of students with disabilities relative to their peers, improving participation in the general education curriculum, improving transitions, placing and serving children with disabilities in the least restrictive environment appropriate, preventing school dropout, reducing inappropriate identification, improving parent participation, and resolving disagreements through alternative methods.

The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment of IDEA, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies and evaluations related to the national assessment during Federal fiscal year 2022 (i.e., October 1, 2021, through September 30, 2022). The information that follows was accessed originally in fall 2022 and updated as appropriate.

**Contract Number:** ED-IES-14-C-0001

**Contractor:** Mathematica Policy Research, University of North Carolina at Chapel Hill, University of Florida, Vanderbilt University, University of Denver, University of South Florida, University of Virginia

**Project Director:** Cheri Vogel

**Description:** *Evaluation of Preschool Special Education Practices (EPSEP)*. Experiences in early childhood programs can help young children, including those with disabilities, develop skills important for later learning. However, many children need help to strengthen their social-emotional skills and facilitate their engagement in classroom activities. Currently, there is limited evidence on how to effectively integrate these kinds of supports into the general curriculum, particularly in classrooms where children with disabilities are served alongside their peers as promoted by the Individuals with Disabilities Education Act. This study will test the efficacy of a coordinated set of evidence-based strategies, with multiple levels of intensity depending on student needs. The approach includes programs for classroom-wide instruction of social and emotional skills and supports targeting children who demonstrate risk for social-emotional delays or persistent behavior challenges with the general preschool curriculum. The study will address questions such as the following: What training and supports did teachers/classrooms receive? Are teachers able to implement a new approach that integrates targeted instructional supports for children who demonstrate risk for social-emotional delays or persistent behavior challenges with the instruction for all children? What are the impacts of this approach on the classroom environment, teacher practices, and the social-emotional, behavioral, and language skills of children with and without disabilities in inclusive preschool classrooms? The study team randomly assigned 34 inclusive preschool classrooms in 29 schools from three districts to either receive training and coaching support to implement the study's program integration approach or continue with the teachers' regular program and practices. The addition and integration of the programs began in 2019, and the study team collected data on participating preschool students for two school years. These data include documentation of training provided to teachers, classroom observations to assess how teachers are implementing program components, teacher surveys, and measures of children's social skills. If the efficacy study shows promise, the study team may conduct a large-scale impact evaluation in the future. The study has published data tables that highlight how educators structure preschool special education programs; where and when children with disabilities receive services; the extent to which children with disabilities are educated in schools and classrooms along with their peers; and the curricula, programs, strategies, and practices educators use to support instruction of preschool children with disabilities. The tables also provide information on district-required qualifications to teach preschool and the professional development available to preschool teachers. The data tables, published in August 2020, are available at <https://ies.ed.gov/ncee/pubs/2020003/pdf/2020003.pdf>. The Institute of Education Sciences expects the report from this study in 2024 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$11,399,904

**Period of Performance:** 11/22/2013–11/21/2024

**Contract Number:** 91990019C0078

**Contractor:** American Institutes for Research, University of North Carolina at Charlotte, Social Policy Research Associates, Quality Information Partners

**Project Director:** Tamara Linkow

**Description:** *Evaluation of Transition Supports for Youth With Disabilities*. More than a decade after the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), students with disabilities continue to lag their peers in high school graduation, enrollment in postsecondary education, and employment. Although IDEA requires States and districts to support student efforts toward their post-high school goals, there is limited evidence about which strategies are effective. This study assesses variants of an approach of strengthening students' goal setting, planning, and self-advocacy skills and helping them apply these self-determination skills to their transition objectives. The first strategy is a more systematic and coordinated version of how schools commonly teach students these skills. The second strategy increases the intensity, and cost, of such instruction by not only teaching the skills but

also providing individual mentoring to help students complete key steps toward their goals. This study will address several questions: Is instruction in self-determination skills and how to apply them to transition planning effective in improving the intermediate and post-school outcomes of students with disabilities? Is offering individual mentoring along with self-determination skill instruction effective? What is the added benefit and cost of providing individual mentoring support? This study will randomly assign approximately 3,000 high school students with an individualized education program who are two years away from expected graduation to receive one of the study's transition support strategies or to continue with the regular transition supports they receive from their school. Training on the study's transition support strategies and students' participation in the strategies will occur over two school years, 2024–25 and 2025–26. Data collection will include (1) student surveys and student records to estimate intermediate outcomes, (2) administrative records on postsecondary participation and employment to estimate longer-term outcomes, and (3) documentation of strategy implementation. The Institute of Education Sciences expects the first report from the study in 2027 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$39,295,043

**Period of Performance:** 9/24/2019–12/27/2030

**Contract Number:** ED-IES-14-C-0003

**Contractor:** MDRC, American Institutes for Research, Decision Information Resources, Harvard University

**Project Director:** Fred Doolittle

**Description:** *Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior (MTSS-B).* Students' early problem behaviors in school can be disruptive and even hinder their learning and long-term success. To prevent these incidences, schools across the country report adopting multi-tiered systems of support for behavior (MTSS-B). The MTSS-B approach seeks to change the school learning environment by consistently teaching and reinforcing good behavior for all students and then identifying and providing supplemental support to students who need it. Given the limited evidence on which MTSS-B strategies work most effectively, this study tested an intensive program of professional development and assistance for school teams to address the following questions: What are the impacts on student behavior and achievement for all students? What are these impacts for struggling students? What are schools' MTSS-B implementation experiences? Is any variation in impacts related to variation in these experiences? The research team competitively selected the professional development training program based on its common use and promise. Over two years, the program provided (1) training and assistance to school teams, (2) local coaches to support implementation, and (3) data systems to schools to help them track and analyze student behavior. For this effectiveness study, the team randomly selected 89 elementary schools either to participate in the training program or to continue with their usual strategies for supporting student behavior. During program implementation, data collection for both groups of schools included (1) teacher ratings of student behavior to identify struggling students and to estimate impacts on their outcomes, including disruptive behavior; (2) student records to estimate impacts on these students' academic achievement; (3) staff surveys and observations of practice to provide information about behavior support and the extent of staff professional development; and (4) documentation of program implementation. The team continued to collect student achievement data and documentation of program implementation for an additional year to examine if and how the schools sustained MTSS-B implementation and a key outcome. The Institute of Education Sciences released a report, titled [\*Study of Training in Multi-Tiered Systems of Support for Behavior: Impacts on Elementary School Students' Outcomes\*](#), in July 2022. It is available at <https://ies.ed.gov/ncee/pubs/2022008/index.asp>.

**Amount:** \$23,796,966

**Period of Performance:** 11/26/2013–7/31/2022

**Contract Number:** 91990018C0046

**Contractor:** American Institutes for Research, Instructional Research Group, School Readiness Consulting

**Project Director:** Anja Kurki

**Description:** *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School.* With a third of U.S. students failing to develop foundational reading skills by fourth grade, the nation needs a renewed focus on this critical learning. Many elementary schools are seeking to move beyond basic good practice and adopt a more strategic approach to improve the quality of reading instruction and how they identify struggling students and provide these students with extra help. These efforts, which schools often provide under the umbrella term multi-tiered systems of support for reading (MTSS-R), rely on outside training and technical assistance (TA) to strengthen core reading instruction for all students (Tier I) and the systematic and targeted use of supplemental supports for those who need it (Tier II). To expand the rigorous evidence about MTSS-R, this study evaluates the effectiveness of two promising MTSS-R strategies. The strategies differ in the way they help teachers with instruction of the core curriculum (Tier I) and in how closely that curriculum is linked to the supplemental support (Tier II). They also differ in whether the supplemental support simply pre-teaches the core curriculum or uses an alternative curriculum with lessons tailored to student needs. The study will address the following key research questions for each professional development strategy: Does the training and TA affect students' reading skills and achievement, both initially and over time? Do they help students whom the study identified as struggling in reading make more significant gains? Do the effects differ across the two strategies? Are the effects on reading related to schools' experiences implementing the MTSS-R strategies, including the extent to which they carry out the strategies as intended and their use of key instructional practices? In what ways do these strategies affect the identification of special education students? What are their outcomes? The study team randomly assigned approximately 150 schools to participate in one of the training and TA strategies or to continue with their usual reading instruction and supports. The study team is providing training and TA for teachers in grades 1 and 2 across three school years, 2021–22 through 2023–24. Data collection includes (1) study-administered assessments of students in grades 1 and 2 to identify struggling students and to estimate effects on their foundational reading skills, (2) student records to estimate longer-term effects on these students' reading achievement, (3) staff surveys and observations of Tier I and II practices to provide information about instructional practice and the extent of staff training and TA, and (4) documentation of program implementation. The Institute of Education Sciences expects the first report for the study in 2025 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$40,947,225

**Period of Performance:** 9/27/2018–11/30/2028

**Contract Number:** ED-IES-17-C-0069

**Contractor:** Mathematica Policy Research, National Center for Special Education in Charter Schools, Walsh Taylor Inc.

**Project Director:** Amy Johnson

**Description:** *The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 (Phase I).* Federal policy has long played a key role in the education of the more than 1 in every 10 U.S. children who are identified with a disability, but the context for those policies has been shifting. Recent court decisions, regulations, and guidance; students' increasing language diversity; and environmental and health issues like the opioid crisis are expected to influence both the extent of supports students need and the ways practitioners and officials work to meet those needs through early intervention and special education. This study will provide a national picture of the Individuals with Disabilities Education Act (IDEA) implementation 15 years after Congress last updated the law. It will describe how States and districts have adapted their policies and practices to the changing landscape, comparing data from 2019 to data from a similar study conducted in 2009. This new information will lay the groundwork for an upcoming reauthorization of IDEA. This study will address several questions: How are State and



district practices aligned with IDEA’s goals of appropriately identifying children with disabilities? To what extent do schools provide professional development and other resources to general educators to support students with disabilities in their classroom? To what extent do districts and schools provide supports intended to help students with disabilities make successful transitions from high school? This implementation study is descriptive and will provide its results in a series of topical reports. Results will be based on study-administered surveys of State administrators from all 50 States, the District of Columbia, and territories receiving IDEA funding, as well as surveys of a nationally representative sample of 688 school districts and 2,750 schools about the 2019–20 school year. The Institute of Education Sciences expects the first report for the study in 2024 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$4,776,993

**Period of Performance:** 9/28/2017–6/15/2024

**Contract Number:** ED-PEP-16-A-0005/91990019F0407

**Contractor:** SRI International; Augenblick, Palaich & Associates

**Project Director:** Yesica Lopez

**Description:** *Study of District and School Uses of Federal Education Funds.* Federal funds, which account for less than 10 percent of K-12 education spending nationally, can play an important role, particularly in communities that are lower income or have lower-performing schools. Although Federal education programs each have unique goals and provisions, they often allow States to use funds for similar purposes and services or overlapping populations. Congress provided State and local educational agencies greater flexibility in their use of Federal funds through the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA). Congress also passed three rounds of coronavirus relief funds, which included three distinct programs that could be used to provide funding and flexibilities for States and districts to respond to the COVID-19 emergency in K-12 schools. Because policy makers remain interested in how Federal dollars are spent, this study will examine how States and districts distribute and use funds from the relief programs as well as five major programs that together account for about 80 percent of total elementary and secondary education funding the U.S. Department of Education awards: Part A of Titles I, II, III, and IV of ESEA and Title I, Part B, of the Individuals with Disabilities Education Act. This study will address two main questions: How much did pandemic recovery funding contribute to K-12 education, and did it reach local districts with the greatest need? Can information from district fiscal systems be used to reliably examine whether core Federal programs pay for similar functions or support local education staffing? This descriptive study collected detailed fiscal data, including revenue, expenditure, and personnel data, from the data systems of a nationally representative sample of 400 school districts for two consecutive school years: 2018–19 and 2019–20. In addition, the study collected fiscal data from state education agencies and governors' offices in all States describing three Federal COVID relief fund programs implemented in 2020 and 2021: the Elementary and Secondary Emergency Relief program, the Governor’s Emergency Education Relief program, and the Coronavirus Relief Fund program. The study is also using fiscal data the National Center for Education Statistics collected to validate and complement the study's primary data. The Institute of Education Sciences expects results from this study in 2024 and will announce them on <https://ies.ed.gov/ncee/>.

**Amount:** \$2,926,715

**Period of Performance:** 9/27/2019–9/27/2024



## **Appendix A**

### **Infants, Toddlers, Children, and Students Served Under the Individuals with Disabilities Education Act (IDEA), by Age Group and State**



## **Infants, Toddlers, Children, and Students Served Under the Individuals with Disabilities Education Act (IDEA), by Age Group and State**

Appendix A presents state-level data on the numbers and percentages of the resident population of infants, toddlers, children, and students served under IDEA in 2021. In particular, Exhibit A-1 presents the numbers and percentages 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, in 2021 in each State, the District of Columbia (DC), Puerto Rico (PR), and, when applicable, the Bureau of Indian Education (BIE) schools, four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands).

The other exhibits in this appendix present these data by race/ethnicity. Specifically, Exhibits A-2, A-3, and A-4 present the number of infants and toddlers birth through age 2 served under IDEA, Part C; children ages 3 through 5 (early childhood) served under IDEA, Part B; and students ages 5 (school age) through 21 served under IDEA, Part B, respectively, for each state, the District of Columbia, Puerto Rico, and, when applicable, the Bureau of Indian Education schools, four outlying areas, and three freely associated states, by race/ethnicity.

**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and State: Fall 2021**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Alabama	3,992	2.3	7,392	4.1	87,497	8.5
Alaska	730	2.6	1,924	6.4	17,042	10.8
Arizona	5,281	2.2	14,040	5.5	131,794	8.7
Arkansas	1,218	1.1	12,187	10.7	65,557	10.2
California	52,210	4.0	73,017	5.2	707,582	8.7
Colorado	6,961	3.8	12,945	6.6	96,063	8.3
Connecticut	6,034	5.8	9,775	8.7	76,328	10.6
Delaware	1,202	3.8	3,022	9.0	23,333	12.1
District of Columbia	1,095	4.5	1,879	7.8	12,440	10.8
Florida	15,732	2.4	37,140	5.4	383,539	9.8
Georgia	8,698	2.3	16,636	4.2	207,416	8.8
Hawaii	1,475	3.0	2,590	5.0	17,065	6.3
Idaho	2,009	3.0	3,636	4.9	33,235	7.8
Illinois	15,921	3.9	34,011	7.6	255,154	9.8
Indiana	11,346	4.7	18,022	7.1	164,474	11.1
Iowa	2,722	2.5	6,958	5.8	63,238	9.1
Kansas	5,301	5.1	11,270	10.0	67,003	10.2
Kentucky	4,228	2.7	15,320	9.3	89,618	9.6
Louisiana <sup>1</sup>	5,029	3.0	334	0.2	77,527	8.0
Maine	1,036	2.8	3,795	9.6	31,088	13.0
Maryland	8,539	4.1	13,414	6.1	96,160	7.7
Massachusetts	20,316	9.9	16,767	7.8	160,815	11.9
Michigan	11,030	3.4	19,200	5.6	174,855	8.7
Minnesota	5,596	2.8	16,956	7.9	128,980	10.8
Mississippi	1,592	1.5	6,766	6.2	60,806	9.5
Missouri	7,455	3.5	14,821	6.6	110,767	8.7
Montana	751	2.2	1,453	3.8	18,561	8.5
Nebraska	2,222	3.0	6,522	8.2	46,547	10.5
Nevada	3,181	3.0	6,704	6.0	54,935	8.9
New Hampshire	1,927	5.3	3,242	8.2	27,067	10.7
New Jersey	15,118	5.0	19,992	6.1	218,379	11.9
New Mexico	5,280	7.9	5,093	7.0	48,980	11.0
New York	29,550	4.5	64,856	9.6	457,222	12.1
North Carolina	9,527	2.7	17,329	4.7	177,940	8.2
North Dakota	1,616	5.3	2,268	7.1	14,781	8.7
Ohio	11,870	3.0	26,216	6.2	246,668	10.3
Oklahoma	2,271	1.6	9,143	5.9	108,325	12.3
Oregon	3,718	3.0	9,800	7.2	75,759	9.5
Pennsylvania	22,511	5.6	35,703	8.3	307,244	12.2
Rhode Island	2,058	6.6	2,892	8.5	20,954	9.9
South Carolina	7,848	4.7	9,593	5.4	99,899	9.6

See notes at end of exhibit.

**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and State: Fall 2021—Continued**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
South Dakota	1,018	3.0	2,807	7.6	19,498	9.9
Tennessee	8,749	3.7	13,601	5.4	113,578	8.1
Texas	29,625	2.7	53,872	4.5	581,468	8.6
Utah	4,892	3.5	10,708	7.2	78,123	9.0
Vermont	1,025	6.3	1,782	9.8	13,531	10.9
Virginia	11,133	3.9	16,796	5.5	155,839	8.9
Washington	9,910	3.9	15,264	5.5	131,487	8.7
West Virginia	4,157	7.9	4,770	8.5	41,891	12.4
Wisconsin	5,710	3.0	14,511	7.2	108,333	9.0
Wyoming	1,152	6.1	3,048	14.7	12,876	10.5
50 States and DC	403,567	3.7	731,782	6.1	6,519,261	9.6
BIE schools! <sup>d</sup>	†	†	115	†	5,369	†
Puerto Rico	2,111	3.5	9,169	12.9	80,322	13.8
American Samoa	33	— <sup>e</sup>	45 <sup>f</sup>	— <sup>e</sup>	490	— <sup>e</sup>
Guam	108	— <sup>e</sup>	134 <sup>f</sup>	— <sup>e</sup>	1,620	— <sup>e</sup>
Northern Mariana Islands	73	— <sup>e</sup>	109 <sup>f</sup>	— <sup>e</sup>	898	— <sup>e</sup>
U.S. Virgin Islands	108	— <sup>e</sup>	67 <sup>f</sup>	— <sup>e</sup>	946	— <sup>e</sup>
50 States, DC, BIE, <sup>d</sup> PR, and outlying areas <sup>g</sup>	406,000	— <sup>e</sup>	741,421	— <sup>e</sup>	6,608,906	— <sup>e</sup>
Federated States of Micronesia	† <sup>h</sup>	† <sup>e, h</sup>	61 <sup>i</sup>	— <sup>e</sup>	1,602	— <sup>e</sup>
Republic of Palau	† <sup>h</sup>	† <sup>e, h</sup>	10 <sup>i</sup>	— <sup>e</sup>	95	— <sup>e</sup>
Republic of the Marshall Islands	† <sup>h</sup>	† <sup>e, h</sup>	18 <sup>i</sup>	— <sup>e</sup>	703	— <sup>e</sup>
50 States, DC, BIE, <sup>d</sup> PR, outlying areas, and freely associated states <sup>j</sup>	† <sup>h</sup>	† <sup>e, h</sup>	741,510	— <sup>e</sup>	6,611,306	— <sup>e</sup>

! Interpret data with caution. For 2021, data for children ages 3 through 5 (early childhood) in Louisiana and BIE schools were not available. For 2021, data for Louisiana and BIE schools only include 5-year-olds in kindergarten.

† Not applicable.

— Data were not available.

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the estimated resident population birth through age 2, then multiplying the result by 100.

<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the estimated resident population ages 3 through 5, then multiplying the result by 100.

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

<sup>d</sup>The BIE receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years under IDEA Section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives IDEA, Part B, funds under IDEA Section 611(h)(1)(A) to serve students ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual States in which they reside, so percentages for BIE schools cannot be calculated.

<sup>e</sup>Percentage cannot be calculated because the U.S. Census' annual population estimates exclude residents of the four outlying areas and the three freely associated states.

<sup>f</sup>The four outlying areas do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

<sup>g</sup>The four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands.

<sup>h</sup>The three freely associated states do not receive funds under IDEA, Part C.

<sup>i</sup>The three freely associated states do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

<sup>j</sup>The three freely associated states are the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data for children ages 3 through 5 (early childhood) in BIE schools and Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	8	38	1,350	256	6	2,170	164
Alaska	207	0	24	45	49	331	74
Arizona	195	129	256	1,872	13	2,629	187
Arkansas	9	18	223	119	3	797	49
California	138	5,375	2,747	30,564	118	11,498	1,770
Colorado	24	230	297	1,951	8	4,186	265
Connecticut	17	219	736	1,745	3	2,843	471
Delaware	x	37	317	227	x	565	52
District of Columbia	x	x	530	158	0	289	96
Florida	20	325	3,125	6,295	22	5,379	566
Georgia	16	321	3,071	1,105	13	3,897	275
Hawaii	4	419	29	168	121	150	584
Idaho	27	22	15	267	3	1,557	118
Illinois	10	544	2,060	4,149	3	8,804	351
Indiana	15	264	1,311	1,029	13	7,813	901
Iowa	7	71	190	355	9	1,925	165
Kansas	21	147	286	1,009	7	3,506	325
Kentucky	6	85	417	330	13	3,116	261
Louisiana	x	51	2,082	321	x	2,334	229
Maine	10	11	76	27	3	852	57
Maryland	14	453	2,632	1,587	7	3,298	548
Massachusetts	62	1,102	1,922	5,790	25	10,615	800
Michigan	80	262	1,782	815	11	7,765	315
Minnesota	x	250	510	534	x	3,923	276
Mississippi	x	15	714	62	x	746	46
Missouri	8	127	1,207	580	16	5,057	460
Montana	118	x	12	36	x	563	17
Nebraska	x	61	120	393	x	1,554	58
Nevada	11	176	310	1,185	21	1,216	262
New Hampshire	x	40	35	85	x	1,663	100
New Jersey	18	1,139	1,776	5,546	12	6,070	557
New Mexico	289	64	91	3,707	3	1,035	91
New York	80	1,967	3,424	7,048	285	16,344	402
North Carolina	91	255	2,491	1,811	9	4,630	240
North Dakota	158	17	70	61	5	1,074	231
Ohio	12	312	1,665	916	11	8,303	651
Oklahoma	164	54	182	222	10	1,412	227
Oregon	35	136	90	891	20	2,316	230
Pennsylvania	28	732	2,986	3,169	9	13,185	2,402
Puerto Rico	0	x	0	x	0	0	0
Rhode Island	5	39	143	628	5	1,170	68
South Carolina	22	94	2,267	674	11	4,196	584
South Dakota	96	16	23	82	0	736	65

See notes at end of exhibit.

**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	20	121	1,551	871	10	5,715	461
Texas	25	700	2,484	15,544	21	10,631	220
Utah	29	83	52	1,174	56	3,336	162
Vermont	x	14	22	x	x	904	70
Virginia	10	588	2,161	1,419	13	5,735	1,207
Washington	78	818	467	2,217	110	5,406	814
West Virginia	5	35	145	56	3	3,679	234
Wisconsin	52	125	636	855	10	3,846	186
Wyoming	33	8	6	195	3	860	47
American Samoa	0	0	0	0	30	0	3
Guam	x	35	0	0	65	x	x
Northern Mariana Islands	0	18	0	0	41	x	x
U.S. Virgin Islands	0	0	69	14	0	x	x

x Data were suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-3. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	73	1,145	288	x	2,603	117
Alaska	191	41	42	114	21	446	178
Arizona	263	187	349	3,705	21	3,272	318
Arkansas	33	75	2,363	964	31	5,755	248
California	181	3,978	1,899	23,466	123	7,898	4,206
Colorado	48	251	310	2,940	13	4,303	398
Connecticut	6	243	736	1,983	8	2,665	280
Delaware	x	103	596	332	x	1,043	54
District of Columbia	x	x	669	224	0	107	11
Florida	37	447	4,555	7,253	15	8,138	922
Georgia	18	374	2,936	1,591	9	3,916	474
Hawaii	x	353	x	413	373	293	373
Idaho	29	13	26	483	6	1,668	78
Illinois	51	1,119	2,798	5,943	14	11,701	1,129
Indiana	12	331	1,203	1,443	9	8,997	700
Iowa	25	108	296	412	9	3,132	232
Kansas	45	163	422	1,443	4	5,286	445
Kentucky	14	126	777	763	11	8,208	531
Louisiana	—	—	—	—	—	—	—
Maine	14	28	124	48	4	1,946	79
Maryland	24	559	3,145	1,666	7	3,303	457
Massachusetts	24	721	1,071	2,454	18	5,601	508
Michigan	93	400	1,346	952	15	8,002	504
Minnesota	205	564	1,200	1,317	10	7,613	718
Mississippi	4	25	1,361	112	3	2,143	173
Missouri	39	203	1,261	804	14	7,753	563
Montana	76	4	6	40	5	617	25
Nebraska	65	135	238	801	7	2,802	170
Nevada	23	144	430	1,535	33	1,068	280
New Hampshire	x	x	51	183	x	1,596	56
New Jersey	40	1,082	1,463	4,367	59	5,628	399
New Mexico	197	x	29	1,677	x	921	91
New York	367	2,071	4,550	10,013	40	21,607	1,524
North Carolina	164	302	2,319	1,978	13	5,561	473
North Dakota	216	24	109	127	3	1,098	67
Ohio	17	438	2,212	1,324	32	14,458	1,149
Oklahoma	878	60	223	612	8	2,545	656
Oregon	77	201	181	1,724	43	4,184	435
Pennsylvania	63	971	4,351	4,233	22	16,567	2,110
Rhode Island	x	42	147	667	x	1,129	124
South Carolina	x	78	1,666	732	x	2,960	312
South Dakota	302	x	55	115	x	1,244	94

See notes at end of exhibit.

**Exhibit A-3. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	16	193	1,485	963	12	5,960	331
Texas	98	1,259	3,545	15,229	37	8,807	1,000
Utah	66	95	96	1,338	111	5,376	229
Vermont	x	23	36	x	0	1,144	18
Virginia	34	639	1,982	1,847	13	5,379	697
Washington	86	704	527	2,464	70	4,879	835
West Virginia	x	x	130	62	x	3,163	125
Wisconsin	71	223	714	1,319	12	5,650	460
Wyoming	79	6	22	329	5	1,710	72
BIE schools <sup>a</sup>	—	—	—	—	—	—	—
Puerto Rico	x	x	x	6,814	0	7	0
American Samoa	0	0	0	0	28	0	0
Guam	0	27	0	0	70	0	5
Northern Mariana Islands	0	21	0	0	47	x	x
U.S. Virgin Islands	0	0	55	x	0	x	0
Federated States of Micronesia	0	0	0	0	21	0	0
Republic of Palau	0	x	0	0	x	0	0
Republic of the Marshall Islands	0	0	0	0	5	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

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

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-4. Number of students ages 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2021**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	595	660	32,076	6,766	73	47,956	2,517
Alaska	4,799	629	526	1,487	478	7,265	2,749
Arizona	7,411	1,801	8,859	64,502	381	49,359	5,406
Arkansas	449	570	15,250	8,364	475	40,480	2,687
California	4,701	46,834	53,661	440,304	2,394	154,341	36,613
Colorado	997	1,770	5,658	39,573	218	47,785	4,744
Connecticut	191	1,869	12,330	26,556	64	35,932	3,240
Delaware	83	416	8,842	4,121	29	9,575	1,151
District of Columbia	x	72	10,025	2,164	x	762	245
Florida	1,044	5,251	98,838	133,305	510	144,698	15,666
Georgia	448	4,473	84,214	35,059	165	81,176	9,199
Hawaii	38	2,873	287	3,797	5,936	2,040	2,845
Idaho	612	277	467	7,756	97	24,212	1,147
Illinois	711	7,050	52,248	74,118	213	120,442	11,628
Indiana	324	2,081	22,333	19,219	113	116,235	9,496
Iowa	393	859	6,291	8,123	236	46,237	3,843
Kansas	688	990	5,780	13,587	119	44,705	4,596
Kentucky	129	878	10,294	6,197	77	72,396	4,537
Louisiana	419	662	37,724	4,651	41	32,731	2,167
Maine	374	263	1,198	1,035	34	28,573	1,163
Maryland	263	3,509	39,757	17,955	116	33,960	4,853
Massachusetts	445	5,921	17,529	42,549	128	93,461	7,152
Michigan	1,496	2,880	35,253	15,685	143	117,586	9,700
Minnesota	3,863	5,686	15,921	16,257	122	82,725	9,735
Mississippi	161	355	30,012	2,156	32	28,764	2,271
Missouri	497	1,285	19,919	7,644	236	79,484	5,886
Montana	2,673	95	185	1,173	36	14,148	931
Nebraska	878	875	4,029	9,886	56	30,415	2,712
Nevada	759	1,532	8,628	24,679	629	17,756	4,143
New Hampshire	69	417	619	2,242	21	24,077	928
New Jersey	324	10,211	35,949	67,450	368	105,398	5,633
New Mexico	5,384	264	1,057	32,974	36	10,254	1,174
New York	3,541	23,040	92,261	157,355	890	187,383	17,436
North Carolina	2,419	3,037	55,843	33,101	201	79,573	10,285
North Dakota	1,582	121	925	1,204	35	10,648	890
Ohio	340	2,989	50,869	16,969	206	166,552	15,329
Oklahoma	15,871	1,085	10,016	18,104	218	53,027	14,165
Oregon	1,355	1,606	2,292	20,590	448	46,907	5,516
Pennsylvania	611	5,858	53,655	45,645	228	191,517	17,116
Rhode Island	274	403	2,081	6,273	35	11,378	1,267
South Carolina	295	796	39,349	10,741	105	46,920	5,524
South Dakota	2,949	230	693	1,642	18	13,649	1,273

See notes at end of exhibit.

**Exhibit A-4. Number of students ages 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2021—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	239	1,287	25,976	11,529	82	74,324	4,782
Texas	2,169	14,088	92,456	313,361	783	165,083	17,425
Utah	1,372	795	1,483	18,011	1,044	56,071	2,744
Vermont	100	156	445	197	14	12,901	265
Virginia	503	5,964	41,537	27,981	232	75,799	10,028
Washington	2,462	5,725	7,642	37,496	1,273	69,934	12,654
West Virginia	40	109	1,957	798	18	38,530	1,718
Wisconsin	1,895	3,138	14,713	16,892	84	71,265	6,419
Wyoming	686	66	147	2,117	26	9,981	678
BIE schools	5,484	0	0	0	0	0	0
Puerto Rico	22	x	x	82,515	x	98	0
American Samoa	0	x	0	0	502	0	x
Guam	x	260	x	4	1,360	9	16
Northern Mariana Islands	0	217	0	0	580	5	126
U.S. Virgin Islands	0	0	721	186	x	23	x
Federated States of Micronesia	0	0	0	0	1,642	0	0
Republic of Palau	0	4	0	0	91	0	0
Republic of the Marshall Islands	0	0	0	0	716	0	0

x Data were suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## **Appendix B**

***Developmental Delay* Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B**





## ***Developmental Delay* Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B**

The Individuals with Disabilities Education Act (IDEA) allows States flexibility in the use of the *developmental delay* category. Per the statute, use of this category is optional. Only children and students ages 3 through 9 may be reported in the *developmental delay* disability category and then only in States with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although IDEA does not require that States and local educational agencies categorize children according to *developmental delay*, if the State law requires this category, States are expected to report these children in the *developmental delay* category.

Appendix B presents information about the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 reported in the *developmental delay* category. In particular, Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 States, the District of Columbia (DC), and Puerto Rico (PR) represented by the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2012 through 2021. Exhibit B-3 identifies whether each State, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) reported any children ages 3 through 5 (early childhood) and any students ages 5 (school age) through 9 under the *developmental delay* category in 2021.

**Exhibit B-1. Number of States reporting children ages 3 through 5 (early childhood) served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, that was reported under the category of *developmental delay*, by year: Fall 2012 through fall 2021**

Year	Number of States <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2012	48	2.98
2013	48	2.94
2014	50	2.99
2015	50	3.06
2016	48	3.17
2017	47	3.28
2018	48	3.41
2019	48	3.54
2020	49	2.45
2021	47	2.43

<sup>a</sup>These are States that reported a non-zero count for children ages 3 through 5 (early childhood) under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, the BIE, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Beginning in 2020, data are for students ages 3 through 5 (early childhood). Data for 2019 (or earlier) are for students ages 3 through 5. Since 2020, the percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the States that reported children under the category of *developmental delay* for that year, then multiplying the result by 100. For 2019 and prior years, the percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the States that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3. Although the BIE does not receive funds under IDEA, Part B, Section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2014, data for the BIE were not available. For 2021, data for the BIE were not available. For 2012 and 2014, data for Wyoming were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020 and 2021, data for Iowa were not available. For 2021, data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2012 and 2014, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020 and 2021, data for Iowa were excluded. For 2021, data for Louisiana were excluded. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-2. Number of States reporting students ages 5 (school age) through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 5 (school age) through 9 served under IDEA, Part B, that was reported under the category of *developmental delay*, by year: Fall 2012 through fall 2021**

Year	Number of States <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2012	36	1.49
2013	36	1.56
2014	36	1.65
2015	37	1.74
2016	36	1.87
2017	35	1.96
2018	38	1.97
2019	40	2.04
2020	46	1.84
2021	46	1.98

<sup>a</sup>These are States that reported a non-zero count for students ages 5 (school age) through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, the BIE, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Beginning in 2020, data are for students ages 5 (school age) through 9. Data for 2019 (or earlier) are for students ages 6 through 9. Since 2020, the percentage was calculated by dividing the number of students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 5 through 9 in the States that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. For 2019 and prior years, the percentage was calculated by dividing the number of students ages 6 through 9 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the States that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2012–21. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2014, data for the BIE were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020 and 2021, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2012 to July 1, 2021, 2012–21. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020 and 2021, data for Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. Data for 2021 were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-3. States reporting children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of developmental delay, by State: Fall 2021**

State	Reported some children ages 3 through 5 (early childhood) under developmental delay category	Reported some students ages 5 (school age) through 9 under developmental delay category
Alabama	Yes	Yes
Alaska	Yes	Yes
American Samoa	Yes	Yes
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools	—	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	Yes
Guam	Yes	Yes
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa	No	Yes
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	—	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	Yes
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Hampshire	Yes	Yes
New Jersey	Yes	Yes
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Northern Mariana Islands	Yes	Yes
Ohio	Yes	No

See notes at end of exhibit.

**Exhibit B-3. States reporting children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of developmental delay, by State: Fall 2021—Continued**

State	Reported some children ages 3 through 5 (early childhood) under developmental delay category	Reported some students ages 5 (school age) through 9 under developmental delay category
Oklahoma	Yes	Yes
Oregon	Yes	Yes
Pennsylvania	Yes	Yes
Puerto Rico	No	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes
Texas	No	No
U.S. Virgin Islands	Yes	Yes
Utah	Yes	Yes
Vermont	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	Yes	Yes
Wyoming	Yes	Yes

— Data were not available.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## **Appendix C**

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





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

Appendix C presents State-level information on maintenance of effort (MOE) reduction and coordinated early intervening services (CEIS). In particular, Exhibit C-1 presents the number of students who received CEIS and number and percentage of local educational agencies (LEAs), including educational service agencies (ESAs), in the 50 States, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to being identified with significant disproportionality in school year 2020–21, or that voluntarily reserved up to 15 percent of funds for CEIS in school year 2020–21. Exhibit C-2 presents State-level data on the number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of the Individuals with Disabilities Education Act (IDEA), Part B, pursuant to 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2); had an increase in their IDEA Section 611 allocations in school year 2020–21; and took the *maintenance of effort (MOE) reduction* (or *MOE reduction*) pursuant to IDEA Section 613(a)(2)(C) in school year 2020–21.

**Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2020–21**

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
Alabama	0	0	0.0
Alaska	248	1	1.9
American Samoa	0	0	0.0
Arizona	890	3	0.5
Arkansas	100	4	1.5
BIE schools	1,126	27	15.6
California	32,834	79	5.4
Colorado	0	0	0.0
Connecticut	266	5	3.1
Delaware	8,905	3	6.5
District of Columbia	19,297	1	1.6
Federated States of Micronesia	0	0	0.0
Florida	53,135	18	23.4
Georgia	1,963	3	1.3
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	8	1	0.7
Illinois	41,922	66	7.6
Indiana	10,365	13	3.2
Iowa	96	4	1.2
Kansas	0	0	0.0
Kentucky	0	0	0.0
Louisiana	0	0	0.0
Maine	0	0	0.0
Maryland	0	0	0.0
Massachusetts	8,677	11	2.8
Michigan	1,771	8	14.3
Minnesota	7,388	103	30.8
Mississippi	12	12	8.1
Missouri	78	4	0.7
Montana	0	0	0.0
Nebraska	49,488	3	1.2
Nevada	2,390	2	11.1
New Hampshire	3	1	0.6
New Jersey	1,881	9	1.4
New Mexico	597	3	2.0
New York	6,024	24	3.4
North Carolina	224	5	1.7

See notes at end of exhibit.

**Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2020–21—Continued**

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
North Dakota	98	1	3.1
Northern Mariana Islands	0	0	0.0
Ohio	6,774	49	5.2
Oklahoma	1,115	6	1.1
Oregon	1,062	9	4.5
Pennsylvania	0	0	0.0
Puerto Rico	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	4,903	26	41.9
South Carolina	8,714	8	9.3
South Dakota	1,324	3	2.0
Tennessee	164	1	0.7
Texas	15,848	72	5.9
U.S. Virgin Islands	537	2	100.0
Utah	1,013	7	4.4
Vermont	78	2	3.8
Virginia	16,774	4	2.8
Washington	27	1	0.3
West Virginia	0	0	0.0
Wisconsin	3,268	51	11.4
Wyoming	3,244	29	58.0
50 States, DC, BIE schools, PR, outlying areas, and freely associated states	314,631	684	4.5

<sup>a</sup>Percentage was calculated by dividing the number of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for CEIS due to being identified with significant disproportionality in school year 2020–21 and the number of LEAs, including ESAs, that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by the total number of LEAs, including ESAs, in school year 2020–21, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2021. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit C-2. Number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of IDEA, Part B, pursuant to 34 C.F.R. § 300.600(a)(2), had an increase in their IDEA Section 611 allocations, and took the *MOE reduction* pursuant to IDEA Section 613(a)(2)(C), by State: School year 2020–21**

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
Alabama	16	11.2
Alaska	0	0.0
American Samoa	0	0.0
Arizona	0	0.0
Arkansas	0	0.0
BIE	0	0.0
California	0	0.0
Colorado	0	0.0
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia	0	0.0
Federated States of Micronesia	0	0.0
Florida	0	0.0
Georgia	2	0.9
Guam	0	0.0
Hawaii	0	0.0
Idaho	2	1.3
Illinois	0	0.0
Indiana	47	11.7
Iowa	0	0.0
Kansas	0	0.0
Kentucky	100	57.5
Louisiana	0	0.0
Maine	0	0.0
Maryland	0	0.0
Massachusetts	0	0.0
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	18	3.3
Montana	0	0.0
Nebraska	66	26.6
Nevada	1	5.6
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	0	0.0
New York	0	0.0
North Carolina	0	0.0

See notes at end of exhibit.

**Exhibit C-2. Number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of IDEA, Part B, pursuant to 34 C.F.R. § 300.600(a)(2), had an increase in their IDEA Section 611 allocations, and took the *MOE reduction* pursuant to IDEA Section 613(a)(2)(C), by State: School year 2020–21—Continued**

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	6	0.6
Oklahoma	0	0.0
Oregon	0	0.0
Pennsylvania	67	9.8
Puerto Rico	0	0.0
Republic of Palau	0	0.0
Republic of the Marshall Islands	0	0.0
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	0	0.0
Texas	53	4.3
U.S. Virgin Islands	0	0.0
Utah	0	0.0
Vermont	0	0.0
Virginia	0	0.0
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	5	1.1
Wyoming	0	0.0
50 States, DC, BIE, PR, outlying areas, and freely associated states	383	2.5

<sup>a</sup>Percentage was calculated by dividing the number of LEAs, including ESAs, that met the IDEA, Part B, requirements and had an increase in their IDEA Section 611 allocations in school year 2020–21 and took the *MOE reduction* in school year 2020–21, by the total number of LEAs, including ESAs, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2021. Data were accessed fall 2022. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.





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